

# St Paschal Baylon Catholic Primary School



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Catholic Primary School



Following In The Footsteps Of Christ

## Writing

## **Writing at St Paschal Baylon**

### **Intent**

At St Paschal Baylon, writing is an integral part of our curriculum. All pupils from Foundation Stage to Year 6 are provided with significant, valuable opportunities to develop and apply their writing skills across the curriculum, for a range of purposes and audiences. Our intent is for all pupils – irrespective of their needs, abilities or background – to learn to write fluently, developing their own writer's voice so that they leave primary education as independent, confident and successful writers, with high aspirations. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school. We recognise that spoken language underpins the development of writing and the quality of language that pupils hear and speak is vital for developing their vocabulary and grammar. We cultivate a love of writing and communicating through vocabulary rich and high-quality literature encouraging pupils to escape to a world of imagination and creativity where each child is able to display their writing skills and enhance their fluency in spelling, grammar, vocabulary and punctuation. Our aim is to provide pupils with an appreciation for writing that will prepare them for future learning opportunities.

### **Implementation**

At St Paschal Baylon, we use Ready Steady Write (RSW) by Literacy Counts as our chosen scheme of work for writing. RSW empowers teachers to provide high-quality teaching of writing through high-quality literature. The detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. They provide:

- Clear sequential Episodes of Learning
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Example Texts linked to writing outcomes
- A wealth of supporting resources

### **Organisation and Curriculum Coverage**

Our English curriculum is developed around a sequence of high quality age-appropriate texts, using Literacy Count's Ready Steady Write units of learning. We use each book to create opportunities to:

- develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions;
- explore the writing structure and features of different genres, identifying the purpose and audience;
- plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

Building on this foundation, we teach literacy using a range of strategies which include:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback so as to improve their own explanations.

- Partner Talk - Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning - Teachers use a range of questioning strategies to establish children's current understanding and develop their learning.
- Modelled Writing - Teachers model writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work. This happens regularly, through sentence accuracy
- Shared Writing - Teachers use the ideas from the children to create shared pieces of writing. This enables the children to see the writing process in action as well as having pride and ownership over the finished piece.
- Editing - All children are signposted to regular opportunities for reviewing and editing their own and the work of others.
- Working walls - Teachers and children regularly update working walls to ensure learning is documented within a unit of work.

### **Working Walls and Resources**

Each class is expected to develop an English working wall which adapts daily with teaching. Displays should model the writing process and scaffolds needed for children to apply to their own writing. Spellings, handwriting and supporting phonics materials should also be displayed within the classroom to aid children's writing. Sentence accuracy checkers are available to all children within the class environment.

### **Planning**

Literacy Counts provide the entire writing curriculum mapped out on coverage and progression documents. Teachers use the provided planning to support their lessons, annotating and making notes where necessary. There are planning and assessment proformas available, via Literacy Counts, for teachers to use at their discretion.

### **Inclusion**

#### ***Children with English as an additional language:***

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. All teachers include a range of strategies to support children with EAL which includes:

- Teacher and peer modelling and consistent use of visual support
- Repetition and recasting of language features
- Word banks and scaffolded speaking and listening activities
- Resources that include images to secure language understanding
- Use of technology to support interpretation of Example Texts, if necessary

Teachers work with the SENDCO to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the SENDCO to help them make rapid progress.

### ***Children with Specific Educational Needs:***

Some children experience learning difficulties, which affect their progress in English. Class teachers inform the SENDCO if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support in line with the SEND Code of Practice. All children are included in all lessons through the use of adaptive teaching strategies. This may include:

- scaffolds and supports to develop writing ideas and language acquisition
- technology to support the generation of ideas, develop words banks and plan and write
- explicit instruction, including the modelling of sentences, paragraphs, planning and editing - with opportunities for the children to practice modelled techniques
- a focus on cognitive and metacognitive strategies to help children articulate their learning
- flexible groupings to ensure peer support and appropriate level of challenge

### **Spelling**

In Reception and KS1, children develop their spelling skills through our systematic, synthetic Phonics scheme, Read Write Inc. Children practise during their daily phonics lessons and this is consolidated through the sharing of rich and engaging texts during English lessons.

In KS2, our chosen spelling scheme of work is Spelling Shed. It is an effective and engaging spelling program that uses a fun, interactive approach to help students learn and practice spelling. It provides a structured and progressive approach to spelling, with lessons designed to build upon previous knowledge and ensure a solid foundation. Children in Years 3-6 learn or review a different spelling rule each week which is practised within the school day then also provided weekly as a home learning task. Children access this via an online platform which provides a range of games and activities to support each spelling rule and they also receive written practise of spelling rules both in school and as homework.

### **Handwriting**

We use Nelson Handwriting Scheme across the school as it is a programme designed to help all children develop a confident, legible and personal handwriting style and support them in meeting higher curriculum expectations.

In EYFS, children are provided with effective conditions for writing and are taught about the importance of posture and pencil grip. This is reiterated throughout all curriculum areas. Within Read Write Inc. Phonics lessons, children are taught how to form lower case letters using rhymes to support; these are taught in the order guided by Read Write Inc. Once children have learnt all single letter sounds, they then progress onto the Nelson Scheme of work, where letter formation is reiterated and children get a chance to practise letters and numbers to 10. When children are ready to write words, they are encouraged to use print as opposed to cursive. In KS1, children revisit the handwriting taught in EYFS and progress to forming capital letters. Print is encouraged until Summer Term of Year 1, when children begin practising how to join some letters in preparation for cursive style in Year 2. By the end of Year 2, children should be able to recognise letters that should or should not be joined together and they should be beginning to show competence with using a cursive style of writing.

In KS2, children learn how to write with a slant and they explore joining using horizontal and diagonal strokes. By Year 5, children should have developed their own style of handwriting from a secure base, choosing their writing implement and style as appropriate to the occasion. From Year 3, children can begin writing using a pen at the discretion of their class teacher.

### **Impact**

This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality first teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes. Children have opportunities to share their learning with each other and their parents through parent, teacher consultations, on the school's X account and on displays throughout the school. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning. As a result, we have a community of enthusiastic writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their writing, and love to discuss and share their ideas.

### **Assessment**

Teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify those children who may need additional support. Formative assessment of writing is completed through teachers' daily feedback to inform future planning. Teachers use the children's everyday writing and adapt models and input to meet their current needs. Teachers work collaboratively with their year group partner to analyse writing and identify next steps. These next steps are then used to amend subsequent units so that teaching can focus on areas for development. Daily sentence accuracy work is carefully monitored to ensure children are constructing sentences both coherently and accurately. Opportunities are provided for teachers to attend moderation meetings with other schools in order to ensure accurate assessment of children's writing. They also get the opportunity to look at writing across the school by holding curriculum staff meetings where books from different subjects are shared. Subject leaders will analyse termly data and address areas for curriculum development. Writing data is inputted into OTrack each term and then children's attainment, progress and barriers to learning will be discussed in Pupil Progress Meetings with senior leaders; clear actions to work on will be planned together, to support pupils and staff in closing gaps.