

Diocese of Nottingham
...working in partnership with
The Our Lady of Lourdes Catholic Trust

St Philip Neri with St Bede Catholic Voluntary Academy
Policy Document



Writing

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Context



Writing is a core subject in the National Curriculum and this policy outlines the Intent, Implementation and Impact of the subject as it is taught at St Philip Neri with St Bede Catholic Voluntary Academy. We use Rainbow Grammar and cluster writing, written by Jason Wade, as the basis of our planning and teaching. All teachers have received training in both Rainbow Grammar and Writing Clusters as well as in house training led by the Writing Leaders.

At St. Philip Neri with St. Bede, we recognise that writing is integral to all aspects of life and we strive to ensure that children develop a positive and enthusiastic attitude towards writing. Writing is the gateway to pupils communicating effectively in all aspects of their lives. Thus, creating a culture of writing in our school ensures our children are given the best opportunities to build their capacity and confidence in a range of writing styles.

INTENT

Writing skills underpin most elements of the school curriculum and is an essential life-skill. Considering the fundamental importance of writing in everyday life, we are driven by the need to develop each learner's writing ability, thus enabling them to play a full part in society.

Our aims:

- To develop children, who are imaginative, creative, independent, inquisitive, inquiring and confident writers;
- To provide children with a range of writing skills and strategies to enable them to write confidently with comprehension, cohesion and enjoyment for a range of purposes, in a variety of contexts and for different audiences;
- To ensure no opportunity is missed to foster an enjoyment of writing amongst pupils and a recognition of its value, by setting work that is challenging, inspirational and motivating, helping them to develop a positive and enthusiastic attitude towards writing, which will nurture a life-long love of writing;
- To provide opportunities to explore a variety of different genres and to be exposed regularly to high quality texts, providing a model for pupils to aspire to;
- To ensure children have a clear understanding of the writing process: plan, draft, revise and edit their own work, and learn how to self and peer assess against given success criteria;
- To develop children's ability to self-assess by reflecting on the quality of their writing, encouraging them to construct informed opinions and implement strategies to improve their own work;
- To monitor writing progress effectively to evaluate, promote and maintain high levels of attainment;
- To ensure that children with writing difficulties are identified early and support is given promptly;
- To work in partnership with parents/carers in order to develop each child's full writing potential.

IMPLEMENTATION

Foundation Stage 1 (Nursery)

English lessons take place daily as a 'busy job' using the book of the week (for which a combination of fiction and non-fiction titles are used). Teaching focuses on features of a text, how to read a text and oral retelling. Teachers model both oral sentence structure and written sentences. *Tales Toolkit* is also used where appropriate during these sessions.

During free flow, children are encouraged to write their name and trace; they have access to writing implements especially in the craft and mark making area. Children can choose to take implements, including mini-whiteboards, to other areas.

In the Pentecost term, children will complete name writing daily.

Throughout Nursery, adults teach the correct pencil grip by modelling and correcting where appropriate – See *Handwriting & Presentation Policy*.

Foundation Stage 2 (Reception)

There are four English lessons a week, which includes the teaching of oral sentence structure and modeling writing. There is also one small group guided write session per week which incorporating Rainbow Grammar or Tales Toolkit where appropriate.

In addition to the four English lessons, phonics is taught daily, which forms the foundations of teaching Writing. These are then supplemented with a weekly session using Tales Toolkit. A strong emphasis is also placed on speaking and listening to ensure grammatically accurate oral sentence composition over a range of topics.

Tales Toolkit resources are available during independent free flow and staff are on hand to model how these resources should be used.

A range of writing implements are also available to encourage children to choose writing as part of their free flow activity. These are place in every area of provision including the outdoor writing shed- paintbrushes sticks mud chalk

During a typical English lesson, the Learning Intention will be introduced and talked through, examples of texts will be shared, teachers/TAs will model, children will have opportunities to trail this on mini-whiteboards, which is extended into continuous provision.

For homework, a Phonics worksheet is sent home weekly, based on the Little Wandle planning for that week.

English writing is assessed using RAG in writing books. Children's attainment is recorded termly using OTrack (see Impact).

Name writing daily, until secure morning writing jobs.

Marking is in line with our Feedback & Marking Policy.

Due to small guided group sessions, the teaching of English writing is accessible to all pupils.

Key Stage 1

KS1 use a simplified cluster planning model for each text. Each cluster last between 2-3 weeks. Each cluster ends with a guided write. During the guided write children are expected to sustain writing for approximately 30minutes.

In Year 1, fiction clusters will continue to use the Tales Toolkit symbols and structure to enable children to transition seamlessly between FS and main school.

A minimum of 4 writing lessons will be taught each week.

Each cluster will focus on one word level grammar intention, one sentence level grammar intention and one genre of text.

A pre-learning task will be completed before each cluster to ensure the correct starting point for each intention.

AfL throughout lessons and RAG rated marking (as per the marking policy) will ensure that a child will not progress onto the next intention until they have achieved the current intention. Impact sessions will be provided as required.

English homework is completed weekly, this will involve a Phonics task in Year 1 and either have a SPAG or writing based task in Year 2, based on recently learned intention in school.

Opportunities for writing are planned into Geography/History/RE and science lessons to provide opportunities for putting previously learned skills into practice and to demonstrate writing for a purpose.

