

Slindon Church of England Primary School



Writing Policy

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Vision

At Slindon CofE Primary school we serve our local community and enable our school family to flourish. We recognise that everyone is *Unique* and want to ensure they are able to *Learn and Develop* in a high-quality learning environment. We enrich the spirit in an *Enabling Environment*, in which *Positive relationships* foster creativity and curiosity. In hope we encourage our community to shine brightly and be courageous advocates of our world, shaping their futures for the better.

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control; against such things there is no law.

Galatians 5; 22-23

Let Your Light Shine ~ Matthew 5:16

Intent of our writing curriculum

At Slindon Church of England Primary School, we recognise that writing is integral to all aspects of life, and we endeavour to ensure that children develop a lifelong, enthusiastic attitude towards writing and recognise the **Unique Child**. The skill of writing enables pupils to communicate with themselves and others while documenting and conveying their knowledge and ideas, while enabling them to **Learn and Develop**. Building on experiences, it encourages expression and higher order thinking skills to develop. Thus, creating a culture of writing in our school ensures our children are given the best opportunities to build their capacity and confidence in a range of writing styles, developing a **Positive Relationship** with writing. By creating an **Enabling Environment** and employing appropriate resources, we are determined to provide all pupils with a supportive writing curriculum which will allow learners to recognise their full potential and develop their:

- Literacy
- Creativity
- Independence
- Inquisitiveness
- Inquiry skills
- Confidence

Writing skills underpin most elements of the school curriculum and is an essential life-skill. Considering the fundamental importance of writing in everyday life, we are driven by the

need to develop each learner's writing ability, thus enabling them to play a full part in society. In each piece of writing we ask the children to consider:

- Audience
- Purpose
- Formality.

As a **Rights Respecting School** we uphold the articles from the United Nations Convention on the Rights of the Child. These articles underpin our Writing policy:

Article 29 (goals of education) Education must develop every child's personality, talents, and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 3 (best interests of the child) The best interests of the child must be a top priority in all things that affect children.

Article 17 (access to information from mass media) Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

[Aims and Objectives of our writing curriculum.](#)

In line with the aims of the National Curriculum for writing, through our delivery of our writing curriculum, we aim:

- To develop children, who are imaginative, creative, independent, inquisitive, inquiring, and confident writers.
- To provide children with a range of writing skills and strategies to enable them to write confidently with comprehension, cohesion, and enjoyment for a range of purposes, in a variety of contexts and for different audiences.
- To ensure no opportunity is missed to foster an enjoyment of writing amongst pupils and a recognition of its value, by setting work that is challenging, inspirational and motivating, helping them to develop a positive and enthusiastic attitude towards writing, which will nurture a life-long love of writing.
- To provide opportunities to explore a variety of different genres and to be exposed regularly to high quality texts, providing a model for pupils to aspire to.
- To ensure children have a clear understanding of the writing process: plan, draft, proof-read, revise and edit their own work, and learn how to self and peer assess against the success criteria.
- To develop children's ability to self-assess by reflecting on the quality of their writing, encouraging them to construct informed opinions and implement strategies to improve their own work.
- To monitor writing progress effectively to evaluate, promote and maintain high levels of attainment.

- To provide a coherent and structured approach to spelling, punctuation, and grammar, which enables the children to create structured pieces of independent work.
- To ensure that children with writing difficulties are identified early and support is given promptly.
- To work in partnership with parents /carers to develop each child's full writing potential.

Implementation

At Slindon, we are following the 2014 National Curriculum for the teaching and learning of writing skills. We are committed to raising the standards of children's writing to ensure that all children are progressing and achieving at least in line with national expectations. The curriculum will be monitored by the English Leader of Learning to ensure that it is being used effectively to provide challenge, stimulation, and excitement to improve the standards of writing from EYFS to year 6.

Slindon Church of England Primary School believes that two distinct, but related areas are involved in teaching children to write: transcription and comprehension. Transcription covers the technical aspects of writing: handwriting, spelling, grammar and punctuation. Composition is about sharing their ideas and thinking about the purpose for their writing. Both are essential for developing lifelong successful writers. It is imperative that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Writing Curriculum in EYFS

Our children are provided with a variety of opportunities to develop, extend, and deepen their writing skills in and across each phase of education. In Reception, the learning of writing follows the Early Years Foundation Stages statutory framework, alongside the Development Matters non-statutory guidance. Children are given opportunities to extend their understanding of language learning through play and investigation, developing their characteristics of learning. The EYFS Early Learning Goal for writing aims for children to:

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

Writing Curriculum in KS1 and KS2

The National Curriculum describes what must be taught in Key stages 1 and 2. The school has a set of key objectives in writing that provide detailed guidance for the implementation of the National Curriculum for writing.

