



**St. Paul's
C.E. Primary School**
Together on life's great adventure

A Journey of a Writer

"Write your first draft with your heart. Rewrite with your head."

Mike Rich

Through the love of God, we protect our school community. Together we trust, hope, persevere and flourish on life's great adventure.

Our intent for the teaching of Writing.

Through our English curriculum, we intend for every child to become confident writers by developing a love of language, its origins, and the written word. Specific vocabulary lessons addressing Tier 2 vocabulary are designed to address gaps in pupil's knowledge and skills due to social disadvantage and life experiences. We want to instil in our children a thirst for imagination through a curriculum designed upon a text-based approach, sequencing learning around carefully selected high-quality age-appropriate texts. In life, reading and writing go hand-in-hand and this approach to English lessons allows children to appreciate the link between these two forms of English. At St Paul's CE, we also intend to build children's resilience and perseverance by careful reflection and editing; we want to create writers who are both able to flourish in their writing yet reflect carefully on their outcomes. In doing so, children will be able to re-read, edit and improve their outcomes and confidently use the essential skills of grammar, punctuation and spelling to help them achieve this.

Implementation

At St. Paul's CE, we use the strategy of 'reading, creating a toolkit and writing' to form the basis of our English lessons. We ensure that high-quality texts are at the centre of what we do and know that a text-based approach to the English curriculum provides all children, regardless of their life experiences, with a common, meaningful, real purpose for writing, allowing their imaginations to be ignited and their creativity to flourish. It allows children to recognise the role reading plays in developing writers and, by analysing the work of professional authors and their processes, it allows them to develop the craft of writing. This approach allows children to become immersed in reading and writing, using it as a stimulus to embark on 'life's great adventure'.

Through text-based, whole-class teaching, teachers plan to provide opportunities for phonics, word reading, grammar, punctuation, spelling and vocabulary to be embedded in context. In addition to creative teaching approaches which help to build imagination and give time for oral rehearsal, teachers can utilise strategies from 'Talk 4 Writing', such as 'boxing-up'. The combination of these will help to build children's skills in imitating language and adopting high quality language in their speaking and listening.

To ensure children are able to produce high quality pieces of independent writing, we teach through a Writing Project approach, which encourages children to "dive deeper" into an example text, allowing them to understand how writers know what features are included in different text types and to deconstruct an extended piece of writing into a planning format, before planning, writing, editing, and redrafting their own work.

The aims of the National Curriculum are carefully considered at the planning stage, and this is supported by a clear skills and knowledge progression which also provides an assessment framework for writing. This ensures that skills and knowledge are built on year-by-year and sequenced appropriately to maximise learning for all children. To facilitate planning, long-term planning of writing genres has been developed for all year groups to ensure for consistent and precise coverage of the four main domains of text types: writing to entertain; writing to inform; writing to persuade and writing to discuss (Michael Tidd). Within the LTP there are opportunities for children to be taught discrete units of work on a particular genre, allowing them to analyse high quality examples, identify features, understand the writing structure, edit and re-draft.

Planning for writing must:

- Create a learning journey and a build-up of skills to a specific outcome
- Allow children to master the skills of different text types and genre through the rapid building of the skills required to shape them
- Incorporate daily writing through a combination of shared, guided, modelled, paired and independent writing.
- Include particular writing skills which are modelled to the children for them to rehearse and improve upon before writing independently.
- Demonstrate the importance of drafting, editing and improving as part of the writing process.

· Ensure editing and improvement lessons are planned for with a specific focus and learning intention - editing must be carefully modelled by class teachers so that children master the skill of self-review.

The aim of the above is to develop children's ability to produce well-structured, detailed writing in which the meaning is clear, and which engages the interest of the audience. To enhance this, teachers clearly model writing skills and document the learning journey through consistent working walls. In addition, teachers plan and deliver lessons that cater for the needs of all pupils through careful scaffolding, vocabulary planning and precise questioning, including Chris Quigley's idea of 'B.A.D.' questioning.

