

Date of policy: June 2020
Review of policy: June 2021

Responsibility of: Marie Lucca & Rebecca Watson

Intent

At Burrowmoor Primary School our aim is for every child to become a confident and skilled writer so that they can write clearly and accurately for a range of purposes with increasing proficiency. By developing this core skill from Nursery through to Year 6, children are supported in being well prepared for their next stage of education and beyond. To enable children to become skilled writers, close attention is given to the development of every child's skills in composition, grammar, punctuation, spelling and handwriting.

At Burrowmoor Primary School there is a consistent expectation of the development of the key skills in writing in order to ensure that children make positive progress throughout their primary years.

Implementation

Composition: throughout KS1 and KS2, class teachers will base the units of work on a range of quality reading texts, supported by the Focus Education materials where appropriate.

Children will be given regular opportunities to write at length for a range of purposes and these pieces of writing will be important in determining each child's progress.

Expectation:

It is expected that children from Years 1 - 6 generate at least one piece of extended writing within every two week teaching block. This will ensure a minimum of three lengthy pieces of writing every half term for every child to be used for assessment. Children's writing stamina is to be strengthened by this expectation. Children's writing will be improved and enhanced by discrete Grammar, Punctuation, Spelling and Vocabulary lessons which will build a solid basis for children's writing in any genre.

Spelling:

- Nursery, Reception and Year 1 – daily phonics lesson
- Year 2 – daily phonics lesson (phase 6) and *No Nonsense Spelling*
- Year 3, 4, 5 & 6 – *No Nonsense Spelling* - two sessions a week

Handwriting: *Letter Join* will be introduced from EYFS

- Nursery & Reception – regular opportunities
- Year 1 & 2 – daily handwriting teaching and practise using handwriting books, following the 'Letter join' programme.
- Years 3, 4, 5 & 6 – at least one hour per week following the 'Letter join' programme.

Marking and Feedback

Success criteria will be provided for the children when writing at length so that they know the key elements that need to be included in their work. Children's writing will be assessed against these.

Nursery and Reception - To continue to use verbal and pictorial feedback.

Year 1 & 2 - To continue to use pictorial Success Criteria, evolving throughout Year 2 in order to meet the independent criteria of the TAF.

Years 3,4,5 and 6 - To use succinct and relevant Success Criteria for extended pieces of writing that can be used to feedback effectively in order to have impact on the next piece of written work.

Marking and feedback is regular, including live-marking. This this helps children to understand where they have been successful and their next steps. Children will have regular opportunities to respond to next steps either during the lesson or afterwards. This time is built into the daily timetable.

At the end of each extended piece of writing, children's work is marked against the Success Criteria and a mark sheet is produced for the class which is RAG rated. Interventions are put in place to 'plug' gaps – either whole class, in small groups, or individually – to ensure that any misconceptions are addressed to enable children to improve their writing.

Assessment

At the end of each unit of work, children will be assessed at working at **below, at** or **exceeding age related expectations**. Assessments are recorded using Target Tracker and gaps are addressed to inform planning, next steps and targeted interventions.

At Burrowmoor, we use a variety of strategies to assess children's writing alongside our continuous assessments made through marking:

Whole school composition

At the beginning of each term, every year group produces a 'cold write' based on a whole school text, this will be the same genre e.g recount/narrative. This is used to provide a writing baseline and to show progress both across year groups and over time.

No More Marking

'No More Marking' is used for each year group from year 1 to year 6. Each child will have one piece of writing moderated. Results are based on the performance of

thousands of pupils and the judgements of hundreds of teachers from across the country.

Assessment schedule and text-type:

October: Year 3- Fiction
November: Year 5 – Non-fiction
January: Year 1 - Fiction
January: Year 4 – Non-Fiction
February: Year 2 – Fiction
March: Year 6 – Fiction

The data analysis provided from these pieces is used to support Teacher assessments and moderate school judgements against those of other schools in the UK.

Visit the 'No More Marking' website here: [No More Marking](#)

Moderation

Writing is moderated internally across year groups by teachers and Phase Leaders, across school by the English team, by the Trust through book scrutiny and externally in local hubs and within out Trust teams to ensure that our judgements are sound and in line with Government expectations.

Impact

Children will write cohesive pieces of age appropriate length using high level vocabulary and showing a good understanding of grammar.