

Writing at St. Catherine's Catholic Primary School

At St Catherine's Primary School, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want all pupils, regardless of ability, to have the opportunity; to acquire a wide vocabulary, a solid understanding of grammar and to be able to spell new words by effectively applying the spelling patterns and rules they have learnt throughout their time at St Catherine's. We want them to enjoy writing across a range of genre and have the ability to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Classrooms expose pupils to a vocabulary rich environment in order for them to independently utilise this in their writing. Every child is encouraged to take pride in the presentation of their writing, in part, by developing a good, joined, handwriting style by the time they leave us. All good writers refine and edit their writing over time, so we want our pupils to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing and adapting their work effectively during and after the writing process based on the context and audience for the piece. We understand the importance of parents and carers in supporting their children to develop grammar, spelling and composition skills, and so we want to encourage a



home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

Writing in Reception

In Reception writing is a fun, interactive and physical experience which involves a great deal of talking to and with pupils to develop vocabulary and sentence skills. Adults facilitate writing opportunities with groups and individuals which build on the interests of the child. Independent activities such as writing trays, playdough, water activities, painting, letter games are carefully planned and made available for pupils to access independently and with their peers. Writing is incidental and consists of 'on the spot' opportunities within play. Adults model and offer scribing at every opportunity to encourage children to have a go.



Writing in Year 1

In Year 1 writing remains a fun and practical activity but becomes more challenging and structured. It features more formal opportunities to record ideas, covering a range of genres and types of writing all of which demonstrate to the children that there is always a

purpose for writing. The opportunity to practise fine motor skills continues as do the interactive opportunities. Pupils have a half an hour phonics session, which includes writing, followed by a half an hour writing lesson, including stories, discussions, model writing and independent writing. Pupils then continue their learning using fine-motor resources and letter formation practise. Children utilise a writing book as necessary, this may include lists, captions, sentences, instructions, post-it notes and stories, also photos capturing drama activities or group tasks on large paper. Lots of verbal feedback is given and writing is marked with a comment and a smiley face signifying if the child achieved the learning objective. Pupils begin a best writing book in the final term of Year 1 which holds assessment and 'best' writing pieces.



Writing in Year 2

In Year 2 writing is imaginative, inspired and developing into a more formal process using exciting stimulus. Writing takes place in an English lesson each day as a whole year group with targeted support for individual children taking place; work is teacher modelled with children explore examples before producing their own writing. Pupils continue to use a best writing book which holds assessment and 'best' writing pieces. This work is then discussed with the pupil, feedback is also written on a post-it note, which, when read by pupils, is stuck in the back of the book for future reference. Pupils are proud of their work and they love to share it. There is a great emphasis on the formation of letters and handwriting following the school handwriting policy. Verbal feedback is given during lessons to ensure children are given support regarding their areas of strength and areas that need to be developed further, written feedback is also given in writing books to those who can access it to make further progress. Units of work usually culminate in a piece of work in which pupils are the sole creators. Editing and evaluating is an important aspect of effective writing and it begins in Spring Year 2 when pupils are encouraged to take ownership of their work. Teacher modelling allows pupils to make simple additions, revisions and improvements. Pupils are given the opportunity to extend their writing by revising and improving it with some guidance.

Writing in Lower Key Stage 2

In Lower Key Stage 2, we know Year 3 is a very important transition year in which we aim to continue progress of writing, the use of our best writing books ensures the capability of children is consistent between Year 2 and Year 3. Writing



occurs daily in English lessons and a range of techniques are used to ensure grammar, spelling and speaking and listening objectives are met through all lessons. A range of scaffolding for individuals occurs, when appropriate, in order for everyone to achieve to the best of their ability. Units of work are usually based around a quality text or digital media stimulus and are sometimes linked to the History, Geography or Science topic which enables a deeper immersive understanding. Writing always has a 'hook' to inspire and spark imagination. Pupils receive a variety of feedback during and after lessons which provides all pupils with support on their learning journey related to their areas of strength and areas that need to be developed further. Termly writing targets allow individuals to make specific progress in lessons and extension tasks and high expectations ensure those who are able or keen to make further progress have the opportunity to do so. There are continuing high expectations of handwriting and lessons and interventions continue in Year 3 and 4. Pupils are encouraged to 'polish' their own work by editing and evaluating it against the clear success criteria, they also begin to comment on the work of peers. (This is very structured and supported) Units of work culminate in an independent piece in which pupils are sole creators.



Writing in Upper Key Stage 2

In Upper Key Stage 2, writing always has a purpose and an audience and real events and experiences, where possible, are used to stimulate writing and make it relevant. A strong emphasis is placed on using quality texts by quality authors and digital media to inspire writing. A range of genre are taught across Year 5 and 6 and pupils are expected to write more, their

handwriting continues into twice weekly dictation lessons to ensure their fine motor skills are developed well. The award of Pen licences in Year 5 encourages writing to be of a good standard in all lessons. A variety of teaching strategies meet the needs of and inspire all pupils, targeted support is planned for and delivered where necessary to ensure everyone has the ability to make progress. Verbal feedback is given primarily during lessons to encourage immediate improvement, support those who need it or to boost confidence. Opportunities are provided for pupils to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features. There is a greater

emphasis on editing and improving their work and applying grammar principles independently. Units of work usually culminate in an extended piece in which pupils are expected to utilise their learning from that unit and produce independent work which is their sole creation. Pupils are extremely proud of their writing and they know it's purpose is to enable them to communicate effectively, it is displayed in Classes as much as possible, Work is celebrated on the Class webpages and with other pupils and Teachers.

Whole School

Writers Week, held annually, involves the whole school and is a celebration of writing. It is planned in detail by teachers to meet Year group objectives but more importantly to inspire all pupils to want to write and enjoy the process. Visitors are invited into school to share their experiences of writing and to encourage and inspire pupils. Celebration assemblies are held throughout the week to enable parents and governors to see and hear work written by pupils.



In addition, throughout the year we invite visitors into school and visit local venues to expose our pupils to authors and poets where possible. Past visitors and visits include: Craig Bradley (poet), Local Illustrator, Debs Wainwright, Cumbria Wildlife Trust (The Lost Words). Our pupils are encouraged to get involved in writing competitions both locally and nationally and past successes have involved Penrith Rotary Journalist competition and Cumbria School Games Poetry competition winners.

Year	Teaching strategies	Stimulus for Writing	Cross-Curricular Opportunities Writing outside of English Lessons	How is Writing Celebrated	Parental Engagement Opportunities	Assessment	Quality Texts/Authors
Reception	<p>Talking about it.</p> <p>Say it out loud.</p> <p>Sound it out.</p> <p>Helicopter stories (children dictate their stories, which are written down exactly as they are told, by a teacher. The children gather around a taped out stage and the stories are acted out. Using the power of storytelling to develop creativity, communication and language and personal, social and emotional skills.)</p> <p>Role Play</p>	<p>Books</p> <p>Pictures</p> <p>Story Sacks</p> <p>Practical suggestions – should we write that down?</p> <p>Could we write that so we do not forget?</p> <p>Child led interactions</p> <p>Small World Play</p> <p>Outdoor – write the rules – write the score</p>	<p>Free Play</p> <p>4x writing tins around the Classroom (gross and fine motor activities)</p> <p>Outdoor writing kit</p> <p>Whiteboards and pens</p> <p>Big screen</p> <p>Teacher scribing and modelling</p> <p>Label writing</p> <p>Card writing</p> <p>Copy writing</p> <p>RE lessons</p> <p>Games</p> <p>Word building with letter blocks</p>	<p>Display wall</p> <p>Superstar writing shared with parents via Seesaw</p> <p>Topic album displaying writing</p>	<p>Seesaw Digital Platform</p> <p>Shared photos and comments on child's work and learning opportunities through Seesaw app.</p> <p>Termly focus meeting</p>	<p>Teacher observations.</p> <p>Questions to the child about what they have written.</p> <p>'In the Moment' discussion and interaction on the spot</p> <p>Termly focus child and parental meeting</p>	<p>Eileen Browne - Handa's Surprise series</p> <p>Eric Carle – range of books</p> <p>Nature books by Patricia Hegarty</p> <p>Martin Waddell - Owl Babies</p> <p>Julia Rawlinson – range of books</p> <p>Fairytales</p> <p>Nursery Rhymes</p> <p>Songs</p>

