



Branton Community Primary School

Writing Policy

September 2021

Our intent

Aims

In line with the National Curriculum for English, at Branton Community Primary School, we aim to ensure that all pupils:

- 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 in and 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.

The Role of the Headteacher

- Set high expectations and monitor planning, teaching and progress
- Encourage a whole school approach, keeping parents, governors and support staff well informed
- Support the subject leader and individual teachers
- Identify in service training (INSET) needs and where necessary plan and deliver INSET, model lessons or lead staff meetings.
- Manage and update resources with the subject leader as appropriate, to ensure adequate resources to teach the full range of Early Learning Goals/Programme of study for English.

The Role of the Subject Leader

- Lead by example showing a thorough and up to date knowledge of the subject including developments in curriculum and assessment.
- Be jointly responsible for training and creating a highly competent team.
- Ensure that the delivery of writing lessons is delivered to a high standard and support staff with continuous professional development (CPD), training and coaching where needed.

- Ensure that children make a strong start in Reception through high quality phonics teaching and moderating results to ensure that all children keep up.
- Monitor the teaching of English termly, providing feedback where necessary to individual teachers.
- Support staff in assessing pupil's writing level by providing resources or through moderation.

Role of the SENDCo

- Support the teachers in identifying with children with special educational needs and encourage whole class inclusion and Quality First Teaching.
- Assist teachers to complete individual education plans and make assessments.
- Support the teacher with delivering extra provision or obtaining appropriate resources for phonics and writing based on a child's individual needs.

The Role of Governors

- Have an up to date knowledge of the school and be well informed on the school improvement plan through leadership of the Headteacher and senior leadership team (SLT).
- Monitor and review progress on the English Action Plan
- Support the staff in implementing the school's policy for English

Our Implementation

Role of Classroom Staff

- Deliver a consistent Phonics approach in daily lessons using the Read Write Inc scheme.
- Deliver daily SPaG sessions once Phonics Check has been completed, and target SPaG throughout the curriculum when necessary.
- Through day to day teaching, identify vulnerable groups or individuals not making enough progress and work with teaching colleagues and/or Headteacher/SENCO to put measures in place.

- Ensure children who are new to school or new to English, are assessed upon arrival and an appropriate phonics programme/starting point established for that pupil.
- Ensure that a wide range of vocabulary is discussed and displayed to aid with writing.

Writing genres

Each aspect and type of writing will be addressed at every opportunity, with coverage of a range of fictional writing and non-fiction text types.

Teaching programme and strategies

Sympathetic and varied teaching approaches, and specific learning objectives, provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their ability, will enjoy success and be motivated to further develop their individual potential in writing.

The teaching of writing offers opportunities to support the social development of children. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves.

Stimuli for writing

We aim to provide children with as many 'real' reasons to write as possible. We are constantly looking for opportunities to provide the children with and often use trips and enrichment activities to support this. We often use books and reading as a stimulus for writing, particularly within English lessons. We aim to be as creative as possible with the connections we make between the topic the class are working on and the writing activities offered.

Practice in Early Years

Writing is taught in the Early Years through every area of learning. Children's early mark making is valued and children are encouraged to bring writing into their play and to give meaning to their marks. They are taught, once ready, to form letters correctly, initially the letters in their names, then moving on to other letters which are taught in specific groups according to their orientation. In Reception, or sooner if they are ready,

children are taught to use and apply their phonic knowledge independently when writing, giving plausible spellings for new words. Opportunities for writing in the Early Years are available in every area of provision (indoors and out).

Key Stages One and Two

The work covered at Key Stages 1 & 2 is built on the National Curriculum Programme of Study. Writing is incorporated across the curriculum.

Shared writing and modelled writing

Shared writing is a whole class activity where the teacher models the writing of a text using a pre-prepared model text. In shared writing, the children will contribute to the text by suggesting words or sentences to be used when asked to; they can be critical partners for the teacher. The teacher demonstrates how to write and explains the decisions made. S/he will model thinking, rehearsing sentences, writing and re-reading, constantly generating words and ideas. Across the key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. A particular aspect of spelling or grammar and punctuation work provides an additional focus depending on the objectives and targets being worked on at that time.

Independent writing

In independent writing, the children may have received input from the teacher in shared or modelled writing but the child is encouraged to work independently and apply and develop their skills. At the end of a unit of work, all children will have completed their own piece of independent writing. Independent writing is supported through the use of dictionaries, word banks, spell checkers, thesauruses, writing frames or plans and alphabet cards. Writing has considerable potential to contribute to much wider areas of learning. It is considered important that writing is integrated into different subject areas for the development of skills.

COVID-19 Recovery

- Phonics boosting sessions to those who need it to help with spelling.
- Daily focus on handwriting to boost formation and fluency.
- Individual next steps will be noted and revised regularly.

- A mix of longer writing tasks to boost stamina and shorter tasks to focus on specific aspects of writing.

Timetabling

- Early Years - between 30 to 45 minutes of phonics each day including Speed Sounds, Word time and letter formation, increasing during the year. They will be provided with a range of opportunities to write each day.
- Year 1 - 1 hour of phonics each day consisting of 20 minute discrete phonics lessons/targeted phoneme revision/practise, 10-15 minutes of reading, 20 minutes of writing referring to RWI Fred Fingers etc, 5-10 minutes of real and nonsense words practise.
- Year 2 and KS2 - daily SPaG and handwriting sessions.
- Daily opportunities to write across the curriculum.

How will we measure the Impact?

Assessment

- Continuous formative assessment during phonics sessions, activities and all lessons.
- Read Write Inc phonics assessments.
- Big writing.
- Weekly spelling tests
- Writing moderation between staff and also between other schools (No More Marking moderation).
- Reception Baseline Assessment
- Early years tracking/formative assessment/observations
- End of Foundation Stage Profile
- Phonics screening check.
- Year 2 SATs.

R Plunkett and V Birdsall

September 2021

This policy will be reviewed by R Plunkett and V Birdsall September 2022