



THE RACKHAM
C OF E PRIMARY SCHOOL

Writing Policy

Date: September 2023

Policy number: SCH 062

1. Purpose of the policy

This policy reflects the aims and values of The Rackham Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals, reflecting our school Christian vision.

‘Working together to be the best we can possibly be’.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website - www.rackhamprimaryschool.com

2. Subject vision

At The Rackham C of E Primary School, we recognise that writing is fundamental to all aspects of life and we endeavour to ensure that children develop a lifelong, healthy and enthusiastic attitude towards writing. The skill of writing enables pupils to communicate with themselves and others while documenting and conveying their knowledge and ideas. Building on experiences, it encourages expression and higher order thinking skills to develop. Thus, creating a culture of writing in our school ensures our children are given the best opportunities to build their capacity and confidence in a range of writing styles. Supported by our phonics and reading curriculum, we want every child to foster a love of language and have the ability to express themselves appropriately. This requires having the motor skills, stamina, and imagination to become effective communicators.

3. Aims and outcomes

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils’ competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

4. Teaching and learning

At The Rackham C of E Primary School we follow a Mastery approach to writing through the programme '**Pathways to Write.**'

The scheme ensures that we have robust long, medium and short term plans that are carefully sequenced to build on prior learning.

Units of work are delivered using high quality texts and children in all year groups are given varied and exciting opportunities for writing.

Grammar, punctuation and composition skills are built up through repetition within the units, and children apply these skills in the writing activities provided.

Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

As a school we also use Pathways to Read and Pathways to Spell approaches, both of which complement the Pathways to Write units to further reinforce their learning.

4.1 Early Years Foundation Stage (EYFS)

All pupils within the EYFS are taught to develop their writing skills using FFT Success for All Phonics.

From the summer term onwards, the children are taught using the Pathways to Write scheme in addition to their daily phonics sessions.

Statutory Framework for the Early Years Foundation Stage:

'Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).'

ELG: Writing Children at the expected level of development will: - 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.

4.2 Key Stage 1

In Key Stage One the children are taught a daily writing lesson using **Pathways to Write.**

This follows a mastery approach using high quality picture books to inspire their writing.

An overview of the objectives taught in Year 1 and 2 can be found at:
www.rackhamprimaryschool.com

4.3 Key Stage 2

In Key Stage Two the children are taught a daily writing lesson using **Pathways to Write**.

This follows a mastery approach using high quality picture books to inspire their writing.

An overview of the objectives taught in Year 3 to 6 can be found at:

www.rackhamprimaryschool.com

The writing sequences ensure:

- There are high quality model texts for the children to deconstruct and analyse with their teacher. The model writes are based on the core text and focus on specific grammar and composition aims obtained from the National Curriculum.
- Spelling, punctuation and grammar are taught in the context of pupil's own writing, and also through discrete lessons. See 'spelling' below.
- Pupils have abundant opportunities for talk within writing lessons in order to engage and understand the core text thoroughly through a range of drama activities such as freeze frames, role play and conscience alleys.
- There are ample opportunities for teachers to model writing skills by teaching pupils how to create, improve and edit their writing.
- Every opportunity is provided for pupils to become critical readers of their own writing by using self or peer-evaluation and by checking their work independently or alongside a writing buddy for sense, precision and meaning.
- Pupils are taught to develop their ability to organise and present their writing.

4.4. Spelling

At The Rackham C of E Primary School, we use two schemes of work to teach spelling.

FFT Success for All phonics and Pathways to Spell.

Reception and Year 1

We teach a daily Success for All phonics session to Reception and Year 1. Each session incorporates transcription and composition.

Years 2-6

Years 2-6 are taught three discrete spelling lessons a week using Pathways to spell.

These lessons dovetail with their Pathways to Write units.

4.5 Handwriting

At The Rackham C of E Primary School, handwriting begins with mark-making and patterns in EYFS. During this time, staff in EYFS will ensure pupils are given daily opportunities to build their core strength as this will help pupils with their writing.

