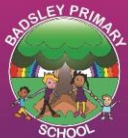


# BADSLEY PRIMARY SCHOOL



## Writing Policy

<b>Policy Date</b>	February 2024	<b>Review Date</b>	February 2025
<b>GB Responsible</b>	Full Governing Board	<b>Written by</b>	K.Bains
<b>Approved</b>		<b>Website</b>	<a href="https://badsleyprimary.org/">https://badsleyprimary.org/</a>



**Growing Together; Aiming High**



Article 13 Freedom of expression  
Article 23 Children with a disability  
Article 28 Right to education  
Article 29 Goals of education

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## 1. Curriculum intent, aims and drivers

### Curriculum intent

*Reading is like breathing in, and writing is like breathing out."*  
- Pam Allyn

Writing at Badsley aims to put quality literature at its heart. It provides our pupils with rich language models and experience of effective writing used by leading authors, to inspire their own. Our writing curriculum engages our children through quality texts and drama, which motivates them to write for a range of purposes and audiences. Learners are nurtured to become confident, creative writers with skills vital for not only their academic success, but for communicating their ideas and emotions in their life beyond the classroom.

### Aims

In our teaching of writing, we aim for all children to:

- Enjoy exploring language and write for pleasure
- Appreciate that writing is an effective method of communication
- View writing as a process over which they have control
- Write appropriately for specific real or imaginary audiences where possible
- Write for a variety of purposes and audiences
- Make judgements about the 'voice', style, format and vocabulary appropriate to the writing's purpose, audience and genre
- Write clearly, legibly and accurately with attention to punctuation, spelling and grammar
- Recognise that drafting, incorporating significant revision and proofreading are integral parts of the writing process
- Achieve independent writing of a high quality

### Ultimate End Goal

At Badsley, we endeavour to create a love for writing. We want every child to leave Year 6 with the skills of an excellent writer who:

- Has the ability to write with fluency
- Can think about the impact they want their writing to have on the reader and knows how they will achieve this
- Has an extensive bank of vocabulary and an knowledge of writing techniques to extend details or description
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures
- Displays good transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat

- Re-reads, edits and improves their writing so it is produced to the best of their ability

## Curriculum Drivers

Our curriculum is built on our Key Drivers:

- **Oracy**
- **Aspiration**
- **Equality and Diversity**
- **Experience**
- **Curiosity and Discovery**

To ensure our curriculum offers enrichment, these drivers underpin everything we do in all areas of school life. These form the foundations of our curriculum and are threads throughout our teaching including the teaching of pupils' spiritual, moral, social and cultural (SMSC) development and the teaching of British Values.

## 2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

## 3. Roles and responsibilities

*The Subject Leader for Writing is responsible for:*

- *action planning*
- *termly updates for staff*
- *organising and leading CPD*
- *monitoring standards*
- *reporting to the governors' Curriculum Committee*
- *if requested, auditing and ordering new resources*
- *leading assessment and analysing data*
- *attending CPD (ROSIS)*
- *ensuring all objectives for their year group are planned for*
- *professional reading*

*The Headteacher and Governing Body are responsible for:*

- *ensuring teachers can deliver the new curriculum by having access to the appropriate training and resources necessary;*
- *providing opportunities for the Writing Leader to work with staff to plan and*
- *reviewing policies relating to English.*

*The Class Teacher is responsible for:*

- *Following the guidelines set out in the Writing policy;*
- *Planning effective writing lessons using the objectives from the short-term plans and long-term plans*
- *Providing many opportunities for writing to be applied by pupils in a variety of ways, including ICT*
- *using a wide range of purposes and audiences;*
- *Planning lessons which will support and/or challenge pupils as appropriate;*
- *Ensuring they have access to a range of necessary resources to be able to deliver the curriculum effectively.*
- *Supporting the English Lead in monitoring and assessment by completing the relevant year group assessment grids*
- *Ensuring support staff have access to planning and have the knowledge and skills to be able to support and challenge them in completing tasks.*

*The Support Staff are responsible for:*

- *Ensuring they have the relevant planning necessary to support and challenge pupils;*
- *Asking for support from the class teacher and/or Writing Lead to ensure their training requirements are met.*

#### **4. Organisation and Planning**

##### **Early Writing in the Foundation Stage**

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. Phonics is taught explicitly, as soon as children enter EYFS through the Read Write Inc. programme. Children are taught to read, and then write graphemes in line with the school scheme. As their phonic knowledge increases, this is reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities. A wide variety of opportunities are provided for children to engage in writing activities.

