



## **WRITING POLICY**

### **Introduction**

At Meadow Farm Community Primary School, we recognise the importance of writing in everyday life. Writing is integral to all aspects of life and at Meadow Farm and we endeavour to ensure that children develop a healthy and enthusiastic attitude towards writing that will stay with them forever. Writing enables pupils to communicate with people around the world. It encourages thinking and communication skills to grow. At Meadow Farm Community Primary School, pupils will be given opportunities to develop their writing skills within a broad and balanced curriculum.

### **Curriculum intent**

We aim to promote and instil a positive attitude to writing in all our children. We aim for each child to:

- Have a positive attitude towards writing.
- Have access to a broad, balanced and creative writing curriculum.
- Write clearly, accurately and effectively for a range of genres, contexts, purposes and audiences.
- Develop an interest in words and their meanings to acquire a wide oral and written vocabulary.
- Understand and apply their knowledge of phonics and spellings.
- Be able to plan, draft, revise and edit their writing.
- Develop their imagination, creativity, expressive language and critical awareness through their writing.
- Write with confidence, clarity and imagination.

### **Implementation of the Policy**

Teaching of Writing will follow the National Curriculum's English Programme of Study (KS1 and KS2 2013) and the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017). Units will be text based to allow children to encounter a wide-range of different authors and text types during their time at Meadow Farm. Texts are selected by class teachers in conjunction with the English Subject Leader.

In the Early Years Foundation Stage children are given opportunities to:

- Develop an interest in words and meanings through speaking and listening and representing ideas in a language rich environment.
- Mark make.
- Form letter shapes.
- Form individual letters to match their spoken sounds.
- Use their phonic knowledge to write simple words which correspond to their spoken sounds.

At Key Stage 1 (Years 1 and 2) children are given opportunities to:

- Write independently and with enthusiasm.
- Develop their written vocabulary through a language rich environment.
- Write simple words using their phonics knowledge.
- Write and spell correctly high frequency words.
- Use dictionaries and thesauruses to support spellings and explore vocabulary.
- Develop, use and apply basic punctuation.
- Create simple sentences and develop sentence structure.
- Begin to experience and write for different genres and audiences through the study of a wide range of quality texts.
- Learn to use written language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children are given opportunities to:

- Write independently and with enthusiasm.
- Develop their written vocabulary through a language rich environment.
- Understand and apply a wider range of punctuation.
- Develop, explore and create complex sentences.
- Write for different genres, purposes and audiences through the study of a wide range of quality texts.
- Explore the use of language through the study of quality texts, and how this is used to create effect.
- By the end of KS2, independently select the correct genre for purpose and audience.

## **Subject Organisation**

### **Early Years Foundation Stage**

In Reception, children have opportunities to develop their communication, language and written skills on a daily basis in both adult led and child initiated activities through:

- Daily Phonics lessons
- Formal writing sessions either in a small group or 1:1 where they are encouraged to apply their phonics skills.
- Activities that aid fine and gross motor skills
- Formal handwriting practice (Kinetic Letters)

- Writing opportunities planned within continuous provision
- A wide range of texts through storytelling and reading stories on a daily basis.

## Key Stage 1

In KS1, children have the following writing opportunities:

- Daily one hour English lessons based around a quality text linked to the current topic.
- A daily 20 minute discrete phonics sessions in Year 1.
- In Year 2, children take part in phonics sessions if they have not passed their screening check and will start spelling sessions once they are secure in Phase 6.
- Grammar is taught daily for 10 minutes through Jason Wade's Rainbow Grammar programme.
- Children practise and apply the skills, knowledge and understanding acquired through writing lessons to other areas of the curriculum.
- Provision is made for children who require additional support through intervention programmes and targeted teaching groups that are closely monitored and tracked to ensure progress.

## Key Stage 2

In KS2, children have the following writing opportunities:

- Daily one hour English lessons based around a quality text linked to the current topic.
- One lesson on spellings per week and a spelling test.
- Discrete grammar is taught daily for 10 minutes through Jason Wade's Rainbow Grammar programme.
- Children practise and apply the skills, knowledge and understanding acquired through writing lessons to other areas of the curriculum.
- Provision is made for children who require additional support through intervention programmes and targeted teaching groups that are closely monitored and tracked to ensure progress.

## **Approaches to Speaking and Listening**

We recognise the importance of spoken language in pupils' development of writing; the quality and variety of spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life.

Discrete speaking and listening skills: drama, poetry recital, presentation, performance and debate, are taught throughout the curriculum as well as developed and planned into all lessons. Children who require extra support in speaking and listening are referred to a Speech and Language therapist to further assess their needs.

