



*Opening up the world for our
children and families*

Writing Policy

Date: December 2020

Review: December 2022

Opening up the world for our children and families

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, our 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 and their ability to combine these effectively. We intend for our children to be able to write for any purpose that will improve their life chances, by equipping them with the necessary tools and the knowledge of how to write appropriately in context. We want the world of our children and that of their future selves to be opened by them being able to develop a written voice as well as a spoken one.

Implementation

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.

Throughout EYFS, KS1 and KS2, class teachers will use a variety of resources to plan engaging lessons such as: the *English Focus* materials, which are based on quality reading texts, as a key resource to support planning for writing, Cornerstones English resources, Hamilton Trust and Twinkl for example.

We are on the process of updating our English Writing Curriculum to follow the Michael Tidd's idea of 'Writing for a Purpose'. This theory suggests that rather than trying to teach children ten or more different genres or text types (which can actually be used for a variety of purposes), our approach will focus on what those different types have in common: the **purpose** for writing. All writing will be connected to topic to develop an enriched curriculum.

The four purposes to write being taught across KS1 and KS2 are:

- To entertain
- To inform
- To persuade
- To discuss

Expectation:

It is expected that children from Years 1 - 6 generate at least one piece of extended writing within every three week teaching block. This will ensure a minimum of two 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.

In keeping with the 'Writing for a Purpose' approach, each piece of writing will have a real purpose and children's work will be published in a variety of ways to celebrate and support this.

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: We use *Letter Join* from EYFS. Please also see our separate Handwriting Policy.

Delivery:

- 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 helps children to understand where they have been successful and what their next steps should be. 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 half-termly 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

Three times per year, 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 (NMM)

'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.

NMM 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 with purpose, for a purpose, knowing how to manipulate and experiment with what they write effectively, and adapting their writing to a wide range of contexts. Children will be able to write cohesive pieces of age appropriate length, using high-level, ambitious vocabulary and showing a good understanding and application of complex grammar.