A note on text types:

· It is important that teachers understand how and what to teach for particular text types.

· The quality of teaching and learning must be high to ensure that the children are producing quality outcomes (what does a 'good one' look like?).

· Teachers must consider how to build skills to build texts - e.g., writing quality introductions, linking sections / paragraphs of writing, including conclusions, structuring arguments that are clearly backed up by detail or evidence.

· Planning should start with an outcome first and then work backwards through the skills required to produce the outcome (over a sequence of linked lessons) - this includes immersion in the text, opportunities to use reading skills, SPaG opportunities and quality teaching about how to structure a text.

· Prior to planning a unit of work, class teachers must have read the text under study to inform planning decisions.

Teaching and Learning in Writing

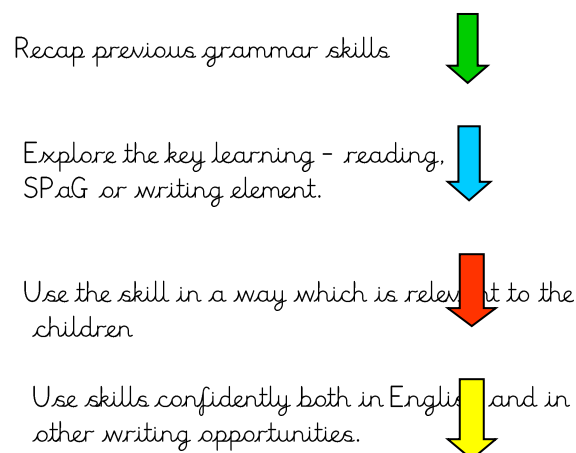
Writing is a core subject and therefore writing is covered daily.

We use a writing project approach and writing plans and/or notebooks are used.

The long-term plan and writing progression show the progression through the year groups.

Lessons are supplemented with special whole school writing days and visitors to inspire writing e.g Irene Lofthouse.

The daily writing process is as follows:



In order to have highly effective learning, lessons need to:-

- be purposeful.
- be set in a context that is relevant and bespoke to the pupils.
- be challenging for all.
- be hands on and minds on
- develop children's ideas and skills.

- have lots of carefully planned speaking and listening opportunities.
- model the language structures and vocabulary you want the children to use.
- have lots of opportunities for children to make choices and be independent.
- include a range of well-chosen texts - see reading spine.
- have purposeful activities which will develop key writing skills.
- be fun and creative!
- develop writing through purposeful and engaging opportunities.

A sequence of learning in writing

- **Introduction to core text** children are introduced to the core text. Children are immersed in the text through prediction tasks, some of which include big envelopes, prop bags, word cloud, 10 word prediction.
 - Opportunities to **use reading/ comprehension skills to support writing** e.g. using role on the wall, decision wheel, axis of emotion etc.
 - Introduction of **new vocabulary** relevant to both the text and genre. Children will be given the opportunity to find the meaning of new words. New vocabulary will be displayed on the English working wall.
 - Regular opportunities to edit and redraft writing.
 - Key vocabulary linked to the text and genre to be displayed on the Working Wall
 - Evidence of key learning to be clear within writing books.
- * All the above are used as examples. A variety of ideas can be found on Teacher / 2023/24 / planning and resources.

Our following quick start guides to planning the teaching and learning of English will give more detail on the

above aspects.

Quick start guide to planning writing at St Paul's Church of England Primary School

Rainbow Retrieval

Intent

Rainbow retrieval will be used 5 x a week during English lessons and is used as a tool to support pupils to 'remember more'. Retrieval tasks are based upon prior learning for the pupils therefore are required to be bespoke to the pupils learning.

Implementation

Rainbow retrieval will be completed 5 x a week in year groups 1 -6.

The questions are made up of previous learning which can be last week, last month or last year.

All pupils will complete the rainbow retrieval to support them to 'remember more'.


Rainbow Retrieval

What is a noun?

