**St Philip’s Catholic Primary School**

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**English**

**What Writing Looks Like at St. Philip’s: Expectations and Guidance**

**Rationale and Intent:**

English is the foundation for all learning and human expression. Our core vision is that by the end of Primary School, all our children will become courageous, resilient and world-class communicators through the transformative power of English.

As a starting point, Reading underpins the essence of our school’s whole curriculum, including the development of language and the love of reading. Words are power; children will be exposed to a world of exciting and informative vocabulary, learning how to understand and use this for themselves.

Through the explicit teaching of the writing process, children will be encouraged to be brave in their selection of language and develop resilience by striving to make each written piece the very best it can be through rigorous proof-reading, editing and effective handwriting and spelling strategies.

**What we use to support us:**

* VIPERS progression in Reading to help us guide our subject knowledge/pedagogy and as a basis for our planning and delivery of Reading and a text-based curriculum
* ‘The School Reading List’ [Books for primary school learners aged 3-11 (schoolreadinglist.co.uk)](https://schoolreadinglist.co.uk/category/reading-lists-for-primary-school-pupils/) to help us choose age appropriate texts
* Jane Considine’s ‘The Write Stuff’ approach to help build stamina and confidence in writing
* CLPE to assess and measure progress in Reading
* Writing Ladders to assess and measure progress in Writing

**What this looks like:**

Each half-term is underpinned by one (or two, depending on year group/book length) quality text(s) which has been chosen to either:

* Expose children to contexts and cultures that they are not yet familiar (windows)
* As a talking point for important themes and messages in their lives e.g. wellbeing, discrimination
* Expose children to characters and themes that will resonate with them (mirrors)
* Celebrated authors whose literacy work forms part of our shared heritage

And a progressive build up of VIPERS skills (and/or content domains at the end of a key stage).

**What is ‘The Write Stuff’?**

We have adopted ‘The Write Stuff’ by Jane Considine to bring clarity and consistency to the mechanics of writing and to enable our children to write effectively and coherently. As a school, all children from Year 1 to Year 6 learn to write through the Write Stuff approach. It is a fun, creative and rigorous approach to develop children’s writing. This approach allows children to apply basic skills, vocabulary and grammar knowledge to write effective sentences, which are full of impact and keep the reader interested.

In The Write Stuff approach to writing, the children explore high level, rich vocabulary and are taught grammar in context through different writing lenses on the Writing Rainbow. There are three lenses used to support children with their writing:

**Fantastics** – ideas for writing
Grammaristics – tools for writing
Boomtastics – writing techniques

The Write Stuff is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons.

As part of the teaching sequence, teachers plan experience days; sentence stacking lessons and independent writing sequences. Experience days immerse children in experiences linked to their writing and drench them in vocabulary linked to the lenses in ‘The Writing Rainbow’. From the experience days, children take part in the sentence stacking lessons. Sentence stacking lessons focus on writing three sentences with focuses on lenses of the rainbow.

‘The Write Stuff’ follows a method called ‘Sentence Stacking’ which refers to the fact that sentences are stacked together and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing.

An individual lesson is based on one plot point from the text, broken in to three learning chunks:

* **1. Initiate section** – a stimulus to capture the children’s imagination and set up a sentence.
* **2. Model section** – the teacher models a sentence that outlines clear writing features and techniques.
* **3. Enable section** – the children write their sentence, following the teacher’s model.

This part of the unit is heavily scaffolded with lots of teacher input and modelling of vocabulary use, sentence construction and use of grammar with reference to the 3 writing lenses.

During the initiate section children ‘chot’ (chat and jot) down their ideas from stimulating resources, such as pictures, music and drama. The children are encouraged to use ‘kind calling out’ where they call out examples of vocabulary, adverbs, onomatopoeia etc.

During the Model section the teacher prepares children for writing by modelling the ideas, grammar and techniques of writing taken from the writing rainbow.
In the Enable section pupils write their own sentences, taking the opportunity to deepen the moment. ‘Deepen the Moment’ is where children are challenged to independently draw upon previously learnt skills and apply them to their writing during that chunk.
Following the sentence stacking, children are given the opportunity to show what they have learnt by planning and writing their own independent piece of writing. After they have written their independent piece, their work is marked by the class teacher who identifies different aspects of their written piece to be edited. There are 3 elements to the editing;

#### E1 Edit: The Revise

Edit Type 1: These are often ‘little’ adjustments or changes and tend to fall into one of these categories; Spellings Missing words or Punctuation

#### E2 Edit: The Rewrite

Edit Type 2: Children are asked to re-write a sentence if it doesn’t make sense, could be restructured or generally improved.

#### E3 Edit: The Reimagine

Edit Type 3: This is when a writer wants to add more sentences to develop an idea further. For this the children are shown how to use ‘editing flaps’.
Editing flaps are extra pieces of paper that stick onto their writing and show the additional sentences added into their work.

The Write Stuff provides a balance of narrative, non-fiction and poetry writing throughout each term.

**Independent Writing at St. Philip’s:**

To demonstrate learning and independence, children complete **two pieces of independent writing** per half term. Children approach writing as a process: experience, planning, drafting, editing and publishing

Following an experience or stimulus, children will plan out their writing using the skills taught to them throughout their current unit following the construction of a class success criteria. They will then begin their initial draft, revising their ideas as they write. After this, they will edit using the teacher’s feedback through editing codes to provide limited guidance. Upon completing the editing process, children will publish their work into their Writing books to show pride and to show off their final piece and hard work.

**Planning:**

- Use of a **Progression Document** to ensure progression across school and to select skills and knowledge to teach

- A **Long Term plan** to detail when and where content is taught, including genre coverage

**- All planning on system by previously agreed deadline with SLT**

**Handwriting and Spelling:**

**-** Handwriting is taught with the use of letter join – beginning in EYFS with printed letters and as children are ready in key stage 1 pre cursive letters are introduced followed by cursive writing beginning at the end of key stage 2. All children in key stage 2, unless developmentally not ready, will be taught cursive handwriting. Please see our handwriting progression document in the English curriculum area of our website.

- Spelling is taught in EYFS and KS1 through the phonics programme: Rad, Write Inc. in conjunction with the focus phoneme of the lesson. This is supported in LKS2, where intervention is needed, with use of the Read, Write Inc spelling books to embed phonics with children who need further support.

- National Curriculum spelling expectations and rules are taught weekly across the school to ensure progression and are delivered by teachers in a spelling basic skills session. Spellings relating to the rule focussed on are sent home to practise weekly as well as in morning work sessions.

**Marking and Feedback:**

* Please refer to marking policy for specific examples of the different types and frequency of marking
* All books should be marked and up to date
* Before children can edit, work needs to be marked and some guidance given
* Published pieces of writing should be marked