



OUR LADY AND
ST HUBERT'S
CATHOLIC PRIMARY SCHOOL



At Our Lady and
St. Hubert's, home,
school and parish
work together,
knowing that God is
with us in all we do.

Writing

Guidance and Procedures

More than any other subject, English gives pupils access to the rest of the curriculum and is fundamental to their educational success. This is why the introduction to the national curriculum says: 'Fluency in the English language is an essential foundation for success in all subjects'

But English is so much more than the gateway to success in other curriculum subjects. Through studying literature, pupils' eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language. English also has a strong creative and expressive dimension.

English Research Review Series 15th July 2022

Our Writing Intent

At Our Lady and St. Hubert's Catholic Primary School we firmly believe that literacy, through both written and oral communication, is fundamental to educational progress, social integration, personal growth and to the development of literate citizens who have a love of literacy. We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing: it is the right of every child to become a competent and confident user of the English language, so that they are able to live, work and succeed in a literate world.

Our intent is to cultivate proficient, confident, and enthusiastic writers who can effectively communicate their ideas across a variety of genres and subjects. Through our 'I am a Clever Writer' best practice approach, we aim to:

Provide a Structured Progression of Writing Skills: Ensure that every student makes continuous progress by identifying and building upon their existing skills while introducing new ones.

Foster a Love for Writing: Inspire students by integrating meaningful stimuli and making purposeful links across the curriculum, thereby making writing relevant and engaging.

Empower Students with Clear Expectations: Use explicit modelling and success criteria so students understand what is expected of them and can take ownership of their learning journey.

Promote High Standards Across the Curriculum: Maintain consistent writing standards in all subjects, ensuring that the quality of writing in Foundation and Core subjects books matches that seen in English books.

Develop pride in presentation: Develop children's skills in producing legible, joined handwriting, that progresses into a personal style as they progress through school.

Encourage independence: We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

Implementation

We implement our writing curriculum using a variety of approaches that we have adopted and adapted – our main driving force in this is the implementation of a programme called 'I am a clever writer'. It is important to understand that *I am a clever writer*, is not a scheme of work. It is an approach to writing lessons that ensures consistency across the school. It is through this consistency and repetition that our *writing intent* is achieved. We have adopted the following key foci - fundamental to the *I am a Clever Writer* approach - along with our own adaptations (such as in spelling and handwriting) to create a structured, progressive approach to our writing lessons.

To achieve our intent, we implement the following strategies:

1. **Planning and Assessment for Learning (AFL):**
 - **Identify Individual Needs:** Use AFL to determine which skills need consolidation and which new skills should be introduced, referring to the Progression of Skills Document.
 - **Appropriate Genre Selection:** Choose genres that best facilitate the teaching of new skills and consolidate previous ones, ensuring they align with curriculum links when possible.
 - **Stimulating Resources:** Incorporate additional stimuli or texts that inspire students and make learning engaging.
2. **Teacher Modelling and WAGOLL:**
 - **Create 'What A Good One Looks Like' (WAGOLL):** Teachers write their own exemplars to provide a clear model of expected outcomes.
 - **Daily Sharing and Vocabulary Introduction:** Share the WAGOLL daily to introduce new vocabulary and demonstrate the incorporation of new skills.
 - **Break Down Learning Steps:** Deconstruct the WAGOLL into achievable steps, allowing students to focus on new skills before integrating them with previous learning.
3. **Interactive Working Walls:**
 - **Build Collaboratively:** Develop working walls with students during the week, displaying high-level vocabulary, various sentence openers, and targeted writing skills.
 - **Ensure Interactivity:** Make the wall an active part of learning, holding students accountable for correct usage and encouraging them to reference it during writing tasks.
4. **Clever Writer Checklist:**
 - **Display and Update Skills:** Present the checklist prominently in the classroom, adding new skills throughout the year to help students embed learning progressively.
 - **Empower Students:** Use the checklist to enable students to self-assess, articulate their success criteria, and discuss their progress confidently.
5. **Frequent Independent Writing:**
 - **Regular Practice:** Provide opportunities for independent writing throughout the week to practice new skills and reinforce previous ones.
 - **Contextual Relevance:** Ensure writing tasks are relevant to the genre and stimuli, promoting meaningful application of skills.
6. **Handwriting Development:**
 - **Practice and Perfect:** Allocate time for students to practice handwriting, moving from accuracy to fluency in letter formation.

- **Address Misconceptions:** Use live marking to identify and correct errors promptly, reinforcing proper techniques.
7. **Spelling Instruction:**
- **Systematic Teaching:** Utilise the *Christopher Such* approach for spelling practice, teaching weekly spelling rules, their morphologies and displaying them in the classroom.
 - **Immediate Feedback:** Address spelling errors during live marking and pre-empt tricky spellings in the WAGOLL.
8. **Live Marking and Feedback:**
- **Immediate Intervention:** Provide instant feedback to identify errors and misconceptions, allowing for on-the-spot corrections.
 - **Celebrate Success:** Highlight good practice by sharing exemplary work on the working wall for others to emulate.
9. **Assessment and 'Star Write':**
- **Cumulative Demonstration:** At the end of each learning sequence, students complete an independent 'Star Write' to showcase their learning.
 - **Evidence of Progress:** Use these extended writing pieces to assess progress and set future learning targets.