Amongst these are:





- Shared writing
- Guided writing
- Role-play (e.g., an office or restaurant), both indoors and outside

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing and learn the left to right convention of writing in English.

In EYFS, there is a daily 'Write Along' session. In this lesson, teachers model composing, rehearsing, writing and re-reading a dictated sentence. Children then work independently, or in an adult-focus group, to write the dictated sentence. These sentences include taught graphemes and vocabulary. All children have their own writing book, which documents their writing learning journey throughout the year.

### **KS1 and beyond**

Our learners explore the four author purposes: entertain, persuade, inform and discuss. These purposes are developed through a range of genres which are taught progressively and systematically.

	 Entertain	 Inform	 Persuade	 Discuss
F2	Description (Simple phrases and sentences)	Captions Labelling		
Years 1	Story Description Poetry	Recount Letter Instructions Fact file		
Year 2	Story Description Poetry	Recount Letter Fact file		
Years 3 & 4	Narrative Description Poetry	Explanation Recount Biography Non-chronological report	Advert Letter Poster	
Years 5 & 6	Narrative Description Poetry	Reports Biography Newspaper	Advertising Speech Campaign	Balanced Argument Review

We provide a wide variety of texts which cater for children's diverse interests and needs and act as a stimulus to their own writing. Each year group use: picture books, novels, poetry or videos to inspire and inform their writing. The writing objectives, outlined in the National Curriculum, are planned so that children build on their skills sequentially and systematically. These can be adapted and modified to meet the needs of the children accordingly.

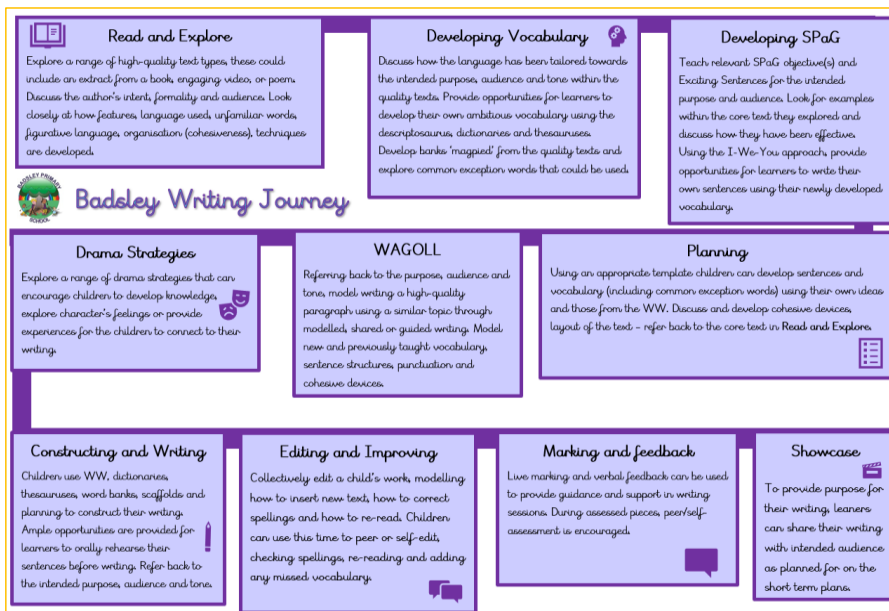
In KS1, there is a daily writing session. In this lesson, teachers model composing, rehearsing, writing and re-reading a dictated sentence. Children then work independently, or in an adult-focus group, to write dictated sentences and move progressively within the lesson to write their own. These sentences include taught graphemes and vocabulary. All children have their own writing book, which documents their writing learning journey throughout the year.

In year 2 and year 6, materials are developed and adapted to ensure that they support children in meeting the requirements of the statutory Teacher Assessment Framework to achieve the Expected and Greater Depth Standard. The process and progression of writing are embedded within the writing learning journey, as they are throughout school.

### **Learning Journey**

At Badsley, we recognise that writing is a complex process that needs to be broken down into stages and taught explicitly.

Below is an outline of the different components in our writing journey:



This model guides both children and teaching staff through a familiar journey that builds and develops the skills needed for writing for a range of genres. The learning journey is clearly displayed in each classroom so that the children are able to access the materials and resources previously used independently whilst writing. This display is updated regularly and is a working wall.

