



*'Loving God in all we do'*

## WRITING POLICY (2024)

### Intent

The 2014 Curriculum divides writing skills into two dimensions:

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

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our aims are to:

- Develop 'Primary Literate' pupils.
- Develop confident writers
- Enable our children to learn to communicate meaning in narrative and non-fiction texts, spelling and punctuating accurately and for a range of purposes.
- Enable our children to improve their writing by planning, drafting and editing of their work.
- Enable pupils to understand a range of text types and genres -be able to write in a variety of styles and forms appropriate to the situation.
- Develop the powers of imagination, inventiveness and critical awareness and demonstrate these in their writing.
- Use communication, language and literacy in every part of the curriculum.
- Develop vocabulary across the curriculum.

### Implementation

English is planned using learning objectives taken from the National Curriculum and the Key Learning Indicators of Performance for each year group. Each English unit follows the teaching sequence: creating interest, reading phase, gathering content phase, planning and writing and presentation. Learning is scaffolded for the children so they can confidently develop the skills to then write independently. Specific, age-appropriate grammar and punctuation skills are taught based on the genre or text type from the unit.

We use No Nonsense Spelling across the school, with the support of Spelling Shed resources, to teach children specific age-appropriate spelling rules and spellings taken directly from the National Curriculum 2014.

### Strategies

- Writing is scaffolded before children are expected to write independently.
- Short writing opportunities are planned throughout the English unit.

- Children write for different audiences and purposes.
- A variety of stimuli is used for writing such as trips, visitors, film clips and texts.
- We use high quality texts, modelling and collaborative writing to demonstrate good practice.
- Children are immersed during the reading phase.
- Reading phase enables children to analyse and respond to the text.
- We encourage and promote 'talk for writing'.
- The Gathering Content phase enables children to practise and develop skills.
- Vocabulary is a focus throughout all lessons.
- Vocabulary is explored through the use of knowledge organisers, books and cross curricular links.
- Children are taught to develop independent strategies e.g. how to use a thesaurus, dictionary, spelling journal etc.
- Short-sharp grammar warm ups are taught daily.
- Grammar is taught explicitly and contextually.
- Spelling is taught in line with National Curriculum expectations.
- Century is used to promote home learning (KS2).
- Opportunities for children to self-assess and peer-assess are planned for.
- Time for planning, editing and revising are planned for.
- Success criteria are created by the children and are used throughout the writing phase.
- Drama and hot-seating are used to help pupils to think about another point of view
- We hold meetings with parents to help them support their child.
- Non-negotiables are shared with children and reiterated.
- Cross-curricular writing opportunities are planned for.

## Impact

By the end of Year 6, children should

- Be confident writers.
- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
- In narratives, describe settings, characters and atmosphere.
- Integrate dialogue in narratives to convey character and advance the action.
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- Use verb tenses consistently and correctly throughout their writing.
- Use the range of punctuation taught at key stage 2 mostly correctly.
- Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.