



Newbridge Primary School

Writing Policy

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Writing Policy and Guidelines for Writing

Rationale: All children have a statutory entitlement to access the Programmes of Study for English as set out in the National Curriculum.

At Newbridge Primary School, we strongly believe that children's mastery of the English language and their ability to read, write and communicate verbally, with confidence, enjoyment and proficiency is the cornerstone to success and enjoyment in all other areas of the curriculum, and indeed, their future lives.

At Newbridge Primary School, we teach the skills of writing through sharing a range of high-quality written texts with the children - exploring its language and structure in depth - the knowledge and understanding of which is used to inspire and direct the children's own writing. Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England and in the Communication and Language and Literacy sections of the Statutory Framework for Early Years Foundation Stage.

Aims: The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature.

From EYFS to Year 6, the National Curriculum for English aims to ensure that all children:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

EYFS: In EYFS (Reception) children are given opportunities to:

- Speak and listen and represent ideas in their activities
- Use communication, language and literacy in every part of the curriculum
- Become immersed in an environment rich in print and opportunities to communicate

KEY STAGE 1: In Key Stage 1, children learn to speak confidently and listen to what others have to say. They learn to write independently, at length. They use language to explore their own experiences and imaginary worlds.

KEY STAGE 2: In Key Stage 2, children learn to change the way they speak and/or write to fit different situations, purposes and audiences. They encounter a range of fiction, non-fiction and poetry. They explore the use of language in literary and non-literary texts and learn how the structure of language works. Children throughout the school develop their knowledge and understanding of grammatical terminology.

1. English Curriculum and Planning

In the English curriculum, the writing process that the children should be taught is: **plan - draft – edit**. Children from Year 2 will also have an additional stage to **revise** their writing after it has been edited. If it is appropriate to the task, the children will also be taught how to **publish** their writing after it has been edited.

English is a core subject in the National Curriculum. We use the National Curriculum guidelines as the basis for implementing the statutory requirements of teaching English. We carry out curriculum planning in English in two phases: long-term and medium-term.

The writing long-term plan for years 1-6 is linked with other areas of the curriculum such as the enquiry for the term, Geography, History or PSHE. It covers a wide range of high-quality texts for each year group that promote diversity and develops a progression of narrative and non-fiction skills.

The medium-term unit plan follows a 3 phased cycle, detailing the purpose for writing (to entertain, to inform, to argue or to explain); high-quality texts; objectives and areas of spelling, punctuation and grammar that will be covered over each unit of work. The plan outlines the specific aspects of English covered in each narrative or non-fiction writing unit and gives clear expected outcomes. Planned experiences will also be included to support the children's understanding of the quality text used, the author's style and language and give opportunities for children to write independently and at length. It also includes details of how children will be supported and/or challenged, as well as relevant questioning, success criteria and planned activities. Assessment notes in the form of feedforward, can be added at the end of each lesson. The unit plans are a working document and class teachers are expected to add to and amend them as they are teaching a particular purpose for writing. The subject leader, alongside the Senior Leadership Team, will carry out learning walks and book scrutinies across the school to ensure consistency and quality throughout the school.

Short term planning should be evident on flip charts and teacher's notes.

1.1 WALTs: The learning objective of each English lesson must be displayed during the lesson and may be transferred to the class learning wall to demonstrate learning progression. During the lesson, teachers must share and fully discuss the learning objective and its vocabulary. The learning objective should be frequently revisited and understanding of it checked throughout the session. This can be done using mini plenaries, paired, group and class discussions.

1.2 Success Criteria: Teachers should provide the children with success criteria for each learning objective, during English lessons. This may be provided by the teacher or written with the class. These will indicate what the children will need to do or include, to demonstrate their fulfilment of the learning objective. These should be discussed and modelled at the beginning of the lesson, then referred to throughout the lesson, giving opportunities for the pupils to self-evaluate.

1.3 Adaptive teaching: Independent activities should be provided, which match the pupils' abilities. Provision should be made for the following groups:

- *All children*- for those children who are able to achieve the main WALT
- *Pupils with SEND*- for those children who require extra adult input/support and may not be able to access the general success criteria
- *Support*- for those children who can access the main WALT with a little help (e.g. scaffolded resources such as sentence starters)
- *Challenge*- for children who are already capable of the main WALT before input, and should be offered the opportunity to extend their knowledge, skills or understanding (e.g. through suggestions of more complex vocabulary to use or an extended or adapted activity)

1.4 Focus Groups: The teacher (and any additional adults) may focus on working with a particular group, during English lessons, so that the specific needs of children in the class can be met and specific areas developed in smaller group situations. The groupings will often be determined during the lesson, through elicitation of pupils' understanding. The class teacher/TA does not have to work with one particular group throughout one session.

1.5 Punctuation/Grammar Focus: Although there are opportunities to discretely discuss and explore the use and terminology of punctuation and grammar, it is important that pupils can identify their use and effectiveness in the context of the high-quality text. It is also important for the teacher to model the writing process, including the use of any punctuation or grammar which is being focused on. Vocabulary use may also be focused on in this section.

1.6 Moderation of planning: Medium-term unit plans should be saved onto the teacher's drive and plans will be regularly monitored by the English Writing Lead/ SLT and oral feedback may be provided.

1.7 The Writing Process

In Key Stage 1 the children follow the writing process of: Plan- Draft- Edit- Publish. In Key Stage 2 the children follow the writing process of: Plan- Draft- Edit- Revise- Publish. The writing process is on display in all classrooms throughout Key Stage 1 and 2.

In the planning stage, children will have opportunities to immerse themselves in the text through:

Modelled reading: Modelled reading is crucial for children to understand the text they are looking at. Teachers will read as a reader through pausing at different points and asking questions of the text as they read.

