

St John the Baptist C of E Primary School



Life in all its fullness

Grammar and Writing Policy

November 2023

- An exciting, quality environment
- A creative and inspiring school
- An inclusive place that nurtures children's individual talents

1 Aims and intentions

At John the Baptist Primary School, we recognise that writing is integral to all aspects of life and we endeavour to ensure that children develop a lifelong, healthy and enthusiastic attitude towards writing. This requires children having the grammatical knowledge and skills that underpin the ability to be able to communicate through writing and to document and convey their learning and ideas. Building on experiences, grammar and writing encourages expression and higher order thinking skills to develop. 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. Supported by our speaking and listening, handwriting, phonics and reading curriculum, we want every child to foster a love of language and have the ability to express themselves appropriately.

2 Grammar and Writing curriculum planning

2.1 English is a core subject in the National Curriculum. We use this as the basis for implementing the statutory requirements of the programme of study for grammar and writing.

2.2 These statutory requirements are embedded into a whole-school overview for Grammar and Writing, which forms part of: phonics and spelling, reading, grammar and writing components of the English Curriculum. Our yearly teaching programme identifies the learning objectives that we teach to each year group to ensure continuity and progression.

2.3 The English subject leaders are responsible for developing, reviewing and updating the grammar and writing whole-school overview and ensuring that teachers have a secure knowledge of the content of what they are required to teach. The whole-school overview is bespoke to St Johns to provide the best possible opportunities for children and is cross curricular wherever possible.

2.4 Class teachers use the whole-school overview to plan daily lessons which fit within weekly progressive teaching and learning. This includes specific learning objectives taken directly from the whole-school overview and a lesson outcome. Plans are reviewed daily and adapted where necessary as part of assessment for learning.

3 Teaching and learning

3.1 At St John the Baptist Primary School, we use a variety of teaching and learning styles in English lessons to teach knowledge and understanding of grammar and writing. We do this through a daily English lesson where Rosenshine principles are applied to ensure all children are able to achieve their full potential in the subject.

3.2 Grammar and writing is taught within daily English lessons. Each year group focuses on narrative, non-fiction and poetry genres each term following the progressive whole-school overview, which is bespoke to St Johns and the wider curriculum. A structured write model is in place to ensure consistency in the teaching of writing across the school. A unit of work will start with pupils reading and analysing the features of a model text through age-appropriate learning opportunities. They will then learn the grammar knowledge and skills required to be able to write in the genre before

applying these to a piece of writing. Children are taught how to edit and improve their writing using a range of methods. Key Stage 2 children are given the opportunity to publish their writing with a handwriting focus. Final pieces of writing are recorded in writing books as evidence for assessment purposes.

4 Foundation Stage

4.1 We teach communication, language and literacy in the Foundation Stage as an integral part of the school's work. We relate the English aspects of the children's work to the intentions set out in the EYFS Curriculum, which underpin the curriculum planning for children aged four to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practice and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations. This phase is essential to the development and progress of grammar and writing as children move through school.

5 Cross-curricular links

5.1 The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills developed in grammar and writing enable them to communicate and express themselves in all areas of their work in school.

6 Teaching English to children with special educational needs

6.1 At our school, we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our grammar and writing teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. The whole-school grammar and writing overview enables teaching to be adapted to suit the requirements of children with special educational needs by tracking back and forwards through year groups and genres.

6.2 Pupil progress meetings, as a result of regular assessment in English, ensures rigorous tracking of any pupils who are not making expected progress. Any pupils identified as falling behind, including children with SEND, are targeted for extra support to ensure that they can catch up. This may include targeted interventions in grammar or writing and may include teaching assistant support, PP provision or quality first teaching. Progress will then be re-reviewed.

6.3 Teaching and learning is adapted for those children identified as having special education needs with targets and support set out in Termly Target Proformas. These Termly Target Proformas are

shared with parents on a termly basis and may include an English target with in-school strategies for support.

6.4 Where children have specific learning difficulties, such as dyslexic tendencies, physical mobility disabilities, speech and language needs, teachers work with the school SENDO and outside agencies to provide the best possible support for pupils to achieve their best in English.

7 English as an additional language

7.1 Children are supported to develop grammatical and writing skills and knowledge to help them to understand and use the complex features of the English language.

7.2 Vocabulary is developed through stories, speaking and listening, 'Word a Day', songs, pictures, subjects and topics related words.

8 Assessment

8.1 Teachers assess children's work in writing and grammar in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily planning and teaching. Teachers carry out regular assessments throughout the term to measure children's understanding and move them on to next steps. Teachers submit formal termly summative assessments, which are used to measure progress and attainment. Children undertake the National Tests at the end of Year 6.

8.2 GAPS is used in Key Stage 1 and 2 to assess grammar at the end of each term.

8.3 A piece of writing is recorded in writing books for each unit of work studied and continuous assessment is carried out using Roz Wilson assessment criteria. Year 6 writing is assessed using both Roz Wilson and the End of Key Stage 2 Teacher Assessment Framework. Writing moderation within the school itself and within a collaboration of other schools in the area ensure standards are in line with expectations. A writing level is provided at the end of each term, which is used as a measure for attainment and progress.

9 Monitoring

Monitoring of the standards of the children's work and of the quality of teaching in grammar and writing is the responsibility of the English subject leaders. The work of the subject leaders also involves supporting colleagues in the teaching of grammar and writing, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The leaders have specially allocated regular management time in order to enable them to undertake book looks, pupil voice and learning walks to observe grammar and writing teaching across the school. The named governor responsible for English is aware of recent developments in

the subject and has contact with the subject leaders to review attainment and progress, which is outlined in standards reports and the end of year report to governors.

Reviewed: October 2023

Review: November 2024

Reviewed by Staff: K Bewick

Governor: