



Writing Policy

Approved by:	Joint Teaching & Learning Committee
Date:	3 October 2022
Next review due by:	October 2024

Writing is a key aspect of the curriculum. It is a central part of the schools' role that all pupils develop their writing ability and enjoy the process of cultivating this lifelong skill. At Churcham Primary School and Ashleworth C of E Primary Schools we strive to provide children with exciting, purposeful and inspiring contexts in which to become writers. This policy aims to ensure that there is coherence, continuity and progression within our teaching throughout the school.

Curriculum Aims/Principles:

To promote high standards in writing, we aim to ensure that all pupils:

- 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 learning from discrete phonics, grammar, spelling and handwriting sessions
- ensure children can write using a legible, joined script (cursive handwriting style).

Teaching and Learning of Writing:

Writing is taught in our daily English lessons. 'Talk for Writing' teaching methods are used across both schools and these methods help to enhance and support the writing process. Teachers model the writing process and the editing process. This modelling supports the children's own writing process. Modelled pieces of writing are placed onto the English working wall. Key vocabulary for a writing topic can also be found displayed on the working wall. In addition to this, examples of good pieces of writing are placed on the working wall or on other displays around the school. Writing is also taught across the curriculum and examples of writing can be found in topic books. Children are given regular opportunities to read their writing out loud to an audience and their achievements are recognised and celebrated by all staff.

In addition to this, children have discrete handwriting lessons where they are taught the cursive handwriting style. Children in Reception are taught how to print letters. Then in Year 1, the children are shown the 'leaders and feeders' and are then encouraged to start using these in their own writing but they are not expected to join at this stage. From Year 2 onwards, they are then taught the cursive joining style and are expected to demonstrate this in all their written work. Children are awarded a 'pen license' if they can show that they can join their writing in a legible and effective way. In September, all children start the year using pencil and are then awarded a pen license if the teachers feel they are ready for using pen. We have high expectations of the children's presentation in all areas of the curriculum.

Grammar lessons are sometimes taught discretely but we also incorporate grammar into our writing topics.

Spelling sessions are delivered on a weekly basis and these sessions help the children to fully understand the spelling patterns that they are learning/taking home to learn.

We use the Chris Quigley milestone objectives to plan from and we follow the rolling programme when we plan our writing topics. Our rolling programme ensures that we cover all of the objectives within the National Curriculum statutory programmes of study (relevant to each key stage). Weekly plans give details about how the objectives will be taught to differentiated groups and how adults in the class will be deployed. Weekly plans also include a clear TBAT and 'steps to success'.

Children are encouraged to be adventurous with their choice of vocabulary as they are writing and the words of the week displayed in the class, encourage children to use new words. The children also have access to dictionaries, thesauruses and word/sound mats to support the writing process. In KS2, they are encouraged to select these independently. Pupils are sometimes given opportunities to write on mini whiteboards to 'try out' ideas before committing them to paper.

EYFS:

Children in the Early Years have regular writing opportunities that are directed by an adult and are linked to the topic question. They are also provided with play based writing tasks that follow their interests/provide the children with purpose for their writing.

There is a designated writing/mark making area in both the classroom and the outdoor learning area. Writing areas include a range of writing tools and resources to help children to develop their writing skills. Children are also given regular opportunities to develop their fine motor skills through a range of planned activities and interactive classroom displays. Reception children have a separate writing exercise book and this helps to track their progress in writing.

Assessment:

All children are assessed with their writing on a termly basis. Teachers look at a range of writing as they make their end of term judgements. The children also undertake an end of term writing task in their 'Writing Journey Book'. This piece of writing is an independent piece of writing which also helps to form the end of term judgement. The 'Writing Journey Book' also moves on with the child as they move through the school and it demonstrates the progress they have made over time.

At the end of each term, teachers input their end of term judgements on 'INSIGHT' and this helps to track the progress that the children have made. The end of term judgements and ongoing formative assessments, help form discussions at the 'Pupil Progress Meetings'. Teachers make an end of key stage judgement teacher assessment in writing.

Spellings are assessed on a weekly basis (this is a test based on a set of words they have taken home to learn and they have explored fully in school beforehand-spellings are based on the Spelling Shed scheme). The children are then assessed on a termly basis and the 'HAST' spelling assessments are carried out at the end of each term (during our designated assessment week) and these provide us with a spelling age for each child.

Children are given regular opportunities to respond to the 'pink' marking in their writing books and they are given opportunities to self-assess their writing against the 'steps to success' (see the marking policy). In addition to this, Year 1-6 children have a self-assessment sheet at the front of their English books. These sheets provide the children with a set of criteria that they need to include in their writing in order to meet age related expectations with their writing skills. The children help to complete/update these self-assessments sheet on a half termly basis. Teaching staff help to guide the children as they make their judgements against the criteria. They also use these sessions as chance to discuss next steps with the children so the children have a clear idea of what they need to do next to further improve their writing skills.

SEN:

Children who are identified as SEN and have a My Plan with a writing target, may receive extra support in class/out of class. The SENCO or teaching assistants take individuals/groups of children to work on their fine motor skills and they support groups/individuals in class with their writing skills.

Parental Support:

Homework involving writing is sent home so parents are aware of what the children are working on in class. Weekly spellings are sent home. A 'Spelling Champion' is chosen at the end of each half-term and they receive a trophy. This trophy is awarded to children that have spent time learning their spellings at home and have also shown an ability to apply their spellings in their writing.

Monitoring and Evaluation

- English leader and headteacher undertake lesson observations in English lessons and use these observations as an opportunity to give feedback to staff on the teaching/learning in English. Teachers are then provided with 'next steps' so they can improve upon the teaching/learning in their class.
- English leader and headteacher track and monitor the progress being made in writing by tracking the progress on INSIGHT and by analysing the end of key stage statutory assessments.
- English leader and headteacher to undertake 'book looks' to monitor the quality of writing and to monitor the feedback that is being given to the children.

- 'Learning Walks' take place with the English leader and headteacher. We monitor the writing opportunities that are taking place in the classes.
- Pupil conferencing is carried out to get the children's views on English, writing tasks, TFW strategies being used in class.
- Both the head teacher and subject leader will also ensure that appropriate training opportunities are provided for staff, to meet identified needs.

Policy written by E Shakespeare

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To be reviewed: every 2 years

In all aspects of life at Ashleworth CE Primary School & Churcham Primary School, the safety and well-being of our children is paramount. We expect all staff and volunteers to share this commitment.