We recognise the need for all pupils to speak, read and write standard English fluently and accurately, whilst acknowledging that a pupil's own dialect or other language is of prime importance. All staff members are role models who promote Standard English and take care to sensitively correct children's misconceptions with language.

### **Approaches to Writing**

Writing is based around a quality text linked to the class topic to ensure lessons are exciting and engaging and provide the children with inspiration and purpose for every piece of writing.

To support our teaching of writing, staff use 'Planning Circles' which map out the three phases of writing:

- Phase one - exploring and enjoying the text, familiarisation through speaking and listening, story mapping, role-play and drama.
- Phase two - focuses on the features of the chosen genre, exploring sentence structures and devices, vocabulary and grammar through shared and guided writing sessions.
- Phase Three - developing the writer through the writing process: planning, drafting, editing and producing a final, independent piece of writing (Hot Write) where children apply their taught skills to an unsupported piece of writing.

### **Approaches to Grammar and Spelling**

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum. Grammar is timetabled to be taught discreetly for at least 10 minutes per day and it is expected that children use and apply these skills in their independent writing. Grammar is taught through the Rainbow Grammar Scheme:

- Year 1 – Children are taught the Subject (green). Predicate (orange) and Stop punctuations (red).
- Year 2 – Build on Year 1 and are taught Speech (yellow) and Adverbial Clauses (dark blue).
- Year 3 – Building on Year 2, children are introduced to Linking Adverbs (pink).
- Year 4 – Building on Year 3 grammar, children are introduced to Non-finite clauses (light blue).
- Year 5 – Building on Year 4 grammar, children learn how to use relative clauses.
- Year 6 – Children can use all grammar devices confidently and independently to develop complex sentences and use them purposefully for writing effect.

Grammar skills are not just used in English lessons but are also embedded within cross-curricular lessons.

Spelling is taught daily through phonics in EYFS and Year 1 and weekly through the No Nonsense Spelling Programme in Years 2-6. To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Confidence in spelling can have a profound effect on the writer's creativity. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words.

### **Assessment, Target Setting and Record Keeping**

Teachers assess children's work in English in three phases. The formative assessments that teachers make as part of every lesson helps teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives.

Teachers use formative and summative assessments to measure progress against the key objectives, and to help them plan for the next unit of work. These assessments are also used to evaluate progress against school and national targets. They are reported back to and discussed with parents.

Writing is assessed against the appropriate year's writing targets. When a child has completed a unit of work, they edit it and then 'publish' it, writing it up in neat. Teachers assess the evidence collected against the National Curriculum objectives and complete the writing target sheet which is kept in the back of writing books.

At the end of each half term, assessments of writing are recorded onto O'TRACK.

Children undertake the national tests at the end of Year 2 and Year 6.

### **Marking**

Marking of writing is in accordance with the school's Marking and Feedback Policy.

### **Learning Environment**

- Every class will have the quality text they are studying, on display within the classroom.
- Dictionaries and thesauruses should be available within the classroom and children should be encouraged to access these independently.
- Children's written work for display should be in handwriting pen, named and on display in classrooms and shared areas.
- An English Working Wall is accessible to children in each class to support teaching and learning. This should be made up of an English Learning Journey and an English Tool Kit.
- The English Learning Journey should display current vocabulary, punctuation and grammar terms relevant to the current genre and display the current class reading text. English targets should be displayed clearly.

- The English Tool Kit should contain vocabulary, punctuation and grammatical terms that are used regularly.

## **Impact of the policy**

Pupils will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.

## **Monitoring and Evaluation**

Senior Leaders, English Leads and Phase Leads will monitor writing on a half-termly basis. They will look at Creative Learning Journals and carry out writing moderations, Phonics assessments and Intervention records.

In addition, English observations will be scheduled throughout the year. INSET days and staff meetings are used throughout the year to develop and improve the teaching of writing.

The writing policy is reviewed at the end of each academic year by the English Lead and agreed by the HT and Governing Body. The impact of the writing action plan is reviewed throughout the year and reviewed by the SLT and Governing Body.

## **External Examinations**

It is a legal requirement that we deliver SATs at the end of KS1 and KS2.

### **KS1 SATs**

In June of Year 2 all children will take part in SATs tests for Spelling, Punctuation and Grammar (SPAG). Children are expected to reach the National Expectation (100). Writing is teacher assessed and moderated within school and may be moderated externally.

### **KS2 SATs**

In May of Year 6 all children take part in SATs tests for Spelling, Punctuation and Grammar (SPAG). Children are expected to meet the National Expectation (100). Writing is subject to teacher assessment and moderated within school and may be moderated externally.

Policy prepared by: Mrs Samantha Eyre

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Signed:

Mrs M Gaiderman

(Chair of the Strategic Committee)



Signed:

Mrs S Eyre

(Head Teacher)

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