The needs of left handed pupils or those with physical difficulties are also taken into account and where necessary accommodated with resources or specific intervention such as a pencil grip or resources to increase core strength.

Discrete, daily handwriting lessons are planned into the timetable.

Correct posture and positioning of paper or books are emphasised during these sessions.

Letter formation and handwriting is taught and modelled using a range of resources.

The national expectation at the end of year 6 is that pupils will join their handwriting. Further information about handwriting, with examples, can be found in the Handwriting Guidance Document.

See Handwriting Guidance Document.

4.7 Homework

Key Stage 1 and 2

Homework will have a grammar, punctuation and spelling focus, reinforcing recent learning objectives, and using individual CGP work booklets.

Homework will be varied according to the different abilities of pupils – this includes difficulty and time required to complete the work.

5. Cross-curricular links

As our subject vision states, at The Rackham we see Writing as a fundamental skill that enables children to become independent learners. Writing is practised and applied across all areas of the curriculum.

6. Assessment and recording

6.1 Assessment

The Rackham C of E Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative writing assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and adaptations.

At the start of each Pathways to Write unit there is an opportunity to do an assessed piece of writing to form a baseline assessment.

Teachers use observation, discussion and marking written work to open a dialogue with the children that focuses on the process of writing, thinking about writing, and improving writing.

Pathways to Write assessment grids are used to record ongoing teacher assessments.

Summative assessment

Summative assessment is completed half termly.

Early Years

Half termly assessments are made and logged on Bromcom. Children are assessed as on track or not on track towards achieving the Early Learning Goal at the end of the year.

Following this, teachers attend Pupil Progress meetings where plans can be put in place when a child is not on track. Children may at this point have an APDR written to document this support.

At the end of the summer term children are assessed as having met or not met the ELG. This information is reported to parents in the end of year report.

Year 1 - 6

At the end of each school term, teachers must assess whether each child is on track to meet Age Related Expectations by the end of the year. These judgments are logged on Bromcom.

Following this, teachers attend Pupil Progress meetings where plans can be put in place when a child is Working Towards Age Related Expectations. Any child who is WT will have an APDR written to document this support.

At the end of the summer term, pupils will be assessed within 1 of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

This is reported to parents within the end of year report.

Statutory Assessment

EYFS - A Baseline Assessment is taken during the first six weeks of starting school.

Year 1 – A Phonics Check takes place during the second half of the summer term.

Year 6 – Teacher Assessment of writing is reported and may be externally moderated.

Marking

Children receive regular feedback both during lessons, as they write, and also following lessons, where teachers follow the school's marking policy.

Children are given time to respond to marking.

See Marking Policy

Recording

EYFS

In Reception the children use writing books and phonics books but writing may also be recorded on Tapestry:

This may take the form of photographs, pictures, observational notes or written work not in their book, for example, writing done through role play.

Work may also be recorded in their Learning Journal.

In Year 1 -6

Pupils record their writing in red English books.

All children have a Tapestry account so that teachers can upload samples of work, for example, writing done on individual mini whiteboards or drama linked to writing.

7. Resources

The subject leader is responsible for the management and maintenance of writing resources, as well as for liaising with the school business manager to purchase further resources

Pathways to Write units, including all resources and PowerPoints, are stored on Teams.

Pathways to Write assessment masters are stored on Teams.

Texts to support Pathways to Write are stored in The Orchard. Texts must be returned after use.

Writing resources, such as books, dictionaries and thesauruses, are stored in each classroom.

Display walls will be utilised and updated on a termly basis, in accordance with the topics being taught at the time.

Writing equipment and resources will be easily accessible to pupils during lessons.

8. Roles and responsibilities

8.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

8.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

8.3 Link governor

The link governor responsible for English at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

8.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess writing according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

8.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Monitor the completion of homework

9. Inclusion

National Curriculum:

‘Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.’

Teachers set high expectations for all pupils in Writing. 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 special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study writing, 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 Writing.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

10. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Reading Policy
- Handwriting Policy
- Assessment policy
- Marking policy
- SEN policy

11. Monitoring and review

This policy will be reviewed by staff and governors every 2 years.