



St. Maria Goretti Catholic Academy Writing Policy 2014-2015

Aims:

St. Maria Goretti Catholic Academy we aim to:

- **Ensure progression of writing skills across the school.**
- **Provide meaningful writing experiences using the contexts inspired by stimulating texts, drama activities and “real life” scenarios.**
- **Inspire pupils to write through exciting shared experiences.**
- **Model a high standard of talk and writing to secure high expectations and inspire writers.**
- **Develop a clear understanding of the structure and language features associated with different genres of writing.**
- **Enable children to demonstrate the ability to choose the appropriate form and content to suit the purpose and audience.**
- **Prepare pupils to use different registers of speech in order to improve writing.**

Teaching and Learning

- High quality texts are used to challenge, enthuse and engage children.
- There is a clear progression in the teaching of writing which includes the familiarisation of the text type through reading, the identification of structure and language features, modelled writing, shared writing, guided writing and independent writing
- Progression of teaching writing includes:
 - Writing transcription: spelling and phonics
 - Writing composition: plan, write, edit
 - Vocabulary, grammar and punctuation: sentence work , vocabulary
 - Handwriting (developing and perfecting a cursive style.)

Provision

Children have two literacy books in key stage 2 – a skills book in which they practise sentence work, including Spelling, Grammar and Punctuation activities (SPaG.)

An Extending Writing activity is planned each week and is recorded in a writing book. SPaG and Spelling are taught as discreet lessons and within the daily English lesson. This is incorporated into one literacy book for KS1 and FS pupils.

In FS2, KS1 and KS2 children are given opportunities to correct or improve their work based on the teacher’s marking comments from the previous lesson.

Weekly English homework is given across FS, KS1 and KS2.

Success Criteria for the different writing genres are used in extended writing for both pupil self-assessment and teacher assessment.

EYFS and KS1

Children are immersed in the language of Phonics from the earliest opportunity. Write Dance is used to develop fine motor skills and stamina for writing. Continuous Provision activities mean the children receive direct teaching and modelling of writing, as well as developing independence.

The inside and outdoor areas provide opportunities for reading, writing and role play. Self-initiated learning and attainment are recorded in the children's learning journeys and literacy books in Reception.

Assessment, Monitoring and Moderation

Children in the EYFS are assessed on an on-going basis through observation, 1:1 interaction, small group activities and whole class teaching. Parents are strongly encouraged to contribute to these assessments. Baseline assessments of the children will take place during the first weeks of the autumn term, these will be used to inform planning and the organisation of interventions and activities designed to support the children's individual needs.

All pupils in KS1 and KS2 have writing targets which are shared with parents. These are updated on a regular basis within each term as the pupils progress. Teacher assessment is used to track attainment and progress in writing with summative tests at the end of each key stage.

Moderation of observations and teachers judgements of work will take place internally along with collaborative moderation within our MAC.