

**Intent:** Our pupils show high levels of achievement and positive attitudes towards writing. They are able to use and understand language as speakers, readers and writers and are developing a wide technical vocabulary that helps them to discuss and improve their writing. We foster competent, confident and independent writers with a good command of the English language. We create writers with an awareness of different audiences and purposes and a desire to engage a reader. They are able to apply their Grammar, Punctuation and Spelling knowledge in their writing with increasing sophistication over time. Our pupils have a growing appreciation of the power and importance of the written word

**Implementation:** Daily writing opportunities are planned with a minimum of two focussed writing sessions for each class weekly.

In **KS1/KS2** children complete a 'Sentence a Day' to focus on misconceptions and to reinforce the non-negotiables.

**Each Class** has a set of Displayed 'Writing Non-Negotiables' that are the expectation in any written work across the curriculum.

**Teachers** plan a sequence of writing lessons that explore a range of text types including fiction and non-fiction. This sequence includes familiarisation and analysis of the key features of a text type, modelling and supported composition, planning, drafting, editing, redrafting and publishing.

**Both discreet** (weekly) and **non-discreet** punctuation and grammar sessions are taught which are then applied in children's writing (see English at Bolton)

**Spelling** is taught daily in EYFS and KS1 through the Little Wandle Phonics scheme. It is then taught in Y2 - KS2 using The Spelling Book by Jane Considine. Each class has non-negotiable spellings. Skills taught in English lessons are expected to be applied in subjects across the curriculum.

**Opportunities** to write extended pieces are created sometimes within other subjects.

**Assessment** takes place termly and is moderated across school and our cluster. Children do an assessed 'independent piece' based on the genre that they are studying and a Cold Write for analysis. Parents are informed termly of children's writing progress.

**Children** have one written homework task weekly to engage parents with learning in writing and expectations.

**Impact:** Increased confidence in applying skills and showing the non-negotiables in all areas of writing and not just English lessons. Culture of writing for pleasure and pride in written work.

**A progression** of 'writing' knowledge and skills evident from EYFS to Y6.

**Increased knowledge** of text styles, different purposes and audiences.

**Improved outcome** and increased level of productivity and stamina.

**Assessment** is secure and used to inform next steps.

**Increased** teacher confidence in subject knowledge and delivery through CPD and support.

**Planning:** Clear teaching sequences for 'writing'

Long term plan of genres, GAPS and Writing through Reading (English at Bolton)  
Progression of skills

Adaption and use of Literacy Shed and Power of Reading (writing units and resources)

**Strengths:**

- Writing genres with themes from current texts which means that all children can generate ideas easily.
- Teachers model and scaffold and give supported writing opportunities in their teaching sequences.
- Children are also given opportunities to pursue their own writing, themes and ideas through writing.
- Y1 – 6 experience well-planned sequences of learning which involves distinct phases that build their writing skills and understanding e.g. reading and analysis of texts features, gathering information and experimenting with drafting and supported writing in text-types, to writing independently with confidence in a particular genre
- Inclusion of discrete (and indiscreet) GAPS related to genres taught (where possible) and covering English in the National Curriculum and inclusion of Oracy and its development in English sessions.
- All children are supported in lessons some receive further scaffolding and personalisation.

**Monitoring and Assessment:**

Cold writes/Hot writes – end of units – used by teachers to inform T&L.

Whole school writing moderation / Cluster moderation

Book Scrutinies/ Book Looks

Assessment for learning – feedback and next steps. Use of Peer assessment.

Marking/ Drafting Code.

**Subject: Writing**



**Next Steps:**

Writing for Pleasure and well-planned writing sequences with teacher modelling.

Oracy as a key part of writing and planning for writing.

Continue writing sessions planned at the beginning of the week.

Writing sessions to include time for editing and next steps target setting.

Continue with high expectations regarding writing in all subjects.

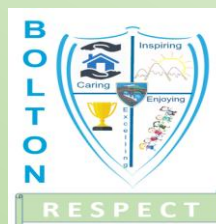
Non-negotiable spellings in each class.

Termly writing monitoring.

**SEND:**

Adapted lessons, accessible resources, scaffolded tasks, focused interventions.

Teachers remind about writing targets and expectations in all subjects e.g. non-negotiables.



# EYFS

ELG 10 – Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.