

Church of the Ascension CE Primary School Writing Policy



Our School Vision: Learn with Love, Flourish in Faith

Do everything in love (1 Corinthians 16:14).

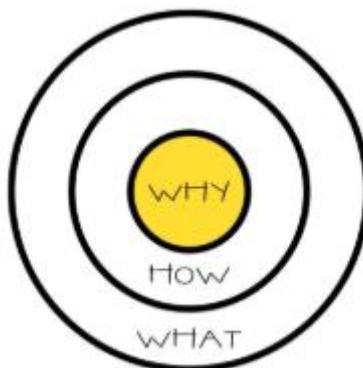
As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God's wonderful world.

Curriculum Drivers

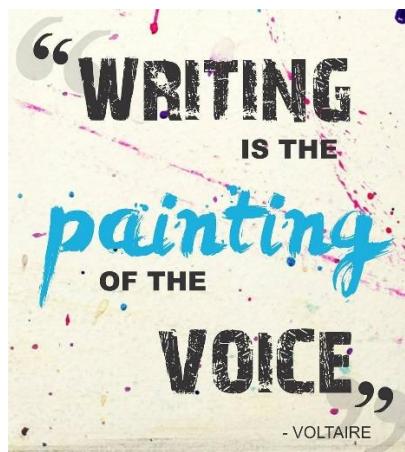
Resilience: <ul style="list-style-type: none">Ability to apply themselves to all of the stages of writing, ensuring accuracy, detail and awareness of the reader.Take pride in their work.	Independence: <ul style="list-style-type: none">Thinks about the audience for their writing, and the impact they want to achieve.Edit and improve work to the best of their ability.Develop own unique style and flare for writing.
Aspiration:	Appreciation:

<ul style="list-style-type: none"> • Use their sophisticated and extensive bank of vocabulary. • Develop an understanding of writing techniques to extend and add detail to their work. 	<ul style="list-style-type: none"> • Recognise and appreciate the technique used by known authors and apply to own writing.
---	--

Our Approach to the Teaching and Learning of Writing



Subject Intent



Subject Intent

Resilience

A resilient writer is someone who works hard through all parts of the writing process. They

take time to plan, write, check, and improve their work. They make sure their writing is accurate and detailed, and they always keep the reader in mind. These writers take pride in what they create and try their best, even when the task is difficult.

Independence

Independent writers think carefully about who will read their writing and what effect they want it to have. They make their own choices about words and structure to make their message clear. They read through their work and improve it on their own, trying to make it the best it can be. Over time, they develop their own voice and style, showing confidence in how they express themselves.

Aspiration

Aspiring writers want to keep getting better. They use a wide range of vocabulary to make their writing more interesting and powerful. They learn different writing techniques—like using strong description or varying sentence length—to add more detail and improve their work. These writers aim high and always look for ways to improve.

Appreciation

Writers who show appreciation enjoy reading the work of well-known authors. They notice the clever techniques writers use to tell stories or share ideas. They think about how these techniques work and try to use them in their own writing. This helps them learn and become stronger, more thoughtful writers

At Church of the Ascension Primary School we strive to create a love for writing. We aspire for every child to leave our school with the skills of a proficient writer who:

- Thinks about the audience for their writing, and the impact they want to achieve;
- Can write with fluency and accuracy;
- Uses their sophisticated and extensive bank of vocabulary, together with an understanding of writing techniques to extend and add detail to their work;
- Has the ability to structure and organise their writing according to genre, demonstrating variation in their sentences;
- Displays excellent transcription skills, ensuring their work is carefully presented, punctuated and spelled accurately;
- Can edit and improve their work efficiently, ensuring each piece of work is produced to the best of their ability, showing progression from previous written work;
- Become more independent as writers, developing their own individual authorial style.

During their time at Church of the Ascension Primary, children will explore a range of models of excellence to guide their personal drafting and editing process. They will have exposure to an extensive range of different genres from which they can identify themes, structures and specific punctuation and vocabulary. Developing writing forms an essential part of our English lessons, however we expect the same levels of enjoyment of writing and high standards in all areas of the curriculum.