Through the learning journey the teacher will model the writing process with the children. This will include:

- Using a range of stimuli to read and explore
- Demonstrating planning strategies (e.g., concept maps, writing frames, boxing-up templates)
- Teaching the structural characteristics of a particular text type

- Teaching the purpose and use of punctuation
- Playing with language and exploring different language choices
- Modelling higher level sentence constructions (e.g., conjunctions and complex sentences) through our Badsley Exciting Sentences
- Drafting
- Demonstrating polishing strategies (e.g., checking for meaning, reordering to improve structure, rewriting to improve clarity or to enrich language)
- Demonstrating editing strategies (e.g., checking punctuation and spelling)

### **Spelling**

Spelling is taught through a range of strategies and follows the objectives set out in the National Curriculum. The teaching of spelling is intrinsic to the child becoming an effective, independent writer.

At Badsley Primary our aim is:

- To provide children with a wide range of spelling strategies to enable them to be confident, competent and independent spellers
- To deliver the spelling objectives outlined in the Read Write Inc. programme, No Nonsense Spelling and National Curriculum documents
- To draw on new initiatives to enhance the teaching of spelling
- To provide a range of auditory, visual and kinaesthetic activities and experiences in spelling, in order to meet the learning styles of all children in the classroom
- To link spelling, wherever possible, to other areas of the curriculum, in order to make it more meaningful and relevant to the children
- To provide a classroom climate in which children feel secure enough to 'have a go'
- To ensure pupils have an adequate bank of automatic recall words
- To make children successful spellers by ensuring they can use a variety of strategies to spell accurately
- To create a text rich environment where children can independently find support

At Badsley, children are taught:

- The etymology of words: this gives children an understanding of a word's origin
- Spelling rules: these are outlined for each year group
- Irregular/regular verbs
- Common exception words – from the year 1, Year 2, 3/4 and 5/6 word lists. These words are organised into year groups.

In the Early Years and KS1, children are taught how to spell through the Read Write Inc. **The children are given differentiated word lists to learn.** The environment is intrinsic to the teaching and learning of spelling therefore the children are encouraged to become independent learners to access word lists from writing working walls, and we have a text-rich environment that supports this.



In addition to this, Badsley Primary School uses the No Nonsense Spelling Scheme from years 3 to year 6 and Jungle Club in year 2. The No Nonsense Spelling programme is a complete spelling programme designed to meet the needs of the 2014 National Curriculum. The scheme offers guidance to implement an effective spelling teaching programme from year 3 to year 6. Containing teacher books (one for each year group) the programme consists of termly overviews, breaking down the requirements of the National Curriculum into strands with individual lesson plans and resources. The objectives are planned so that children build on their skills sequentially and systematically and are outlined in the long-term plan.

In year 2, once pupils have completed the RWI phonics programme, they follow the Spellings with Jungle Club scheme. This is an online platform that teaches the year 2 spelling objectives outlined in the National Curriculum, through daily interactive sessions. A lesson follows a four-part structure which consists of: review, teach, practice and apply. The pupils evidence each part in an accompanying workbook.

### **Punctuation and Grammar**

Grammar and punctuation teaching is most effective when it is short, sharp and frequent, incorporated as a lesson starter, in the context of the learning journey or a stand-alone lesson. Within the Learning Journey, children explore key elements of grammar and punctuation that will best influence their writing. These are:

- Vocabulary (making ambitious language choices, carefully selecting adjectives, adverbs and verbs for specific purposes)
- Sentence construction - using a range of conjunctions to form complex sentences; starting sentences in different ways, including using adverbs, time phrases and 'ing' clauses and punctuation.

This is also achieved through Alan Peat's 'Exciting Sentences'. These progressive sentences provide children with a variety of grammatical structures to learn and draw from for their own writing. This progression model introduces these 'Exciting Sentences' at the right time to coincide with the expectations of the National Curriculum and the writing assessment grids. There are a minimum of three sentences and a maximum of six in each year group which can be explored and extended throughout the year so that they are completely embedded in the child's sentence repertoire.

In addition to equipping children with the tools to write effectively, children are also exposed to punctuation and grammar that they will experience in end of KS tests.

In Y6, children are taught discrete lessons to prepare them for the KS2 SPaG assessment.

### **Handwriting**

**Commented [RB1]:** Might be important to note that Y6 also have SPaG starters as part of the writing lesson, and these discrete sessions are additional.

Fluent handwriting is essential for effective writing composition because pupils' cognitive resources are freed.' (EEF Improving Literacy in KS2).

Therefore, we provide regular daily handwriting practise throughout the school to support our pupils to increase speed and automaticity of the process.

