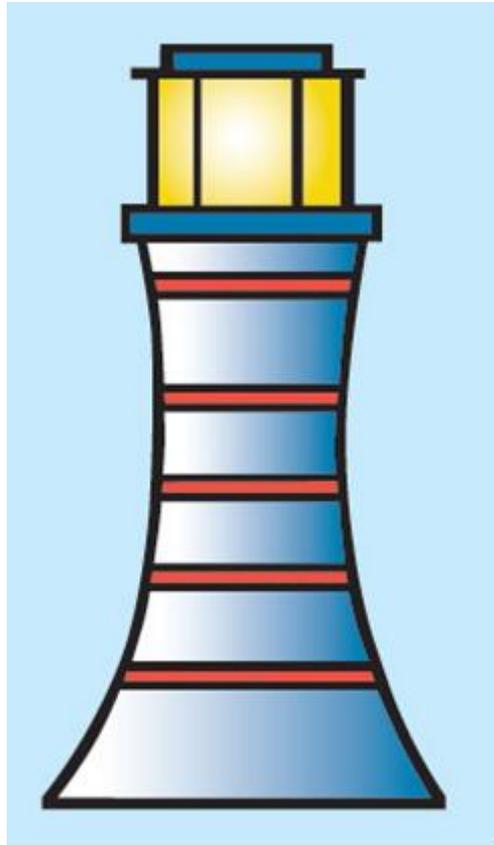


# Austhorpe Primary School



## WRITING POLICY

Review date: October 2021

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## **Rationale**

Writing is a key aspect of the curriculum and along with reading, speaking and listening, it makes a significant contribution to the development of children as thinkers and learners. It is a central part of the school's role that all children develop their writing ability and enjoy the process of cultivating this life-long skill. At Austhorpe Primary we strive to provide children with exciting, purposeful and inspiring contexts in which to become writers. This policy aims to ensure that there is continuity and progression within our teaching of writing throughout school.

## **Aims**

- Nurture the children's sense of themselves as writers
- Create an ethos of achievement in writing
- Encourage children to become enthusiastic, confident and reflective writers
- Provide purposeful writing opportunities where children write for a variety of audiences
- Enable children to independently produce high quality writing across all curriculum areas
- Ensure children know, understand and apply their writing targets in all writing tasks
- Encourage children to play with language and write for pleasure
- Ensure children can write using a legible, joined script.

## **Spelling, Punctuation and Grammar**

Spelling lessons are taught on a daily basis throughout the school. In EYFS and Key Stage 1, this is taught through phonics lessons using Read, Write, Inc. Phonics. When children have completed the phonics programme they are taught using the Read, Write Inc. Spelling program.

Punctuation and grammar skills are generally taught within English lessons; however specific grammar lessons are sometimes taught where new skills are introduced. Within these lessons, children are taught the terminology and

subject content specified in the National Curriculum 2014. Subsequent lessons are then planned for the children to apply their learning.

### **Developing Writing Skills in the Early Years Foundation Stage (EYFS)**

Writing down ideas fluently depends on effective transcription: that is, spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. This understanding begins in EYFS through daily, high quality phonics lessons.

In the Foundation Stage, children are encouraged to attempt their own emergent writing and their efforts are valued and celebrated. As their phonic knowledge increases, so does their ability to write independently. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. Legible letter formation is explicitly taught and modelled on a daily basis (see handwriting policy).

A wide variety of opportunities are provided for children to engage in writing activities and independently apply their phonic skills through role play, creative activities, computing and the outdoor area.

### **Cross Curricular Links**

Writing has obvious links to many subjects in school and teachers aim to make the most of those links to create exciting and purposeful writing opportunities. School trips and visitors are an integral part of our creative curriculum and often foster inspiration to write. Children practise and develop their writing skills in other subjects such as science, history or geography and use knowledge from other subjects to inform and inspire writing in English lessons. Longer pieces of writing from all subject areas are recorded in the children's extended writing books.

### **Presentation of Work**

Cursive handwriting is taught from Year 1. Handwriting is taught as part of the Read, Write, Inc Phonics program and then after this using the Penpals for Handwriting scheme. Children use a pencil for writing but can progress to using a black pen if they earn their pen licence (through using consistently neat, joined handwriting).

Teachers should ensure that each piece of work is set out to the highest standards. For extended pieces of writing, children should begin their writing on the right-hand side of a blank double page. The long date should be written on the top line and underlined. A line is then left blank and writing begins on the line below. The left-hand page should include the learning intention, success criteria, including BAD learning expectations. The space underneath this should be left blank by the child so that the person marking the writing has enough room to highlight and comment on next steps for the child (including spelling corrections) along with celebrating the successful elements of the piece of work which met the success criteria.

### **Marking and Feedback**

Work is marked to the learning objective in line with the Marking and Feedback policy.

### **Planning**

The National Curriculum (2014) forms the basis of the long term planning. Teachers prepare medium term planning tailored to suit each year group using curriculum maps. At Austhorpe the vast majority of writing will be topic-based. Weekly short term planning responds to and builds on the previous week's work.

### **Inclusion**

Lessons involving writing take account of the different experiences, strengths and interests of the children to maintain entitlement and ensure equality of opportunity. Teachers vary the contexts, resources and teaching and learning styles and use a variety of strategies to overcome barriers to learning.

Expectations and learning objectives are modified to take account of:

- the different learning needs of boys and girls
- the needs of children from different social and cultural backgrounds
- the needs of children who need support with communication, language or literacy difficulties

- the needs of children with physical disability
- the needs of children with emotional and behavioural difficulties and the needs of children who are gifted and talented.

More able writers are encouraged to further their skills through planned deeper learning activities and access to competitions.

### **Monitoring and Assessment**

From Year 1, children's independent writing is assessed using the agreed age-related expectations set by the TNLP Trust. Age-related target sheets are glued into the front of each child's extended writing books. Teachers use the tick sheets to update the School Pupil Assessment Tracker (PASS), monitor progress and identify next steps. Children who are identified as not making expected progress will be highlighted for support via an appropriate intervention. The English subject leader(s) and Senior Leadership Team (SLT) will ensure rigorous assessment and monitoring takes place through regular book scrutiny and moderation of assessed work. They will also ensure that appropriate training opportunities are provided for staff, to meet identified needs.

Teachers have further opportunities to moderate and jointly assess writing at termly trust meetings and with their colleagues at Austhorpe.

### **Frequency of Writing**

At Austhorpe it is expected that children get the opportunity to complete an extended piece of writing at least once every two weeks. This should be evidenced in their Extended Writing book. Other, shorter pieces of writing will take place in topic/subject books.

### **Review:**

The policy will be reviewed annually by the English subject leader(s) and leadership team and shared with all stakeholders.

Policy to be reviewed: October 2020