Subject Implementation

Writing is taught through a cumulative model which allows for a progression of skills through each term;

- Term 1 is firmly rooted in building the foundations of accuracy in spelling, punctuation and grammar. Writing tasks are designed to be simpler and more description based, allowing more focus on technical skills. Teachers provide stimulating opportunities for children to write every day during English lessons and across the curriculum through other subjects.
- Term 2 allows children to develop ideas and structure to suit their own creative abilities; writing sessions will be set up to allow for imaginative ideas and individuality in authorial style.
- Throughout term 3, as children become more competent and independent writers, opportunities will be given for children to publish and celebrate their writing achievements, making extensive use of communal display areas, the school website and social media platforms.

Teachers provide models for writing and examples of writing excellence, writing tasks have their origins in book studies and quality texts. Children are continually encouraged to develop a rich and inspired vocabulary through their reading and studies of texts, which then can be utilised in their own writing compositions.

Teaching of Spelling, Punctuation and Grammar (SPaG)

Spelling is taught in line with the new National Curriculum but outside of literacy lessons and children understand the importance of learning spellings in a memorable and interesting way. A range of strategies are used to ensure personable learning which supports pupils in becoming competent lifelong spellers. Accurate spelling is expected in all writing across the curriculum and children are taught and given time to edit their spellings and recognise their own errors

EYFS – Spelling is taught through the teaching of Letters and Sounds Phases 1, 2, 3 and 4 are covered across F1 and F2.

KS1 – Spelling is taught through the teaching of Letters and Sounds Phases 5 (Year 1) and 6 (Year 2). - there are additional spelling rules/patterns to be taught after children are secure at Phase 5 in Year 1, and in conjunction with Phase 6 in Year 2.

KS2 – Spelling is mainly taught through rules and patterns, but there is still a need to refer back to KS1 Letters and Sounds.

Spelling patterns and rules are taught regularly each week through active lesson starters, or as a whole lesson depending on the time required to teach the new spelling rule/pattern

Punctuation and Grammar:

Punctuation and grammar skills are taught within lessons as indicated on the short term planning. The teaching of grammar and Standard English is an integral part of every writing lesson and across the whole curriculum. Using the National Curriculum and school progression documentation, key grammar and Standard English skills are taught progressively and systematically throughout the school.

Drama and Writing

Drama features in the medium term planning and is used to help children familiarise themselves with a text, or characters in a text. Drama techniques include role – play,

improvisation and group performance to enable pupils to create and develop their own writing through:

- Exploring familiar themes and characters
- Responding in role to create stories
- Empathising with characters and situations
- Considering alternative courses of action
- Adapting writing for different purposes and audiences
- Using performance to reinforce understanding of the structure of text types
- Theatre visits

SEND Provision

Inclusion provision for children with SEN, and issues of equality.

1. Performance of specific groups is monitored.
2. Whole class planning addresses specific needs for underachieving groups.
3. Texts are chosen to:
 - engage reluctant readers,
 - reflect multi-cultural society,
 - provide positive role models,
 - provide high interest but low impact level.

Subject Impact

Through our carefully designed curriculum, the pupils at Church of the Ascension will become confident and enthusiastic writers.

How do we know that we have achieved these outcomes?

Our writing curriculum is high quality, well thought out and is planned to demonstrate a progression of skills which leads to independence and ambition in writing. Children at Church of the Ascension Primary School write for a range of purposes and can distinguish language styles between genres.

Through our cumulative model for progression, children build on strong foundations of technically accurate writing to develop and construct their own ideas in a creative and imaginative way. They are competent in using a dictionary and thesaurus to facilitate independence and pride in their work.

Children are encouraged to write for a variety of purposes and teaches ensure opportunities exist for children to share and publish their work in the wider community. Work is shared through our school website and social media pages as well as writing to specific groups, such as to local care homes and pen pals in other schools.

Writing achievement is measured against the national statutory end of key stage assessments, alongside our own school writing assessment programme.

Writing assessment is ongoing throughout every lesson and cross curricular themes to help teachers with their planning, lesson activities, targeted pupil support and enable appropriate challenge to all

children. Pupils are given detailed feedback and next steps to respond to in the form of their Target Bookmark, in order to personalise learning and provide the children with opportunities to edit and improve their own writing. A tracker based on National Curriculum objectives is used to inform teachers and leaders of the skills and knowledge the pupils have achieved or need to improve further. School improvement leaders closely monitor all pupil's books and hold meetings with all teachers to assess every individual child's learning needs and progress. In addition, pupil voice is used to enable leaders to assess the impact of writing across the curriculum.