



## Policy for English: Writing composition, GPS and Handwriting

### Learning to live! Living to Learn!

Inspired by our founder Mary Gibbon, we are a welcoming, nurturing community, providing the opportunity for each person to recognise and fulfil their God given gifts and abilities. Through a creative, inclusive curriculum, we inspire all to be lifelong learners, equipped with the skills needed to be thankful, generous members of society.

#### Our Bible Narratives:

The Bible narratives referencing God/Jesus as: 'The Good Shepherd,' come from both the New and Old Testament.

#### Our Values governing our every day school life

Our Christian School Values are: Friendship, Forgiveness, Peace, Trust and Thankfulness

**Friendship:** As the Good Shepherd cares for every member of the flock, we live together in friendship. In learning to live, we accept that not every person may be our friend and at times, we may, like the Lost Sheep, lose our way. Despite our difficulties, we are all still members of the same flock. We care for each other and treat others in the way we would like to be treated ourselves.

**Forgiveness:** In order to live in friendship, we must learn forgiveness. We recognise that in living together, we will make mistakes. We understand that to live in friendship with each other, we must learn to forgive each other, in the same way that God forgives us:

"forgive each other, just as in Christ God forgave you."

We teach that we learn from our mistakes. By forgiving others, we ensure that we live in friendship:

"Be kind and compassionate to one another, **forgiving** each other, just as in Christ God forgave you."

**Peace:** When living in friendship with each other and learning to forgive each other, we experience peace. This learning extends beyond our school community in to society. To live in a peaceful world, we need to cascade friendship and forgiveness.

**Trust:** As the sheep trust the shepherd to take care of them, we learn that Christians believe God takes care of us. Our school community is a safe environment where all can flourish. Children and parents trust staff to provide a nurturing, caring and safe environment where all can fulfil their God given gifts and abilities. Children, parents and staff trust the leadership of the school to ensure their safety in an environment whereby everyone can thrive. In the same way that a shepherd protects sheep from all harm and danger, the school does likewise for its members.

**Thankfulness:** Just as a sheep is thankful for the safety of a rich environment, so too are we thankful for our school community and all that it offers. We learn to be outward looking, thinking about 'we', as opposed to 'me'. We try in all things to 'give thanks,' to be grateful for what we have and to give to others less fortunate than ourselves. We seek to serve and extend this learning in to a wider world, learning to live!



## Introduction

At Hartlip Endowed CEP School, pupils and their families can expect a high-quality English curriculum.

As stated in the English National Curriculum (2014) it is important that children develop the ability to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Since May 2021 we have followed Pie Corbett's 'Talk for Writing' approach (T4W) to Writing and we build grammar, punctuation and spelling into every lesson.

Writing emerged as a weaker area across the school following the covid crisis in 2020-2021 and this, as well as a significant rise in speech, language and communication difficulties in new Reception pupils year on year, led us to choose the T4W approach as much research suggests it has a powerful impact on developing pupil's writing. The T4W approach is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.

We teach handwriting explicitly following the 'continuous cursive' style from the Early Years through to Year 6.

## Aims and objectives

At Hartlip, we recognise that writing is integral to all aspects of life and endeavour to ensure that children develop a lifelong, healthy and enthusiastic attitude towards writing. The skill of writing enables pupils to communicate with themselves and others while documenting and conveying their knowledge and ideas. Building on experiences, it encourages expression and higher order thinking skills to develop. Thus, creating a culture of writing in our school ensures our children are given the best opportunities to build their capacity and confidence in a range of writing styles.

We are determined to provide all pupils with a supportive writing curriculum which will allow learners to recognise their full potential.

Our objectives are:

- To develop children, who are imaginative, creative, independent, inquisitive, inquiring and confident writers.
- To provide children with a range of writing skills and strategies to enable them to write confidently with comprehension, cohesion and enjoyment for a range of purposes, in a variety of contexts and for different audiences.
- To ensure no opportunity is missed to foster an enjoyment of writing amongst pupils and a recognition of its value, by setting work that is challenging, inspirational and motivating, helping them to develop a positive and enthusiastic attitude towards writing, which will nurture a life-long love of writing.
- To provide opportunities to explore a variety of different genres and to be exposed regularly to high quality texts, providing a model for pupils to aspire to.
- To ensure children have a clear understanding of the writing process: plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria.



- To develop children's ability to self-assess by reflecting on the quality of their writing, encouraging them to construct informed opinions and implement strategies to improve their own work.
- To monitor writing progress effectively to evaluate, promote and maintain high levels of attainment.
- To ensure that children who are demonstrating lower levels of attainment and/or making less than expected progress are identified early and support is given promptly.
- To work in partnership with parents /carers in order to develop each child's full writing potential.
- To ensure every child is taught handwriting explicitly and regularly to develop and fluent, legible style.
- To ensure every child has a clear, age-appropriate knowledge of and skills in grammar, punctuation and spelling and are therefore able to apply this to their writing.