Book Talk: Teachers will provide various activities to encourage discussion of the text to ensure that all children are able to explain the key features of a text, for example, the plot, themes, characters and setting of the chosen text.

When children are doing short bursts of writing or creating their draft, the teacher will also provide ways to model writing through any of the following:

Modelled writing: The teacher demonstrates how to write and explains decisions. They will model thinking, rehearsing sentences, writing and re-reading constantly generating words and ideas. Across key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. An aspect of word or sentence level work provides an additional focus depending on the objectives and targets being worked on at that time.

Shared writing: This is a whole-class activity where the children will contribute to the text by suggesting words or sentences to be used - they are critical partners for the teacher. This may be used following a session of modelled writing.

Guided writing: Guided writing is the mid-way point between independent and shared writing. It is the teacher/TA guiding a group of children through a piece of writing, helping and supporting them. It is focused and addresses the needs of a specific group, allowing the teacher to give immediate feedback on the successes and areas for development.

Independent writing: In independent writing, the children may have received input from the teacher in shared or modelled writing but can demonstrate the skills and concepts independently. This work is evident in the English books.

2. Subject Organisation

2.1 Early Years Foundation Stage: In EYFS, children have daily Phonics lessons to develop skills like blending and segmenting in preparation for early reading and writing. A wide range of exciting learning areas provide children with opportunities to develop their communication, language and literacy skills on a daily basis with a focus on child-initiated activities. As well as a Writing Area, which provides children with a range of materials with which to experiment and practise mark making/letter formation (and eventually to practise taught skills), other Learning Areas are enhanced to provide children with the opportunity to read and write in a range of contexts. A range of resources in the outdoor area, including a mud kitchen menu, provide valuable opportunities to engage children in writing for pleasure. In the outdoor area, children have constant access to reading and writing materials which are engaging and exciting and that the children can use independently. They also have access to a vast range of texts, including fiction and non-fiction. Children enjoy daily 'story time' so they become familiar with stories and authors and begin to develop a love of reading. Adult led activities in EYFS are usually linked to stories, poems or nursery rhymes or to cross-curricular activities. From when they start school, children learn that writing can have a range of purposes and they begin to explore the features of different types of writing. Teachers in EYFS follow the Twinkl Phonics Scheme for their daily Phonics lessons and handwriting formation.

2.2 Key Stage 1 and Key Stage 2: In Key Stage 1, daily Phonics lessons are continued following the Twinkl Phonics programme and are taught in groups according to individual ability, with an increased focus on spelling and spelling rules.

Once Twinkl Phonics has been completed in Year 2, spelling is then taught discretely for Years 3 to 6 in daily lessons using Spelling Shed.

3. Marking and feedback (in conjunction with the Marking and Feedback Policy)

At Newbridge Primary School, we believe that our pupils' efforts should be valued and rewarded. This is partly achieved through the knowledge that their work will regularly and promptly be carefully considered, in terms of what has been achieved along with clear guidance as to how their learning can be reinforced or further developed, and that this will be communicated clearly back to them. In line with our commitment to clarity of learning, feedback will be led by the WALT of the lesson and, in particular, the children's understanding of the success criteria which have been set, or by progress made in terms of the pupil's individual targets. It is vital that the children are fully aware of the criteria their work will be marked against and this should always be made clear throughout the lesson. Crucially, pupils will be given regular opportunities, and will be expected, to reflect upon, to respond to and act upon feedback given. It is important that our policy and practice remain focused on the purpose and the desired outcomes of effective feedback, which are:

- To highlight and celebrate success
- To generate improvement
- To model and guide pupils towards self-evaluation
- To identify and tackle misconceptions
- To identify and support next steps in learning
- To establish high expectations
- To give pupils opportunities to act upon feedback

- To allow the pupils a chance to re-try or demonstrate their level of understanding
- To motivate pupils to strive to reach their full potential
- To raise children's own awareness of their strengths and areas for development

We promote self-assessment and peer-assessment marking throughout the school.

4. Assessment of Writing

At Newbridge, all year groups from EYFS to Year 6 will assess the children's writing 6 times a year 6 will potentially have more if needed. These assessments are mainly taken from independent pieces of work. An independent assessed task is highlighted with an (A) in English books. When deciding if a pupil has met the criteria, it should be recorded using the assessment sheets and evident throughout their work, including other curriculum books. Evidence found in other books can be recorded with the following codes: Humanities Book (H); STEM Book (S); PSHE & RE Book (PR). Teachers can also refer to any dictated sentence work at the back of English books (DS) within their evidence of assessment. In earlier terms, if a skill has not been taught yet, it can be marked as N/A on the assessment sheet in order to show what the child has mastered based on what has been taught.

The statements are a secure fit model. To be judged at working towards, working at or working at greater depth, pupils need to securely demonstrate all of the criteria within that standard.

5. Handwriting

Children in EYFS and Year 1 are taught to write in print formation using the patter given through Twinkl Phonics.

From Year 2, the children will be taught how to write in a cursive style. Throughout the school, high expectations for letter formation and handwriting will be established.

All children will have the opportunity to consolidate skills in letter formation across the school.

6. Learning environment

The learning environment must be print rich and provide appropriate support for age related learning of writing. Examples of teacher's and children's writing can be displayed on learning walls to show the writing process. Children should have access to any resources to support their writing needs from relevant Phonics friezes to word mats, dictionaries and thesauruses.

7. High quality texts

The use of high-quality texts ensures all children reach their potential when engaged in writing. This text may be in book form, multimedia or modelled by the teacher. In Foundation Stage and Key Stage 1, Talk for Writing can also form part of the English lessons.

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Signed (Head Teacher)

Date

Signed (Chair of Governors)

Date