Say 3 nouns in the image.

What's wrong with the sentence.

Bernard is a little boy.



Reading week

Intent:

During 'reading week' children are exposed to a high - quality text in which they are immersed, through language, image and music. Alongside this, children are supported to dive into new genres and texts they may not usually choose to read. Immersing pupils in a variety of texts broadens their understanding and allows them to embrace life experiences they may not have an opportunity to access. Another key element of reading week is to identify features of a text type.

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise

Implementation:

Below are examples of activities that can be carried out during reading week. This is a good opportunity to further develop children's understanding of characters and settings. During this week pupils also use comprehension skills used in guided reading to further their understanding of the text/ genre. At the end of the reading week pupils "dive deeper" into an example text, allowing them to understand how writers know what features are included in different text types and to deconstruct an extended piece of writing into a planning format.

- **Shared Writing** allows teachers to demonstrate and model writing, including the thought processes that are required. Teachers make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to writing. These sessions help children generate a list of features that they would expect to use. This can be used by teachers and children alike as one way of assessing children's writing and their understanding of the purpose and organisation.
- **Independent Writing:** Children are given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and to cover all aspects of the writing process. Children will be given a range of opportunities to assess their own writing to further their own learning.

Early Years Progression in Phonics and Writing

Writing sounds, ordering sounds, sentence writing

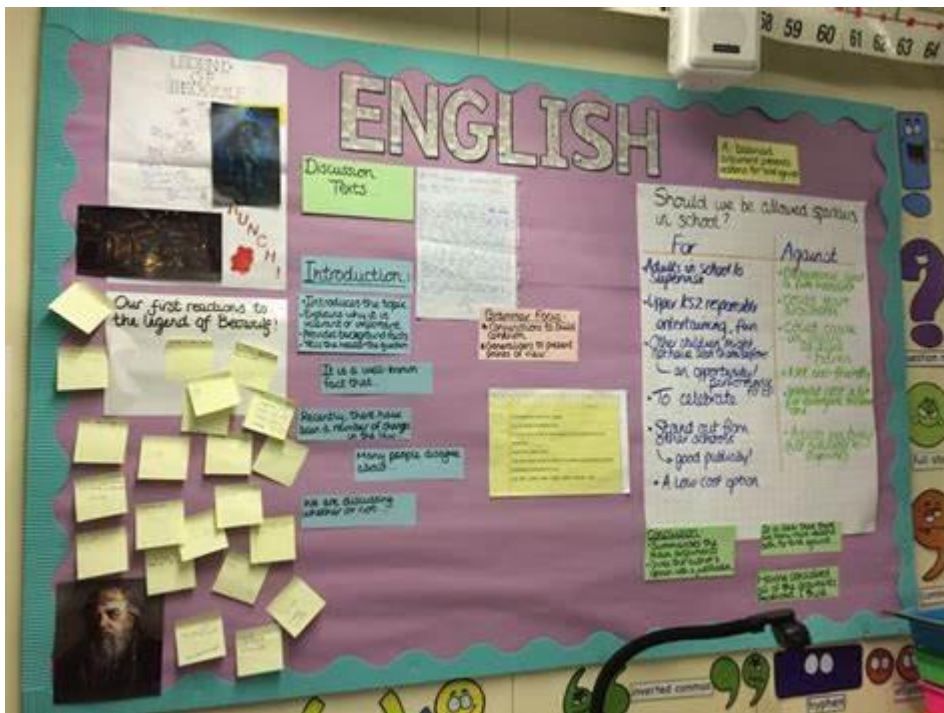
At St Paul's we use the Little Wandle SSP for teaching Phonics. Phonics is taught daily with rapid catch up sessions for pupils that need additional support. Please see our Phonics policy for more details.

Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words
Early Phonemic Stage	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
Awareness of print, copied from	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	

English Working Walls:

Every class will have an English Working Wall that outlines the journey of a writing unit. This will include:

- the text type, audience and purpose of writing
- a clear WAGOLL
- key vocabulary for the unit
- headings for each of the weeks within the unit - reading, toolkit, writing.
- Images/ photographs/ symbols/objects appropriate to the unit
- examples of the children's work (where applicable and where it will reinforce learning - this is not necessary for each objective)
- images of the children completing practical activities (if applicable)



Assessment in English:

- **Writing assessments** are completed at the end of a writing unit to see what the children have learnt in writing over the period of 3 weeks. Writing assessments then inform teachers planning and rainbow retrieval for the next unit of writing and lessons.
- **GPS quiz** pupils complete termly grammar quizzes. Completing the quizzes supports pupils' retention of learning.
- **'Rainbow retrieval'** will be used at the beginning of each lesson to recap 'sticky knowledge', or address misconceptions, from the previous lesson and from lessons taught earlier in the unit and/ or previous units. This approach is used across the curriculum.
- We use **formative assessment** to inform and develop our teaching and to find out the children's interests thus supporting our text and genre choice.
- English books are marked in line with the marking policy and next steps are identified, when appropriate.

Writing - Impact

Writing within the English curriculum is well thought out and planned to demonstrate progression. The impact of this is measured and this information will be monitored by the English Writing Subject Leader.

Impact is measured in a number of ways:

- Children will be assessed at the end of each writing unit using 'St Pauls' writing assessment grid' - 2 per half term.
- Rainbow Writing. Teachers will aim to work alongside every child 1:1 twice over each half term, focusing on their Rainbow Writing targets.
- Extended cross-curricular writing should take place each half term (at least one in science and one in geography or history). These teaching for these pieces of work should focus on the objectives of the subject involved, not the writing process, in order for it to be considered as an opportunity for independent application of English skills.
- Children will have weekly spelling tests as well as grammar and spelling assessments each term to track children's attainment and progress.
- Looking at children's books through both formal and informal monitoring.
- Learning walks involving looking at working walls and lesson observations.
- The pupil's voice about their learning.
- Analysis of writing data across the school.

The impact on our children is clear: progress, sustained learning and transferable skills. With the implementation of the writing journey being well established and taught thoroughly across the key stages, children will become confident writers. By the end of Key Stage 1, children will have an understanding of how reading and writing are so intrinsically linked and they will be familiar with the key components of the basic written genres. By the time they are in Upper Key Stage 2, a whole range of genres will be familiar to them enabling the teaching to focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. As all aspects of English are an integral part of the curriculum, cross-curricular writing standards will also be good with skills taught in English lessons being transferred to other subjects. This will show consolidation of skills and a deeper understanding of how and when to use specific vocabulary, grammar and punctuation.



Appendix - Phonics Policy

The context of our school

It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

Intent

Phonics (reading and spelling)

At St Pauls Church of England Primary School we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the *Little Wandle Letters and Sounds Revised progression*, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At St Pauls Church of England Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At St Pauls Church of England Primary School we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Implementation

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised expectations of progress*:
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources - at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11-20 of 'Application of phonics to reading'.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the *Everybody read!* resources.
 - We use the *Little Wandle Letters and Sounds Revised* parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at St Pauls Church of England Primary School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Each class visits the local library every half term..
- The school library is made available for classes to use at protected times. It must be booked via the school booking system. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).
- We use the Everybody read! resources to grow our teachers' knowledge of current books, the most recent research and to grow our own Reading for Pleasure practice.

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- Assessment for learning is used:
 - daily within class to identify children needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- Summative assessment for Reception and Year 1 is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- Fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They are used:
 - in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
 - with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
 - to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60-70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.
- A placement assessment is used:
 - with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.
- The Rapid Catch-up assessment is used
 - with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for Rapid Catch-up in Years 2 to 6

- Children in Year 2 to 6 are assessed through:
 - the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
 - the Rapid Catch-up summative assessments to assess progress and inform teaching
 - the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.
- The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.