



Mission Statement
A Caring Christian Family Where We Grow Together

WRITING PROCEDURE

Effective Date: 1st April 2017

Review Date: September 2026 Biennial

Review Date	Signed Head Teacher	Signed Director RCSAT
21/11/2019	<i>J. L. J. J. J.</i>	<i>P. B. B.</i>
25/11/2020	<i>J. M. Badger</i>	<i>P. B. B.</i>
30/09/2022	<i>J. M. Badger</i>	<i>P. B. B.</i>
30/09/2024	<i>J. M. Badger</i>	<i>P. B. B.</i>

Persons Responsible for Protocol:	Executive Headteacher
Approval Date	01/04/2017
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT



1. Rationale

- 1.1. Writing is one of the primary forms of communication. It allows thoughts to be clarified, emotions to be expressed, opinions to be stated, experiences and explanations to be shared.
- 1.2. As Rights Respecting Schools, RCSAT upholds the articles from the United Nations Convention on the Rights of the Child. These articles underpin this Writing Procedure:
 - 1.2.1. Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
 - 1.2.2. Article 3 (best interests of the child) The best interests of the child must be a top priority in all things that affect children.

2. Aims and Objectives

- 2.1. RCSAT aims to enable pupils to consider themselves as 'writers', to encourage confidence and the motivation to want to write and to have sufficient control over the mechanics of writing to allow for skilful development of the writing process:
 - 2.1.1. to develop fluency and legibility,
 - 2.1.2. to offer a whole language approach so that pupils can learn to express clarity of thought and be able to manage language appropriately.
 - 2.1.3. to set high expectations of pupils and to give writing a high profile in all its forms.
- 2.2. Pupils need much experience of a variety of reading materials and writing styles in order to develop confidence and control and appreciate and understand the purpose of writing.
- 2.3. High quality text and picture books will be used to inspire and guide children's writing.
- 2.4. Pathways to Write Scheme is used to provide a structure to the teaching of Writing and is followed in all year groups at an age appropriate standard.
- 2.5. Quality texts on which our connected curriculum is built form the structure for each Pathways unit.
 - 2.5.1. Pupils are provided with the opportunity to write for real reasons, for different purposes and for a range of audiences.
 - 2.5.2. Pupils will be given the opportunities to develop their writing in relation to the process, content, method, presentation and intended audience.
 - 2.5.3. The conventions of written standard English must be modelled and pupils helped to move towards accepted adult forms of writing. This is best done through children's own work and through that of other writers when it is appropriate.
 - 2.5.4. Pupils are given frequent opportunities to discover the links between the skills of writing, reading, speaking and listening, drama and role play. This will help ensure a range of genre is covered.
 - 2.5.5. A wide range of resources will be used to support pupils and enable them to become independent writers. Dictionaries, thesauruses, common word books, spell checkers, working displays, celebration of writing and prompts will allow the developing writer to concentrate on content.

3. Approaches to Writing

- 3.1. RCSAT shall aim to develop pupil's ability to produce well - structured writing with appropriate detail, in which the meaning is clear and the interest of the reader is engaged.
- 3.2. The approach to writing shall aim to instil the importance of transcription and composition, as required in the National Curriculum (2014).
- 3.3. Throughout each school, teachers shall implement the Pathways to Write approach in teaching writing. Pathways shall be used at an age appropriate level to model, plan, write, mark, draft and edit pieces of pupil's work.
- 3.4. Pupils in all Key Stages shall be given daily opportunities to write in a range of contexts, for a variety of purposes, and have regular opportunities to write at length in extended independent writing sessions.
- 3.5. RCSAT's long term planning for English shall cover the range of text types set out in the National Curriculum (2014), ensuring a breadth of coverage.

- 3.6. The importance of Computing/Technology in developing English skills shall be recognised and pupils given lots of opportunities to improve their writing through drama or short film clips.
- 3.7. Interactive technology shall be used daily in a range of ways to enhance the teaching of English:
 - 3.7.1. In EYFS or KS1 children may play English games on the interactive whiteboard or iPads,
 - 3.7.2. In KS2 they may use the internet to conduct research to support their writing.