### **Curriculum for English Writing**

Talk for Writing is used across the school to teach writing. The Curriculum Map for English is a two-year plan due to vertical classes. (See Appendix 1 for the Curriculum Map)

Writing is taught using the T4W planning sequence (Appendix 2).

A range of genres are covered each year and across each Key Stage. These genres are repeated and built on each year.

Talk for Writing is also used in the Early Years at an age appropriate level.

### **Teaching and Learning**

#### Daily Writing

In addition to the T4W sequence, Teachers build in 'daily writing' opportunities so children have the opportunity to write each day. This often will be within English itself, but on occasions when this is not the case, they may complete writing through other subjects or as a separate activity.

#### Big Writing and Free Writing

Teacher's also plan weekly opportunities for a 'Big Writing' (Ros Wilson) style session. This may be used for T4W writing tasks or as 'Free Writing' tasks as suggested by the current Children's Laureate Cressida Cowell (See Appendix 3 for this article).

Teachers will provide regular opportunities for pupils to engage in free writing, This writing can be about a subject and genre of their choice. Teachers will not mark this work.

#### Poetry

A Poetry Spine is going to be developed this year to incorporate poetry in to every term for every pupil.



Example termly timetable for 'Big Writing' sessions:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
FREE writing - – unmarked free writing session.	Set Task linked to current unit	FREE Writing – unmarked free writing session.	Cold Write task (in preparation for next unit in following term)	FREE Writing - – unmarked free writing session.	Hot Write independence task (end of unit assessment)

Book/Reading Spine

Teachers will plan units of work based upon high quality texts. The texts can come from Pie Corbett's Reading Spine or be texts with excellent reviews from educational practitioners and companies.

Class Text

Teachers will have a class book for each term and/or unit.

In addition to this, a model text, which is linked to the class text, may be used to support the T4W sequence, particularly in older years where the class text is long.

Exercise Books

Pupils from Year 2 to Year 6 have two English books. One is yellow and this is for day to day English. The other is green and is for Extended pieces of writing – 'cold' and 'hot' writes which bookend every writing unit. The purpose of this is to show progress across a unit. Pupils can see their starting point and their end result side by side.

Targets

Following a cold write, teachers set pupils specific individual targets to work on over the course of the unit. Pupils will know and understand these targets and teacher must plan lessons which enable pupils to work towards the targets.

Modelled, Shared and Guided Writing

Teachers will model writing to pupils before moving on to shared writing and then group guided writing. This is a vital part of teaching writing and will occur in every lesson where children are expected to write.

Drama and role-play

Pupils will regularly engage in a variety of drama and role play activities to support their language and writing skills.



## Classroom Environment

Classrooms all have an ongoing, purposeful working wall (or 'washing line') for Talk for Writing. These displays are to support the pupils with their independent work and display examples of modelled and shared writing.

Additionally, all classrooms have a writing display, showcasing every pupils' best efforts in writing.

## Cross-curricular links

Writing lends itself well to other subjects. Writing opportunities are given within R.E, Topic work and Science.

## Assessment, Recording and Reporting

Target Tracker is used as tool for making both summative and formative assessments in writing. Statements from the National Curriculum are assessed for each pupil so teachers have clear knowledge of what level the pupils are working at and what their next steps are. Writing is assessed formally at the end of each term (six times a year). The assessment date is used as part of a cycle where it is analysed by class teachers, the subject leader and the assessment leader. Writing progress and attainment is discussed in detail through regular pupil progress meetings and next steps are identified.

Assessment in Writing will:

- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Enable opportunities for daily formative assessment which the is used to develop children's learning further
- Include pupil self-assessment and peer assessment
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge, skills and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

## Grammar, Punctuation and Spelling

Aspects of grammar, punctuation and spelling are taught within English lessons.

In addition to this, teachers use 'Spelling Shed' and word lists to further practice the spellings required for the pupils. These spelling are practised in class and practise at home is encouraged. All pupils can access the online platform and app – Spelling Shed. This provides an opportunity to practice spellings through games.

Some aspects of grammar and punctuation will be taught explicitly as needed.

## Handwriting

Handwriting is taught explicitly at least three times a week across the school. We teach the 'continuous cursive' style.



## Role of the English: Writing Leader

The Leader will:

- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and frameworks.
- Monitor the quality and effectiveness of teaching and learning and pupils' progress and standards.
- Provide timely and appropriate feedback to staff following all monitoring
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment
- Monitor, analyse and question assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the budget and monitor resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into lessons.

## Resources

Books are the main physical resource for writing. All resources will be listed, stored, be easily accessible and kept in good condition.

Other vital resources include:

- Flip chart paper and range of marker pens
- Personal whiteboards and pens
- Magpie books

## Health and Safety

Teachers will conform to guidelines in the school's health and safety policy. Candle may be used for some writing sessions and appropriate risk assessments will need to be in place to mitigate any risk or hazard arising from this.

## Safeguarding

Due account will be taken of health and safety guidelines and appropriate risk assessments for out of school visits. Please see the school's Safeguarding Policy.