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Year 1	<p>As Reception in addition to:</p> <p>Story circles (shared planning)</p> <p>Think it, say it, write it.</p> <p>Group talk</p> <p>Paired talk</p> <p>Teacher scribing</p>	<p>As Reception in addition to:</p> <p>Pictures</p> <p>Real experiences</p> <p>Games</p> <p>Small World</p>	<p>As Reception in addition to:</p> <p>RE lessons</p> <p>Topic lessons</p> <p>Science lessons</p>	<p>Year 1 display in Class 1 and KS1 library</p> <p>Weekly superstar writing award. Shared on Seesaw app.</p>	<p>As Reception</p> <p>Termly focus meeting</p>	<p>Termly assessment of a piece.</p> <p>Phonics and spellings ongoing</p> <p>Termly focus child and parental meeting</p>	<p>As Reception but with a different LO and outcome</p>
Year 2	<p>Teacher modelling (Think, Say, Write)</p> <p>1:1 writing</p> <p>Group writing</p> <p>Shared writing</p> <p>Story maps</p> <p>Role play</p> <p>Oral rehearsal</p> <p>Punctuation games</p> <p>Key Vocabulary mats/displays</p> <p>Visual prompts for punctuation</p> <p>Timelines</p> <p>Self-editing (if appropriate)</p> <p>Letter mats/boards</p>	<p>Books from a range of quality authors e.g. Julia Donaldson, Jess Alburgh, Jill Murphy, Christine Anderson</p> <p>Texts which match with topics.</p> <p>Visitors to school – including bringing equipment</p> <p>Visits to key places linked to topics</p> <p>Media tools</p> <p>Short video clips</p> <p>Sound clips</p>	<p>RE lessons</p> <p>Topic lessons when appropriate</p> <p>Science – writing up experiments</p> <p>Creative writing area</p> <p>Guided Reading when recording answers.</p>	<p>'WOW wall'</p> <p>Send it home/to another teacher</p> <p>Raffle prizes</p> <p>Superstars</p> <p>Positive praise</p> <p>Display</p> <p>Sharing work with the Class</p>	<p>Homework</p> <p>Seesaw Digital Platform</p> <p>Selective pieces sent home for parents to share.</p> <p>Activities to promote topic work.</p> <p>Focused tasks in homework book</p>	<p>Against KS1 Year 2 SATs guidelines in accordance with National Curriculum 2014.</p> <p>St Catherine's Writing statements</p> <p>Summer 2 piece of writing in 'best writing book' to show standard to ensure consistency in Year 3</p>	<p>The Snow Queen</p> <p>Nelson Mandela: The Long Walk of Freedom (Non-fiction Unit)</p> <p>Fairy Tales</p> <p>Julia Donaldson</p> <p>Simon Bantman</p> <p>Antony Browne</p> <p>Alex Aycliffe</p> <p>Jill Tomlinson</p> <p>Eileen Browne</p> <p>Jill Murphy</p> <p>Factual Books: Animals, Farms, WW1, Emergencies, Transport, Deep Sea, Space, Forests, Ice, Snow, Africa</p> <p>Topical books from Penrith Library Van</p>

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Year 3	Teacher modelling Shared writing Group writing Planning of writing Scaffolding (word banks/visual aids) Cloze procedure I-spaced Acronyms FANBOYS ISPACED Think it, say it, write it Working Wall Tiered Vocabulary Cakes	Quality texts by quality authors Range of genre Literacy Shed clips Photographs/pictures PowerPoints (BBC clips)	RE lessons Science lessons Topic lessons Maths reasoning	Spotlight Writer of the week Team points Work displayed on website Stickers	Homework opportunities – weekly spellings, grammar and reading comprehensions Book reviews Google Classrooms	Against NC year group objectives St Catherine's writing statements Ongoing Teacher judgement Hub scrutinies against specific given criteria Best writing pieces 6x per year in Best book	The Iron Man Ted Hughes Ice Palace by Robert Swindells The Great Kapok Tree The Twits The Lion & the Unicorn Fantastic Mr Fox Escape from Pompeii I was there ... Titanic
Year 4	As Year 3 in addition to: Story circles (shared planning) Group talk Paired talk	As Year 3 in addition to: Real experiences Games: interactive card games – Contraction pairs	As Year 3	As Year 3	As Year 3	As Year 3	As Year 3 How to Train your Dragon The War & Freddy Ice-Trap - Shackleton

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Year 5	<p>As Year 4 in addition to: DADWAVERS (Description; Action; Dialogue; Where; Adverb; Verb; Estimation of time; Rhetorical Questions; Simile, metaphor, personification Positive fun lessons Positive encouragement</p> <p>Story maps Vocabulary banks</p> <p>Group work/shared ideas Links to previous learning Planning opportunities Relevant grammar/spelling lessons</p>	<p>As Year 4 in addition to:</p> <p>Digital media – (adverts/cartoon/shorts) Topic Books Visitors to school Role play Current news and events Pictures/photographs</p>	<p>As Year 4 in addition to:</p> <p>Creative opportunities to discuss vocabulary and develop imagination – letters/art.</p> <p>Letter/email writing to outside people. (thank you/thinking of you)</p> <p>Dictation lessons</p>	<p>Pen licence</p> <p>Peer celebrations</p> <p>Displays</p>	<p>Assemblies</p> <p>Work on Class webpage</p> <p>Google Classrooms</p>	<p>As Year 4 in addition to:</p> <p>Children's self-assessment and the assessment of others work (heavily supported) Use of Individual targets</p>	<p>Shakespeare (one play per year)</p> <p>TS Eliot Old Possums book of Practical Cats</p> <p>Michael Morpurgo Kacper Prince of Cats</p> <p>Beowulf</p>
Year 6	<p>As Year 5</p>	<p>Quality books</p> <p>Pictures</p> <p>Real life experiences</p> <p>Writing has a purpose</p>	<p>As Year 5</p>	<p>Work displayed in Classroom</p> <p>Shared in assemblies</p>	<p>Work sent home when appropriate:</p> <p>Google Classrooms</p>	<p>Against end of KS2 statements</p>	<p>Holes by Louis Sachar</p> <p>The Matilda Effect</p> <p>Harry Potter</p> <p>A Christmas Carol</p>