

Writing Policy

Intent:

Our Willows Primary writing curriculum intends to:

- value writing as a life skill developed from early years through to Y6 and prepare our pupils for Y7 and beyond;
- enable our pupils to become successful, confident, creative and coherent writers
- provide opportunities for our pupils to make connections between their developing writing knowledge; their prior learning and their lived experience.
- enable our pupils to be able to recall and write about concepts in familiar, unfamiliar, local, global, current and historical contexts
- promote spoken language (oral rehearsal of sentences) which underpins pupils' writing development.
- be inclusive by providing equity for all learners, regardless of their personal cultural capital or special educational needs or disabilities, through its rich learning experiences and vocabulary development so that everyone can flourish spiritually, physically, intellectually, emotionally, morally and socially, and live life in all its fullness.

Implementation:

At The Willows, we recognise that the different modalities of English (reading, writing and spoken language) are interlinked and by explicitly combining these complex components gives pupils the best possible chance to be successful in English. Rich knowledge and newly acquired vocabulary (derived from quality class texts) are woven into many different writing genres (such as narratives, different reports, autobiographies, balanced arguments, poetry). Our writing curriculum is carefully sequenced to ensure that NC objectives are covered (and revisited) to ensure that substantive and disciplinary knowledge is embedded and enhanced.

- In the Early Years, children's communication and language skills are fundamental to them being able to write. If they can't say it, they can't write it. We create a language rich environment where children are given lots of opportunity to speak with each other and the adults in the room. Gross motor and fine motor activities are planned to develop these skills and support the children with the process of writing. Children will be encouraged to write and make marks throughout the day, both formally e.g. name writing, and informally through play. They will have access to a whole range of mark making materials and the opportunity to use them in a variety of ways. Reception, and a number of nursery children are taught using the Read, Write, Inc phonics programme. This will include being taught how to write the letters (graphemes) to represent sounds (phonemes). Children are then encouraged to represent these sounds in their writing, maybe initial letters at first and progressing to simple cvc words as their confidence develops. When ready, children progress on to writing simple sentences or captions both through adult led learning in the classroom or during their phonics lessons. At this stage children will self-assess their own work to see whether they have a capital letter at the start, finger spaces in between each word, whether they have used their phonics knowledge to spell each word, have a full stop at the end and whether they can read what they have written. If Reception children are meeting age related expectations they should achieve the Early Learning Goal (ELG) in writing by the end of the Reception year.

Writing

- ✓ ELG: Write recognisable letters, most of which are correctly formed.
- ✓ ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- ✓ ELG: Write simple phrases and sentences that can be read by others.

Children who are not on track to achieve this will receive additional support throughout the year.

- In Year 1 children continue to build on transcription skills introduced in the Early Years Foundation Stage (EYFS) in order to lay strong foundation for their writing journey. As part of the transition between the EYFS and Key Stage 1 writing and spelling activities form part of the varied continuous provision provided in the Autumn Term. Throughout Year 1 a strong emphasis is placed on handwriting, spelling, grammar and punctuation alongside developing children's speech and language skills to support writing. As the children progress through the key stage the compositional elements of writing become more independent.
- In Year 2 our children build on the work of Year 1 and are introduced to text specific features of writing and write for a range of purposes. During a picture book inspired unit of lessons, children have the opportunity to explore vocabulary and the teaching of grammar and punctuation is contextualised. Writing is organised into 'building blocks' where children can apply their learning. Where appropriate the children are taught to make simple edits and revisions to their writing.
- In Key Stage Two, children learn how to adapt the way they speak and write to suit different situations, purposes and audiences. They explore the use of language through immersion in fiction and non-fiction texts and learn how language can be manipulated for effect. Pupils are encouraged to use a 'building block' technique that involves writing a piece of work over a number of days. During this writing process, feedback is given to enable pupils to improve or extend their writing. They then act upon this constructive advice before starting the next section of writing. Children are given the opportunity to draft ideas first and then edit (through either self/peer or teacher feedback) before publishing their final piece of writing.

Novel Based Approach to Teaching and Learning

- In KS2, a quality text is chosen per half-term or term and this text is the stimulus for writing opportunities. In KS1, texts change every 2-3 weeks.
- We promote writing by immersing children in contextual, linguistic and literacy knowledge. We adopt a picture book/ novel based approach to teaching and learning for Year 1 to Year 6.
- A range of supplementary fiction, non-fiction and poetry texts are used as literary links so children can make deeper connections; develop empathy; link themes/authors and expand their range of vocabulary (including absorbing patterns of language which they then apply in their own writing).