Spelling and Vocabulary

Understanding of vocabulary is key to children's reading and therefore as a school, we teach word meaning across our key stage 2 classes. However, we recognise that the teaching of vocabulary is not independent from teaching spelling and it is for this reason that we have chosen to combine both to create spelling and vocabulary lessons across KS2. The approach has been adopted and adapted from a blog post from **Christopher Such** found below:

[A Combined Spelling and Vocabulary Timetable for KS2 – Primary Colour \(home.blog\)](#)

More information on how this relates to vocabulary and reading can be found here:

[Reading at Our Lady and St Hubert's](#)

Regarding spelling, the words that form the progression are from a number of different sources: spelling lists from the national curriculum, Christopher Such's 345 list and etymology/morphology of words. The words are then grouped by phoneme. This enables teachers to teach phonemes that are represented by different graphemes in the set set of words; a progression of the phonics tuition that our children in Key Stage 1 receive.

Through this approach, not only are children exposed to vocabulary teaching (in effect developing their reading skills), but the teaching of spellings is reinforced by the heavily structured phonics programme that they have already received. We do not therefore teach spellings by spelling rules.

Words may be encountered multiple times, as they have multiple phonemes.

For example, the word station may be encountered when teaching the 'ay' sound (represented by a) and 'sh' (represented by ti).

They may also learn the etymology of the word (station - meaning to stare/to stand), enabling children to consider other words with the same root such as stationary or stationed.

Teachers will also plan for opportunities for children to use these words on a regular basis through their Writing Curriculum, with planned words appearing in WAGOLLS on a regular basis.

This planned progression of words, repetition and how and where they are encountered leads to a rich schema being developed.

For more information on what vocabulary is taught and when, please see the progressions below.

[Year 3 Vocabulary and Spelling Progression](#)

[Year 4 Vocabulary and Spelling Progression](#)

[Year 5 Vocabulary and Spelling Progression](#)

[Year 6 Vocabulary and Spelling Progression](#)

Please note, spellings in Key Stage 1 are taught through phonics sessions.

Handwriting

Handwriting is formally taught across EYFS and KS1, through handwriting lessons as set out by our **letterjoin** scheme. By the end of key stage 1, handwriting should be practiced on a regular basis in all lessons and teachers should give regular feedback. For this reason it is no longer necessary to teach handwriting through a formal lesson. However, on some occasions, children may need further support to develop their handwriting. When this is the case, staff may continue to follow the letterjoin scheme.

A handwriting recovery programme is also available. Please see below for examples of our handwriting curriculum:

[Handwriting Recovery](#)

[Module 2 - Year 1](#)

Developing a love of writing

As previously set out in our *Intent Statement*, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing: it is the right of every child to become a competent and confident user of the English language, so that they are able to live, work and succeed in a literate world.

Our *Star Writing* sessions are special moments. We look to create an environment where everyone looks forward to the moment in the week when they get to complete their writing. Staff develop their own environments and will have age appropriate strategies to foster this love of writing: special star write pens, certificates and celebrations are all strategies that teachers may look to use.

Staff will also look for regular opportunities for children to develop their literacy across our curriculum with opportunities for writing and oracy in many subject areas, including debates and discussions.

However, we also acknowledge that to do what we set out within our intent statement, we must look for opportunities beyond our English lessons. Opportunities which develop this love of writing. We have afterschool clubs linked with writing, such as our newspaper club, where we link a style of writing with the digital world with the end goal to produce a digital school newspaper.

We actively promote writing competitions, such as those developed by 'Young Writers' and celebrate children's successes as a school - we encourage children to send entries to school, rather than sending them straight to young writers.

Impact

The impact of our approach is evident in the following outcomes:

- **Enhanced Writing Skills:** Students demonstrate continuous improvement in writing, effectively applying new and previously learned skills across different contexts.
- **Confident and Independent Writers:** Students become self-assured in their writing abilities, capable of articulating ideas clearly and creatively.
- **Engaged and Motivated Learners:** The integration of meaningful stimuli and interactive learning environments increases student engagement and enthusiasm for writing.
- **Ownership of Learning:** Through tools like the Clever Writer Checklist, students take responsibility for their progress, self-assessing and setting personal goals.
- **Consistency Across Curriculum:** High standards of writing are maintained in all subject areas, reinforcing the importance of literacy skills throughout the curriculum.
- **Preparation for Future Success:** Students leave our school well-equipped with the writing proficiency and confidence necessary for their future educational endeavours and lifelong learning.

By systematically implementing these strategies, we ensure that every child at Our Lady and St. Hubert's Catholic Primary School becomes a 'Clever Writer', ready to succeed both academically and personally.

