



English Writing Policy

Implementation date: Autumn 2024

Review date: Autumn 2025

English Policy

Curriculum Rationale

We have the following goals in all curriculum areas:

Success – We celebrate individuality, and the success that each child has, and we recognise that this will take a variety of forms.

Motivation – We aim for all of our children to be motivated young people who have a desire to do their best and try their hardest.

Confidence – We provide a nurturing environment where all our pupils develop confidence in themselves to be successful members of their community.

Aspiration - We are aspirational for our children, providing a curriculum that ensures each learner has the opportunity to reach their true potential.

These aims are achieved by adhering to the following learning motto:

IGNITE – EXCITE – ENGAGE

We aim to:

Ignite a passion for learning and the curiosity to explore the world.

Excite pupils with a curriculum that is fun, and which contains a wealth of rich experiences

Engage all learners and members of the community.

Purpose of study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Intent:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation:

At St Michael's Community Academy we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding.

Writing:

To teach **writing** we follow the '**Pathways to Write**' scheme.

Pathways to Write



Pathways to Write is a recently introduced methodology designed to equip pupils with key skills to move them through the writing process towards their final outcome. It is an incremental approach that is built around units of work that follow a "mastery" approach to the teaching of writing.

To support this approach, clear detailed lesson plans and resources are linked to a series of high-quality texts for each year group. Pathways to Write ensures engaging and purposeful English lessons. The units can be used thematically to encourage a whole school approach to writing with the opportunity for topics to link across all year groups.

Each unit covers a range of areas in the national curriculum:

- Mastery of vocabulary, grammar and punctuation skills
- Writing a range of genres across a year
- Vocabulary development
- Using a wider range of reading comprehension strategies as a whole class in order to support writing
- Spoken language activities including drama and presentations
- Opportunities for practising previously taught genres
- An extended, independent piece of writing

This process follows three stages:

- (i) **The Gateway** (Approximately 1-2 lessons)

- Teachers begin at the Gateway with a 'hook' session to intrigue and enthuse young writers
- Objects, people, images or role-play are used to stimulate questions about the chosen text
- Pupils are given the opportunity to predict the text
- The purpose and audience of the writing are established
- Previous mastery skills and ongoing skills are revisited

(ii) The Pathway (Approximately 10 lessons)

- Pupils are introduced to three new writing skills from their year group curriculum
- Opportunities are presented to practise and apply the skill they have learnt through short and extended writing tasks, including character descriptions, poetry, and dialogue between characters, fact files or diary entries in role
- Opportunities are also provided to re-cap and apply previously taught skills
- Greater depth writers are challenged through a wider range of tasks e.g. changes to form, viewpoint and audience

(iii) Write-away (Approximately 4 lessons)

- Texts are sectioned and sequenced independently or collaboratively
- Extended pieces of writing are created over time
- Opportunities to apply mastery skills are presented
- Time is given for planning, writing, checking, editing, redrafting and publishing
- A fiction or non-fiction outcome will be written (covering a wide range of genres and themes over the year)

Emphasis is put on children applying the reading and writing skills developed in English lessons across the wider curriculum. This includes written work in Humanities, Science and RE, as well as any writing produced in other school activities/learning.

Impact

The impact of the English curriculum at St. Michael's Community Academy is that we ensure that our children progress to secondary school being able to read easily, fluently and with good understanding of what has been read. We ensure that our pupils enjoy reading and read a variety of books both for pleasure and in order to find out new information. Our children can articulate their ideas using a range of vocabulary. They are confident when speaking and can participate in debate. We ensure that our pupils can write for a range of purposes and audiences. They are able to write coherently using a wide range of vocabulary.

Oracy:

St. Michael's has a commitment to developing Oracy amongst our pupils. This is separate and distinct from SALT interventions. The EEF toolkit states that an effective Oracy programme in schools can add up to **5 months** of additional progress for pupils.

As a school we are enhancing the way we teach vocabulary by using the strategies and ideas from the 'Word Aware' program. Word Aware is a comprehensive and structured approach to use throughout the school to promote vocabulary development in all children.

The teacher selects words from the Pathways to write scheme. The words are presented to the children at the beginning of each lesson. **Teaching** covers phonological sound, syntactic grammar and semantic meaning. In other words, we will be teaching the sound and initial letters of the word; what word class it is (for example, a noun, adjective, adverb, verb) including how the word is structured in a sentence; and what the word means.

Oracy activities are embedded throughout the Curriculum and are purposefully reinforced through the *pathways* schemes in both Reading and Writing, each of which contain frequent opportunities for discussion, debate, role play and drama activities.

Spellings:

Spellings are issued and tested weekly in both KS1 and KS2, with opportunities for children to practise their words in class through handwriting and spelling activities. Children are expected to practise spellings at home. Spellings are taken from the spelling rules and the common exception words as set out in the National Curriculum.

We aim for all our pupils to become fluent and effective writers. We use the National Curriculum as a basis for teaching GPS by introducing patterns, conventions and continually practising those already introduced. Year 1-6 (Y1 from Spring term) will use **Pathways to Spelling** with an aim to develop a school of spellers.



Pathways to Spell is an innovative and engaging programme to fascinate pupils about words. It is a research-based series of lessons following a Review, Explain, Practise, Apply and Reflect model. Through this programme, we aim to develop a school of spellers who use a series of strategies in lessons and in their independent writing. There is a cycle of reviewing objectives, covering the whole curriculum, to ensure gaps in learning are

constantly revisited. Pathways to Spell links directly with our writing and reading programmes.

Key elements of Pathways to Spell:

- Covers the whole national curriculum.
- Pedagogically sound and evidence-based.
- Multi-sensory approach.
- Builds phonemic, orthographic and etymological knowledge.
- Develops a range of independent spelling strategies to apply beyond spelling lessons.

Regular opportunities to edit and improve work are provided. The children are expected to proof read their work to improve spelling, punctuation and grammar. They add, omit and change words to improve the content.

Curriculum Planning

English is a core subject in the National Curriculum and all of our Pathways lessons are based directly upon it.

Subject leader responsibilities

Phase leaders take joint responsibility for the implementation of this policy in their respective areas of school by ensuring that:

- Monitoring and evaluation of learning takes place
- Pupil assessment information is analysed and acted upon
- Marking and planning are effective and are done in line with the school policy
- Curriculum coverage is sufficient
- Working walls are up to date
- Staff are supported in their CPD
- Resources are purchased in a timely manner and are organised for ease of use
- Developments in the teaching of English are kept up to date with

Inclusion:

At our school we teach Reading, Writing and Communication in English to all children, whatever their ability. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning English as an additional language, as well as providing appropriate, challenging planned work for those children who are More able and Talented.

Pupils who require additional support are identified and given targeted interventions including **Read Write Inc** and **Fresh Start**.

Assessment:

Work in each aspect of English is assessed in line with the **Assessment, Recording and Reporting Policy**.

Writing:

Teachers make ongoing short-term assessments during the teaching of each unit which are used to inform their short-term plans. These are closely matched to the teaching/National Curriculum objectives and will often be made from the day-to-day observation and marking of work. Teachers use a writing assessment tracker to identify gaps in children's learning. From this, teachers adapt plans to ensure that children make good progress. Planning is paperless; staff prepare lessons using flipchart software and the phase leaders will look through this when performing a planning scrutiny.

Children have time to review their next steps at the next writing opportunity when they complete their 'marking response.'

A summative decision as to which pathway a child is working at is made at the end of each term using the evidence inputted on the writing assessment tracker.