4. Writing within the Curriculum

- 4.1. Writing will need to extend beyond the English curriculum into other areas if it is to really evaluate and reflect the pupil's ability.
- 4.2. The Connected curriculum shall allow pupils to develop these skills, motivating a pupil to express an opinion, debate a point, observe and experiment, find and classify information.
- 4.3. This Writing Procedure shall underpin every subject area within the school.
- 4.4. Planning work in all subject areas shall consider the need to make provision for the development of the following motivational skills:
 - 4.4.1. Finding and classifying information,
 - 4.4.2. Evaluating and interpreting,
 - 4.4.3. Observation,
 - 4.4.4. Experimentation,
 - 4.4.5. Imaginative and creative work,
 - 4.4.6. Social interaction,
 - 4.4.7. Aesthetic and moral values,
 - 4.4.8. Recording skills.
- 4.5. Class teachers shall aim to offer experiences which will provide a balanced selection of activities aimed at developing spoken and written skills.
- 4.6. The writing experiences offered to pupils shall aim to extend and develop the skills they already have and introduce new ones appropriately.

5. Assessment

- 5.1. Assessment of writing shall be carried out continuously and progress tracked using SIMS.
- 5.2. Pupils shall be expected to complete regular independent written pieces which teachers shall use to assess all areas of writing including handwriting.
- 5.3. The work produced shall be placed into the celebration book in which the children will edit their writing.
- 5.4. Termly internal & Trust moderation sessions shall take place amongst teaching staff to ensure judgements are robust and are standardised across the school. These shall be led by the English Lead/ Principal.
- 5.5. RCSAT wide and external moderation shall also take place within the school year.

6. Learning Environment

- 6.1. School classrooms and displays shall be used as learning tools as well as celebrating writing.
- 6.2. Using the learning environment, all skills shall be transferrable and learning applied across a range of contexts, ensuring intrinsic links between reading, writing, phonics, grammar, spelling and punctuation are made and pupils are regularly given time to consolidate learning.
- 6.3. Through the learning environment, pupils shall be empowered and supported to build independence when working.
- 6.4. Each classroom shall display a current working wall showing all aspects of the genre being developed through the writing process. This will provide examples of SPAG, sentence structure, modelled examples and WAGOLLS for the current genre being taught.

7. RCSAT Expectation of all Teachers

- 7.1. Planning shall cover all English objectives throughout the year and this will be tracked using SIMS.
- 7.2. A4 handwriting books shall be used for writing in English and writing shall also be evident in topic books.
- 7.3. A high level of presentation is expected across all subjects.

- 7.4. Guided group work shall be planned for and delivered.
- 7.5. Modelled writing shall be a non-negotiable when teaching writing across the school.
- 7.6. Topics shall offer pupils the opportunity to contextualise and apply discrete literacy learning for a wide range of purposes.
- 7.7. Writing shall be edited regularly and an independent piece completed with at least 2 per half term. .
- 7.8. Learning Objectives and G4G tasks shall be evident in every child's book.
- 7.9. Marking shall be directly linked to the Learning Intention and Success Criteria in all lessons. (See feedback and Marking policy)
- 7.10. Skills taught in English shall be reinforced and embedded throughout all other areas of learning; this shall be evidenced in all work.
- 7.11. The Yearly Overview shall be used to create a termly medium term plan.
- 7.12. Weekly plans shall be based on medium term planning and develop the teaching of a genre through the writing process.
- 7.13. Assessment for Learning shall be used in classrooms.

8. Time allocations for English

- 8.1. Writing shall be taught every day for a minimum of 1 hour.
- 8.2. Extended writing shall be taught across the curriculum.
- 8.3. Punctuation and grammar shall be embedded in all English teaching and be evident within planning.