Feedback, Marking and Assessment

Feedback and marking on a daily basis is conducted in accordance with our policy, which can be found here:

[Feedback and Marking Policy](#)

We recognise that for feedback to have the most impact, it must be as close to time of the lesson as possible, we therefore place a prominence on verbal feedback at the point that the lesson is undertaken. Teachers therefore endeavour to give children verbal feedback during lessons. This feedback is based upon given success criteria and learning objectives. Staff may also feedback on previously taught objectives during this time.

If a child does not receive verbal feedback during the lesson, they will still receive feedback, either in a written form or through verbal feedback as close to lesson as possible (this may be later the same day or during the next lesson).

Feedback is used for a variety of purposes, not only to develop and hone children's skills, but also in planning. Every day is, a continuous assessment of what our children can do and what they need to do in order to get better at writing. Staff therefore will adapt lessons based upon this regular feedback and assessment and may adapt success criteria as a result.

Children have weekly end of unit assessments in writing (star write), which are used throughout this process. As this is independent work, staff will also use these assessments to develop a summative assessment of each child. Work is assessed against year group objectives.

Children will also sit summative NTS assessments on a termly basis for Spelling, Punctuation and Grammar.

Summative Data and Pupil Progress

Using all available strategies mentioned in this document, teaching staff will on a termly basis assess children in a summative way. This data is then recorded on our assessment system – Arbor. This data will then be tracked and analysed by senior leadership and the English subject leader. This data will then be used as part of pupil progress discussions held termly with senior leadership.

Role of the Subject Leader

- Together with the *Senior Leadership Team*, to monitor, evaluate and improve on the teaching performance of the school's staff for English through feedback, CPD and a culture of shared learning.
- To analyse and evaluate the performance of pupils in formative and summative assessments in order to identify and respond to trends.
- To promote a love of writing for the children, the school and the wider community.
- To complete and update a subject leader action plan, which is evaluated on a regular basis.
- To implement strategies, including providing CPD for staff, relating to the teaching of English across the school.
- In conjunction with the senior leadership team, manage resources and budgets relating to the subject of English.

6Cs

To succeed in the 21st century, we understand that the children need to be taught- and have time to develop - key learning behaviours that have, in the past, not been catered for in the National Curriculum. We have adapted our curriculum to include the '6Cs of 21st Century learning', which are:



How our 6Cs will be evident through our English curriculum		
 Character	 Citizenship	 Communication
<p>By implementing our 'I am a Clever Writer' approach, we foster deep learning by cultivating students' grit, tenacity, perseverance, and resilience. Through challenging writing tasks and continuous feedback, students develop these character traits, making learning an integral part of their lives.</p>	<p>By implementing our 'I am a Clever Writer' approach, we inspire students to think about the world around them and become global citizens. Through engaging writing tasks on global issues, they develop a genuine interest and the ability to address ambiguous, real-world problems that impact human and environmental sustainability.</p>	<p>By implementing our 'I am a Clever Writer' approach, we enhance students' ability to communicate effectively using a variety of styles, modes, and tools—including digital platforms—tailored to diverse audiences. This empowers them to express ideas clearly, adapt to different contexts, and become proficient communicators across all areas of learning.</p>
 Collaboration	 Creativity	 Critical thinking
<p>By implementing our 'I am a Clever Writer' approach, we foster collaboration by encouraging students to work interdependently and cohesively in teams. Through group writing activities and peer feedback, they develop strong interpersonal and team-related skills, manage team dynamics effectively, make substantive decisions together, and learn from and contribute to the learning of others.</p>	<p>By implementing our 'I am a Clever Writer' approach, we nurture an entrepreneurial mindset in students by encouraging them to identify opportunities to make a difference through their writing. They learn to ask insightful questions, generate novel ideas, and take leadership in pursuing and transforming those ideas into impactful actions.</p>	<p>By implementing our 'I am a Clever Writer' approach, we enhance students' critical thinking skills by teaching them to critically evaluate information, decisions, and evidence in their writing. This enables them to use their learning and knowledge to make important decisions and apply their understanding to real-world contexts.</p>

SEND, Pupil Premium and Inclusion for all

ALL children should have the opportunity to develop and progress in English lessons at Our Lady and St Hubert's Primary. It is everyone's responsibility, but in particular it is the responsibility of the class teacher as part of the teacher standards to plan for all abilities and backgrounds within their class. Teachers are expected to:

- Select the appropriate materials or texts for individuals – for learning at school and home.
- Liaise with SENDCO and English lead to plan for lessons accordingly.
- Follow any EHCP or care plans in relation to the individual's needs.
- Plan challenge for more able pupils.
- In line with the school's inclusion statement, reading and writing materials will reflect the breadth of society with people of different racial, cultural and physical characteristics.
- Intervention strategies will be used for children identified through data analysis and pupil tracking and the impact of these strategies monitored.
- Know the pupils identified as pupil premium within their class and plan appropriately, including where they can enrich the curriculum for all.

Reviewed – September 2024 Philip Wheelan

Date of next Review – September 2025