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## **Writing Policy**

### **What is this policy for?**

This policy sets out how we teach reading in line with the legal requirements of the National Curriculum 2014. It describes how our provision for writing allows all pupils to develop key life skills that let them express their ideas and opinions.

### **The vision for writing**

At Hutton CE Primary, we believe that writing gives a person a voice. It allows the holder of a pencil to express their opinions, develop ideas and explore new vocabulary. Children are encouraged to explore a range of genres and develop their own unique writing style.

### **When is writing taught and learned?**

Writing is one of the components of the English curriculum and is addressed both as part of daily English lessons, as well as being embedded within cross-curricular learning. English is woven into the core of every school day during which children learn, develop and refine writing, reading and spoken language skills.

Grammar, punctuation and spelling skills (GPS) are also taught through the writing curriculum, both as part of English lessons and as stand-alone focused activities to enhance understanding of the English language, within specific and wider contexts.

Handwriting is taught daily in line with our handwriting policy.

### **How is writing taught and learned?**

Each year group teach objectives outlined in the National Curriculum. This is done through Pie Corbett's Talk for Writing where a 'WAGOLL' (What A Good One Looks Like) is explored, unpicked and used to create a class version through modelled and shared writing. Each class has their own topic for the term and teachers will base their WAGOLLs on high quality fiction and non-fiction texts that promote vibrant vocabulary and help to enrich their understanding. Children are then given the opportunity to apply the skills they have learnt in their own piece. Throughout their time at school children are given the opportunity to write seven different genres; overcoming the monster, rags to riches, quest/journey, voyage and return, rebirth and comedy and tragedy.

'Big Writes' are carried out throughout the term giving children the opportunity to revisit and apply skills that have been taught in previous terms.

### **What do we learn in writing?**

The National Curriculum's programmes of study for writing at Key Stages 1 and 2 consist of two dimensions: transcription and composition, including grammar, punctuation, spelling and handwriting.



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Handwriting is taught through standalone sessions and as part of modelling during all taught writing. Please refer to our Handwriting policy for more information. In Years 5 and 6, children have the opportunity to be awarded their Handwriting Pen License when all their writing is consistently neat and joined.

### **How do we measure success in writing?**

Summative assessments will be carried out in Terms 1, 3 and 5 and will assess children's transcription, composition and spelling. This is done through a whole school writing theme.

Formative assessments will be informally carried out during English lessons and cross curricular sessions to help inform immediate teaching and plan for following lessons.

Results of statutory tests at the end of KS1 and KS2 are reported to children and parents at the end of the year. Pupils and parents are kept informed throughout the year whether they are working at, above or below age expectations. This information is shared through parent consultations and mid / end of year reports.

### **Budget and resources**

The items for writing, such as paper, pens and pencils are all bought out of the central stationary budget.

### **Safety and risk**

To avoid any strain to newly developing muscles during writing children are taught how to sit and hold writing equipment comfortably to find their own unique writing position. Hand-hugger pencils and triangular grips are made available to children with the relevant need as are sloping desks or enlarged print where necessary.

Care is taken to ensure children are able to write in a safe learning environment where risk taking is promoted. Staff carefully consider the children in their class, taking into account any personal experiences, when texts and examples are chosen to ensure modelled examples are appropriate.

### **Community involvement and collaborations**

Throughout the year there are a variety of writing opportunities in which children may participate. These include World Book Day, our Multi-Academy Trust writing competition and writing letters to members of the community when they have come into school to help.

Class assemblies and displays model our high expectations of writing, with children often using their own compositions for performance purposes.

The school policy, curriculum materials and any linked documents are available for public scrutiny on the school website.

### **Monitoring and Evaluation**



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The English team will monitor the standards of teaching and learning. This will occur through a range of activities of monitoring planning, observation of lessons, work sampling and pupil interviews.

Information gathered is shared with the leadership team and through the link governor for English.

Policy written: December 2020

Policy review: December 2021

Ratified by the Local Governing Body and signed by chair or vice-chair:

Nick Middleton      7/12/2020

Vice Chair