



Policy Details:

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Next review:

Policy history:

Date	Notes	Subject Lead
June 2022	Policy Reviewed	Suzy Storey
November 2020	Policy Reviewed	Suzy Storey
February 2019	Policy Written	Suzy Storey



WRITING POLICY

Our Aim

At Wistaston Church Lane Academy, we place a strong emphasis on the teaching and learning of all aspects of English, including: writing, spelling, grammar and handwriting. In-keeping with our school aims, we strive to challenge, excite and encourage pupils to develop their confidence and enjoyment in writing, whilst giving them opportunities to practise their skills in a range of subjects and contexts.

We see writing as a fundamental life skill and intrinsic to our children's educational achievement. All children are encouraged to become fluent writers, who are able to communicate their ideas effectively and express their thoughts, feelings and creativity in a variety of ways.

Principles of Teaching Writing

English lessons are taught daily by class teachers, with a significant focus on writing. Throughout the school, we follow a mastery approach using the programme 'Pathways to Write' by The Literacy Company. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. 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.

During their time at WCLA, children will:

- write for a range of subjects and contexts across the curriculum and for real purposes.
- build knowledge of a variety of authors and genres, including fiction, non-fiction and poetry.
- use speaking and listening to explore ideas and instigate writing.
- plan, draft, organise and structure their own writing in a variety of ways.
- become reflective learners, who are able to proofread, edit and improve their own work, and take pride in producing high quality writing.
- gain the tools needed to spell accurately.
- develop a fluent and neat handwriting style and high standard of presentation.
- use an increasing range of punctuation and grammar conventions to suit the intended purpose and audience.

Teaching Sequence

Each half term, teachers in EYFS to Year 6 deliver one 'Pathways to Write' unit, in addition to possible supplementary units of their own planning. In-keeping with the mastery approach, planning for additional units follow a similar structure to that of the scheme. This includes the use of quality texts to inspire writing, opportunities to practise and apply new skills and a final outcome to demonstrate learning.

Lessons should include: a learning objective, teacher input, group/paired/independent tasks which are appropriately differentiated and plenaries to consolidate learning. Planning should also demonstrate a consideration of our school values and individual pupils' needs.



Assessment

Each half term, pupils are assessed for writing against the mastery skills identified in the 'Pathways to Write' scheme. Teachers will use these to determine whether a pupil is on track to meet the expected standard or greater depth standard by the end of the year. (In Year 2 and Year 6, the 'National Writing Framework' may be used to support assessment, in preparation for end of Key Stage assessments).

In EYFS, Tapestry is used regularly to assess the 'Writing' statements from the EYFS Framework. Each half term, an overall judgement will be determined by class teachers to monitor pupils' attainment and progress.

To support with the assessment of writing, internal moderation takes place regularly in school, along with periodic moderation with external bodies. This ensures that judgements are applied consistently and fairly across the school.

Handwriting

Handwriting is taught throughout the school (EYFS – Year 6) in discrete lessons, using the Nelson Handwriting scheme. One unit from the scheme is usually taught each week. Through this, children develop a handwriting style that is consistent with National Curriculum expectations, which they then apply in all lessons and subjects.

See the Handwriting Policy for more information.

Spelling

In EYFS and Key Stage 1, 'Rocket Phonics' is used to teach daily synthetic phonics and spelling. Children are taught to blend the phonemes they learn and write the appropriate graphemes. Spelling rules and patterns are introduced and teachers ensure that pupils learn to spell the high frequency and common exception words expected at each phase.

In Key Stage 2, spelling is taught in discrete lessons using the 'Pathways to Spell' scheme by The Literacy Company. Lessons are delivered two or three times a week to teach, practise and apply new spelling patterns and rules. Children are also introduced to the common exception words expected for each year group and are encouraged to use correct spellings throughout their written work.

A list of spellings is taken home to practise each week, which children will later be tested on. As well as new learning, we place a strong emphasis on revisiting previously taught spellings, so these are also included in the word lists taken home.

See the Spelling Policy for more information.

Writing For All

Children with SEND are catered for individually by class teachers, using differentiation or bespoke planning as required. This may involve pupils working on the objectives of another year group where necessary.

Those children who demonstrate a difficulty with any aspect of writing may take part in an intervention with a class teacher or TA. Programmes may include (but are not limited to): 'Pathways to Progress', 'Peg 2 Paper', 'Teoduresco', 'Touch Typing', 'No Nonsense Phonics' or 'On Track Grammar and Writing'.

Children who demonstrate learning at greater depth will be challenged through differentiation, including additional activities set within the 'Pathways to Write' scheme. This may include using more complex sentence structures, writing for a different purpose and audience, or writing from a different perspective.