Aims of Handwriting:

- To develop a sense of pride, pleasure and enjoyment in their handwriting
- To adopt fluent, legible and joined handwriting
- To adapt lettering styles for different purposes

The teaching of handwriting begins in the EYFS. A variety of resources are used to encourage the development of the fine motor control which is essential for good handwriting. At Badsley, we follow the programme, 'Squiggle Whilst You Wiggle' in the autumn term, to help children develop the fine muscle control they need for writing. The programme uses dance and large movements to make marks through multi-sensory ways e.g., sand, foam or paint. After this, the programme is used as an intervention to support children who are still developing their fine muscle control. In the daily phonics lesson, FS2 children learn approximately four letters a week. They learn to recognise these letters and read them within simple words and also how to write the letters, forming each letter accurately which continues into year 1.

From year 1 through to year 6, handwriting is supported through the Letter-join programme. The programme ensures that spelling patterns are also practised to support word memory and hand recognition. Letter-join fully supports the DfE expectations around the teaching of phonics and the printing of letters. The cursive font (with lead ins) is introduced in year 3 once children can form letter shapes fluently.

Below is an example of the cursive script and print used in school.

A row of lowercase letters from 'a' to 'z' written in a cursive script. The letters are connected to each other, and each letter has a small lead-in stroke at the beginning.

(Letter-join 8)

A row of lowercase letters from 'a' to 'z' written in a simple, bold, sans-serif print font.

(Letter-join Print Plus 1)

Here's how Letter-join is described:

*"Letter-join includes animations of all the letters of the alphabet with a spoken commentary on how to write each letter. Patterns, letters and words can all be watched and traced on-screen. Magic Patterns allows children to trace pre-cursive patterns and fun shapes on a variety of 'magic' backgrounds and with Magic Words they can trace*

*over their own words on different backgrounds on IWBs or tablets. Word Animator lets you input your own words, replay the video and trace over the words for IWB practise."*

To ensure that children are transcriptionally secure, dictated sentences are implemented in year 3-year 6, three times weekly. These are used to practise taught spelling rules, grammar and punctuation and build automaticity.

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in the school's SEND policy.

## **6. Monitoring Arrangements**

The headteacher, together with the Curriculum Strategic Lead and Writing Lead monitor the curriculum to ensure it meets the needs of our pupils.



We monitor the curriculum using a variety of methods including:

- Pupil voice
- Staff voice
- Learning walks
- Lesson visits/ drop ins
- Book looks
- Data analysis




## **Assessment**

Assessment is regarded a vital part of teaching and learning and is a continuous process. Formative assessments are made through live marking, questioning and self and peer assessment. Through these children are provided with additional support or interventions to support their learning. The following assessment grids are used to support self and peer assessment:

KS1 example

A B C capital letters	 finger spaces	 full stop	Read read it again	
--------------------------	--	--	-----------------------	--

KS2 example:

Genre:	I TA I P		 
LI			  <b>HIGH FIVE PRESENTATION</b>
Success Criteria	Feedback		
Correct spelling of year group words			
Correct punctuation			

**Independent Writing**

Each year group has an assessment grid that is based on the National Curriculum objectives. A termly judgement determined on the progress of objectives met is made by the teacher using a collection of independent work, which includes a range of genres for different audiences and purposes. The summative data is collected termly using Insight.

During independent writing, the children compose without direct teacher support but using supports developed during the learning journey. As children move through KS2, they are expected to write regularly and at increasingly greater length, developing crucial writing stamina alongside other skills.

Writing is likely to be independent if it:

- emerges from a text, topic, visit or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about
- enables pupils to use their own ideas and provides them with an element of choice – for example, writing from the perspective of a character they have chosen themselves
- has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation

- is produced by pupils who have, if required, sought out classroom resources, such as a dictionary or thesaurus, without being prompted to do so by the teacher

*(Key stage 2 teacher assessment guidance 2022-23)*

Moderation is intrinsic to ensuring that assessment is standardised throughout school and that teacher judgements are secure. At Badsley, we use moderation to support and challenge judgements and we have developed a culture of support and accountability. Year 2 and 6 teachers attend external moderation training and disseminate this training to all staff and ensure that the school stays abreast of any central changes.

This policy will be reviewed as stated on the front of the policy by the Subject Lead in consultation with the Headteacher and Senior Leadership Team. At every review, the policy will be shared with the full governing board.

## **7. Links with other policies**

- EYFS Policy
- SEND Policy
- EAL Policy
- Reading Policy

### **Additional websites:**

Letter-join: <https://www.letterjoin.co.uk/>

National Curriculum 2014: <https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>