Every class has an accessible Rainbow Grammar display and children are encouraged to access rainbow grammar cards independently. During each cluster a word bank will be built up with topic specific vocabulary that will broaden the vocabulary of each child, this word bank will be made available to use in all subsequent lessons. Year group specific common exception word banks are also available. Modelling of these resources by the teacher is also built into every writing lesson, which ensures all children can access these resources in a purposeful way.

Key Stage 2

KS2 use the cluster planning model for each genre of writing. Each cluster lasts between 2-3 weeks. Each cluster ends with a shared write, modelled by the teacher which gives children an example to work from to then write their own independent piece. During extended writing, children write in short bursts of 20 minutes before the teacher models another shared write.

A minimum of 4 writing lessons will be taught each week.

Each cluster will focus on one word level grammar intention, one sentence level grammar intention and one genre of text.

A pre-learning task will be completed before each cluster to ensure the correct starting point for each intention.

AfL throughout lessons and RAG rated marking (as per the marking policy) will ensure that a child will not progress onto the next intention until they have achieved the current intention. Impact sessions will be provided as required.

Opportunities for writing are planned into Geography/History/RE and Science lessons to provide opportunities for putting previously learned skills into practice and to demonstrate writing for a purpose.

Every class has an accessible Rainbow Grammar display and children are encouraged to access Rainbow Grammar cards independently, each lesson. During each cluster, a word bank will be built up with topic specific vocabulary that will broaden the vocabulary of each child. This word bank will be made available to use in all subsequent lessons.

Tales Toolkit

Tales Toolkit uses story to engage children in oral literacy and writing; it is used in Foundation Stage and Year 1. All resources are labelled with easily recognised symbols for character, setting, problem and solution giving the children skills to independently weave magical tales. Stories are created using anything to hand from a picture of Mum or favourite toy to a conker. Once children are confident storytellers Tales Toolkit provide lots of resources and training to get children writing their tales. Being symbol based, all children can easily understand and remember the story structure, even those not yet reading or speaking English. Tales Toolkit impact many areas of learning while following the children's interests, creating opportunities for discussions and helping children become creative problem solvers and independent thinkers.

Rainbow Grammar

Rainbow Grammar systematically teaches the children to produce grammatically correct sentences that are punctuated accurately. Teachers utilise Rainbow Grammar to cover intentions from The National Curriculum. The children are taught that different colours (rainbow colours) correspond with the different parts of a sentence. With this knowledge, children are able to write a variety of sentences, enabling them to improve their grammar knowledge and writing compositions.

Writing Clusters

The Writing Clusters approach is a repeated cycle of input, writing and review. It provides children with input on the content, vocabulary and grammar they will need to use in their writing. It ensures teacher modelling of age appropriate grammatical writing structure throughout. It gives opportunities for whole class, paired and

independent editing and review work. At the end of each cluster, teachers review class learning and plan the next cluster to ensure progressive learning.

SEND provision/Enrichment and Challenge

As an inclusive school, we recognise the need to tailor our approach to support children with SEND as well as those who are identified as benefitting from further enrichment and challenge. We teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide differentiated learning to ensure all children make expected progress from their individual start points. Impact sessions ensure that pupils achieve an intention before moving on with their learning. A range of targeted interventions provide opportunities to address gaps in knowledge and understanding / diminish the difference between peers. Pre-learning tasks ensure that learning is correctly pitched right from the start.

IMPACT

Formative assessment

Pre/Post learnings are completed by all pupils between Y1-6. The class teacher is responsible for administering and marking these. This assesses learning on the learning intentions within a cluster. In addition to this, a weekly grammar quiz is completed every Monday which assesses retention of previously taught grammar and spelling objectives. Pupils mark their own quiz sheet using purple pen.

Summative Assessment

Teachers constantly make summative assessments giving feedback both orally and written as per our marking policy. Planning is fluid allowing for the next lesson to focus on further understanding the most recent intention or progressing onto further intentions.

Statutory Assessments

Writing assessment data is reported to the LA at the end of Year 2 and the end of Year 6. In addition to this, all teachers submit internal writing data for their pupils at the end of all 3 terms. Assessment data is collated from independent writing, completed both within English lessons and also extended writing completed in other subjects (for example a non-chronological report in Geography or a retelling of a Bible story in RE) Only independent work can be used for assessment purposes.

Writing Moderation

Writing is moderated across each year group at the end of each term. A trust writing moderation session will also be completed once every academic year. A bank of moderated pupils work is generated from this to be used as future examples. In addition to this Year 2 and Year 6 are subject to external moderation by the LA.

The impact of this Writing Policy will be monitored by the Senior Leadership Team, Subject Leaders and link Governors on a regular basis through monitoring and evaluation activities, including:

- Work Scrutinies and Moderation;
- Lesson Visits and Learning Walks;
- Pupil Achievement Meetings with Class Teachers;
- Pupil interviews.

Role of the subject leader

The Writing Leaders are Amy Steele and Sydney Canning. They are responsible for:

- Being available to support colleagues as required, either via email or face to face meeting;
- Regularly lead staff meetings to provide staff with CPD opportunities;
- Regularly conduct learning walks, book scrutiny, planning scrutiny and pupil voice, as part of the whole school monitoring schedule;
- Provide feedback to staff following monitoring and support staff to make changes/improve teaching where necessary;
- Keep our Writing Governor (Nikki Tonks) informed;
- Identify areas where staff require further training.