Teaching styles and strategies aim to motivate and engage children through:

- experiential, cross-curricular, quality texts (see Reading Policy) which support the writing process
- interaction, communication and discussion about the process of writing
- editing writing which refines or extends ideas
- providing opportunities for children to improve their writing inspired by relevant drama techniques and film clips.
- using a range of approaches to introduce new vocabulary. This includes, in English lessons, pre-teaching new vocabulary before a studied text is read, referring back to it in subsequent lessons and finding out about the etymology of words.

Spelling:

Spelling is initially taught within Read, Write, Inc. until the summer term of Year 1. Then we teach spelling explicitly using the CUSP scheme. CUSP Spelling is sequenced carefully to provide progression and challenge. Each year group has a clearly mapped sequence of learning - see Cusp document below (click on link) for further guidance.

Children are enthused by the depth of learning and engaging teaching tasks found within CUSP Spelling that follow a two week routines, including a weekly list of spellings, to share learning with home and provide opportunities for additional practice.

CUSP follows a routine of teaching, including revisiting learning, dictation, explaining and exploring the etymology of words.

Handwriting:

Handwriting is initially taught through Read Write Inc. lessons in the Early Years and it is then taught and developed through regular class work.

In KS1, there are regular timetabled slots for handwriting to ensure that children build up their handwriting skills every day. We make the physical process of writing – handwriting – enjoyable from the start, so children see themselves as ‘writers’. We use mnemonics – memory pictures – to help children visualise the letter or join before they write it down.

As children progress through the school, spelling practice and handwriting practice are linked together. In this way, pupils develop automaticity in their writing and develop clear legible script which is joined and cursive.

Grammar and Punctuation Skills:

At the Willows, we have a clear programme of study for grammar and punctuation and the acquisition of knowledge in this subject. Our English sessions are well suited to the practical development of this knowledge through the word, sentence and text level work provided in class. As well as this, the first few minutes of each English lesson are given over to the practice of developing essential language skills.

Children in Key Stage 2 have additional weekly skills session focusing on spelling, punctuation and grammar (SPaG). Lessons are planned from the National Curriculum and are progressive.

Inclusion:

Pupils experiencing a specific challenge in writing will be further supported in their progress through small group work which would be monitored by the class teacher. Intervention strategies will be put into place according to the child’s needs and ability level. Resources will be readily available to aid the development of all children in their writing.

Impact:

Subject Leaders and Senior Leaders:

- routinely evaluate the impact and outcomes in writing across the school;
- use this analysis to identify any necessary actions that develop the quality of provision for writing
- moderate assessments, and benchmark outcomes against expectations beyond our school.

Class teachers:

- routinely evaluate the progress of pupils within and across lessons using the curriculum frameworks to make judgements;

- use this information to analyse how effectively pupils are achieving or exceeding expectations and to adapt their planning accordingly;
- provide Subject Leaders with timely summative information (progress trackers) and analysis about the outcomes of pupils in their class, and the impact of the curriculum;
- form partnerships with parents and recognise the role this plays in enabling children to achieve their potential.

Pupils' voice demonstrates that pupils:

- are enthusiastic learners who understand the purpose of learning and therefore show excellent learning;
- show behaviours, empathy and understanding of needs, are resilient and are willing to have a go;
- have a developing love of writing;
- are equipped with the necessary skills and expertise to continue their own learning journey;
- are inquisitive and share their talents, confidence, accomplishments, for example through reading their finished pieces to their peers or reading out loud to class;
- know who they are and what they might become in their future career; they feel valued.

Assessment:

Knowing what our pupils know is fundamental to supporting learning, challenging learning and moving learning on. Throughout our teaching and learning, we use a range of diagnostic, formative and summative assessments to gain a clear and deep understanding of what our pupils know and can do. Routine internal writing moderations are essential to this process. When strengths and areas for development are identified, teachers adjust their planning to maximise impact (either to fill any gaps in learning or to build on strengths).

Year group specific outcomes for writing and exemplifications are utilised by our experienced staff so that there is a shared understand of expectations for writing at The Willows (within and across year groups) and compared to other schools locally and nationally.



CUSP Spelling

Long-term sequence