



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 (Intent)

We provide opportunities for children to develop as independent, confident and successful writers, with high aspirations, who know how to make a positive contribution to their community and the wider society. We recognise the importance of nurturing a culture where children take pride in their Writing; can write clearly, accurately and adapt their language and style for a range of contexts.

Our intent is for all pupils – irrespective of their needs, abilities or background – to learn to write fluently, developing their own writer's voice. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school.

Implementation

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.

Spelling, Grammar and Punctuation (SPAG) 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?

We organise and plan our curriculum coverage using the scheme Ready, Steady Write. This provides teachers with high-quality, vocabulary-rich texts with a wealth of writing opportunities both within and across the curriculum. There are a range of scaffolds and supporting resources provided which teachers tweak and shape to meet the specific needs of their children.

Writing is taught through an immerse, Analyse, Plan, Write sequence. Teachers and children explore key vocabulary and the text's themes during the 'immerse' phase. In the 'Analyse'



stage children explore, identify and unpick features of a 'WAGOLL' (What a Good One Looks Like) where they create phrases, vocabulary lists and organisational features which the class will refer to in their own writing. Children will then be guided through the planning and writing sequence. Ready, Steady Write ensures the children are exposed to a range of genres as appropriate for their year group.

How do we measure success in writing?

Summative assessments will be carried out in Terms 2, 4 and 6. Teachers will assess writing against the MAT agreed KTAFS.

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 KS2 are reported to 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 year reports.

Budget and resources

We budget for our Ready, Steady, Write subscription cost plus the cost of vehicle texts for each unit. Units will be repeated each year so no extra books will need to be purchased.

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 pencil 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, writing competitions 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.

Success, including writing/handwriting success is celebrated weekly during whole school Collective Worship.

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

Monitoring and Evaluation

The writing lead and other senior leaders will monitor the standards of teaching and learning. This will occur through a range of activities of monitoring planning, observation of lessons, learning walks, work sampling and pupil conferencing

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

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