



Our Lady's Catholic Primary :

Writing Teaching and Learning Policy

Coverage and Expectations

We follow a reading to writing approach within our English lessons, building from an oral storytelling approach in EYFS and KS1. The long-term plan maps out the texts to be covered in each year group, when they are covered, the writing outcomes and the length of each unit. Where possible, links have been made with the year groups Humanities focus. There should be a daily English lesson in from Y2-6. Y1 will have three lessons per week and EYFS will have focus texts for story telling, where some learning outcomes may be linked. Spelling should be taught

explicitly and children should be tested once a week.

Writing Composition Routeways and SPAG objectives have been clearly set out for each year group.

High quality modelled writing, as well as example texts are expected to form part of the learning journey within each unit.

Lesson Structure

Every English lesson begins with a grammar retrieval question, on the LO sheet, based on previous learning and responding to feedback from the previous lesson.

After a few minutes to complete this independently, a whole class discussion regarding the correct answer can occur and any misconceptions can then be addressed.

The general structure would then be for teacher input, followed by a task. However, there is flexibility here depending on the nature of the lesson or task being completed. It may be some shared reading of the text, following by a class discussion about key themes or questions, then teacher modelling of task, followed by children completing an independent task. It may differ as it may be a Big Question, an oracy focused lesson, etc.

Planning Expectations and Links

Long term planning overview documents are all saved and shared centrally via share point on BGFL. Teachers must complete a medium-term plan, detailing LO and outlining teaching and outcome for the lesson. The lesson must then be available as a flipchart or PowerPoint. Planning will need to be reviewed and adjusted to ensure it meets the needs of your class. All planning must be saved centrally on share point.

The long-term plan, exemplar unit markers, Writing Composition Routeways and SPAG objectives and sentence structures, etc are saved centrally on share point on BGFL, under English.

Presentation of work

Every unit will start with a unit marker stuck neatly into the book. The highest standard of presentation is expected in all English lessons and work. The long date will be recorded for each lesson, above the LO sheet. Any drawing of lines will be done using a ruler. Children should write in pencil, or pen once they have received their pen licence. Their work should be edited in the school editing pen. Any other colour may only be used following specific teacher instruction.

Environment

Every classroom will have a dedicated English Working Wall that will include the following headings:

- Our Text – with picture of the front cover
- Key vocabulary
- Purpose
- Features
- Audience

Each class will display a Word of the Day that the children have discussed and know the meaning of.

Each class will display their class reading book clearly.

Every class will have a flipchart to use to model writing and use to create their working wall.

Vocabulary / Oracy and Language development

As our English curriculum follows a text based approach, children will be exposed to high quality vocabulary within all lessons.

Word of the Day will be on display and discussed in all classrooms.

Neli intervention is offered in EYFS.

Wellcomm is offered as an intervention to support, track and deliver targeted sessions for children struggling with language.

Unit Markers in KS2 have space for children to make notes of key vocabulary they may wish to use from their reading, in their writing.

Assessment and Feedback

Children's work will be marked daily:

- The LO on the LO sheet will be highlighted green or pink to indicate whether it was achieved.
- Teachers will mark the Grammar Focus or acknowledge the child's self marking.
- Presentation score and Skills Builder to be completed by teacher or child daily.
- Up to 3 spelling mistakes will be identified in written work, by being underlined in pink highlighter within their work.
 - KS1: write the word in pink highlighter for the child to write over and then copy out another three times.
 - KS2: write the word out for the children to copy three times.
- Green highlighter used to indicate elements of the writing that meet the LO and / or are good examples of the content expected.
- Extended pieces of writing will be responded to with more detailed feedback, where pink highlighter is either verbally or in writing explained, so children know how to improve their work. Where verbal feedback is provided, the code VF is used in the book.

Assessment:

Teachers to use the relevant year group TAF document to ensure children are on track to achieve expected progress. Teachers to use this document when deciding on termly assessments and ensure that the evidence is available in the book for each child. DfE exemplification documents to be used to ensure accurate assessment. In house moderation to support accurate data. Assessment for Learning to be used daily, to inform the teaching sequence and support progress.

How a lesson might be adapted for some children e.g. SEND:

Some children e.g. those with SEND may require the lesson adapting to enable them to access elements of it. Some examples of what this might look like are below:

- word banks available
- typing their extended write
- allocated a longer amount of time to complete a written task
- pre-reading a text or having the audio book available and listening to it before the lesson.
- visuals able to support retelling the story.
- pre-teaching, if appropriate, e.g. new vocabulary.
- Please note, this is not an exhaustive list, just suggestions.