



St. Patricks Catholic Primary, Dipton

Writing Policy

Revision History					
Name	Ver	Reason for change	Status	Date	Review
Miss E Parry	1.1	Update	Final	March 2022	March 2025
Miss E Parry	1.0	Update	Final	Agreed by Standards and Curriculum April 2019	April 2022

RATIONALE

At St. Patrick's Primary School, we recognise that English skills underpin all elements of the school curriculum and are essential life skills. Along with speaking, listening and reading, writing plays a fundamental role in independent learning and is, therefore, given a high priority by all staff. A coherent approach, ensuring continuity and progression within this vital skill is of upmost importance.

Our approach to writing is based on *Talk for Writing*, which is an approach that supports children to explore, through talk, the thinking and creative processes involved in being a writer. This policy sits alongside the *Talk for Writing Teaching Sequence* document.

AIMS

- To create an ethos of achievement in writing.
- To foster an enjoyment of writing and an appreciation of its value.
- To encourage children to become enthusiastic, confident and reflective writers.
- To provide purposeful writing opportunities, where children write for a variety of audiences.
- To enable children to produce high-quality writing across curriculum areas.
- To ensure the teaching of writing is effectively planned and responsive to learners' needs.

GUIDELINES

For detailed explanations of each teaching stage, please see the *Talk for Writing Teaching Sequence* document. This document should be viewed alongside the *Handwriting Progression* document.

In the Early Years:

- Children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing.
- Knowledge of key words is supported through reading and writing activities, including shared reading and writing. A wide variety of opportunities are provided for children to engage in writing activities, including outdoor and paper-free activities.
- Children write on large handwriting guidelines and correct letter formation is encouraged and practised daily.
- Talk for Writing strategies are used to encourage oral story-telling and the development of vocabulary.

In KS1 and KS2,

- Teaching follows a three-part teaching sequence: Imitation, Innovation and Invention, through which children are introduced to a model text, which is learnt, analysed and deconstructed before being utilised in independent application.
- Each unit of work begins with a model text, which children explore orally.
- Children are taught to read the model text 'as a reader', exploring vocabulary and comprehension of the text.
- The text is then used as a model for writing. Children are guided in identifying key features.
- The model text is 'boxed-up' or mapped to deconstruct the underlying pattern. This allows children to utilise this pattern in planning their own versions.
- Throughout the unit, opportunities are provided for shared (whole-class) writing, with teacher modelling, guided (small group) writing, independent and paired work.
- Grammar and punctuation features are incorporated into each model text, through the use of a progression of Alan Peat's *Exciting Sentence Types*. This allows for contextual teaching of these vital skills.
- At the end of the unit, children are asked to write independently, applying the skills learnt.
- Following the teaching of text-types, children are encouraged to apply these writing skills in context through opportunities for cross-curricular writing.

Spelling

- Spelling is taught through a systematic phonics approach. In Reception, children are taught one grapheme to represent each of the 44 phonemes. Throughout KS1, children are introduced to alternative GPCs. This is further extended in KS2. For a detailed teaching sequence, please refer to the *KS1 Phonics Programme* and the *KS2 Spelling Programme* documents.