- Lessons engage children in the development of grammatical understanding, punctuation, phonics, and spelling strategies based on high-quality texts. The elements of the writing process are also taught during this time.
- Meaningful contexts and high-quality texts are provided as the hook (immersion) or as the inspiration for writing.
- Quality speaking, listening and drama activities precede writing to enable the development of quality writing skills and outcomes.
- Teachers exploit cross-curricular links wherever possible and further develop writing skills within a variety of contexts, the children have an understanding that the quality of work should remain the same.
- A clear model for how to meet lesson objectives is presented to the class at the outset.
- Teacher modelling of the thought processes and standards required are clear and regular.
- Writing is linked to learning-focussed objectives.
- Writing composition is taught explicitly to the children every week. The reinforcement of this teaching is also featured across the full range of subject areas.
- The teaching of grammar is mostly contextualised within the teaching of writing composition and exemplified during Shared and Guided Writing (as outlined in the following sections).
- There are times when grammar is taught explicitly and then built upon within the writing session.
- The thought processes involved in writing is modelled to the children through both Shared and Guided Writing sessions:

The Writing Process

Writing is taught in a range of ways:

Modelling Writing

The teacher talks aloud the thought processes as a writer. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuation, rehearsal, proof reading, editing, word selection, sentence construction and paragraphing.

Supported Composition

The children work in pairs to provide the next sentence of the text. This may follow from the modelled or the shared writing process.

Guided Writing

Pupils are grouped by writing ability. The teacher or other adult works with the group on a carefully selected task appropriate to that group's needs and targets. This will focus on a particular aspect of the writing process rather than writing a complete piece.

Independent Writing

Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit and assess their work, applying the skills they have learnt throughout the unit of work on that particular genre.

The teaching and learning of writing varies across the age range in school. In the early years emergent writing is encouraged through the use of different writing materials, including felt tipped pens, crayons, chalk, sand, magnetic letters, big brushes, water, paint and computers, as well as writing in the role-play areas, such as postcards, menus, invitations, labels etc. Alongside this, children take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible script.

In EYFS and KS1 daily phonics lessons build their phonic and spelling knowledge to enable them to sound out words and spell high frequency words correctly. Children throughout the year groups have spellings to learn relevant to their age, and these focus on high frequency words or a particular spelling rule.

As children progress throughout the school, they are given many opportunities to write independently and to apply the skills they have learnt and practised in shared and guided writing. Wherever possible, writing is made meaningful by being planned for a specific purpose or in response to a particular experience.

Vocabulary, grammar and punctuation is planned and taught as an integral part of each unit of work. The objectives are carefully matched to the unit of work to enable them to be taught and learnt within a meaningful context.

Grammar and Punctuation

A vast majority of English lessons should begin with a 'starter' which builds children's knowledge of grammar, punctuation or spelling (G.P.S.). Teachers use the Classroom Secrets curriculum overview to guide long term planning, ensuring progression and coverage is consistent across the school. Throughout the writing process, reference to the technical aspects of writing will be highlighted, using the correct terminology.

The Teaching of Grammar

At Slindon Church of England Primary School, we value the importance of enabling children to become confident, literate individuals, who can actively select and use a wide range of grammatical forms. We work from the principle that the ideal methodology for the teaching of grammar is through the wider teaching of writing composition.

Aims:

- To successfully deliver the National Curriculum for Vocabulary, Grammar and Punctuation to all pupils, as appropriate to their learning needs.

- To ensure that the teaching of grammar and punctuation is effectively planned for by selecting grammatical ideas and principles relevant to the year group in question, and pertinent to the text/topic being covered.
- To maximise the progress of pupils through referring to grammatical concepts as key teaching points (underpinned by success criteria) by 'thinking out loud' during writing composition.
- To feedback on pupils' understanding of grammatical concepts verbally and using pupil conferencing.

Procedures

- Grammatical concepts are introduced to the children through the texts studied. Teachers plan to teach the full Vocabulary, Grammar and Punctuation content of the National Curriculum, selecting which concepts are best suited to each given text/topic.
- Lessons, or sections of lessons may then be devoted to consolidating the understanding of the grammar principle in question.
- Grammatical concepts will then appear as success criteria in writing composition lessons, and as such will be explicitly referenced/exemplified during modelled writing, e.g. through teachers 'thinking out loud' or making deliberate omissions/errors.
- The majority of this will be seen in the children's English books.

Assessment

- Pupils' learning in Grammar will be assessed termly against the (National Curriculum-derived) targets on the schools assessment framework. Progress against the expectations will be discussed with the children and their parents, at appropriate points in the year.
- Teachers make an informed judgement for assessment based on the National Curriculum for writing.
- Writing assessments are regularly moderated by other teachers working at other schools.
- Termly moderation of writing will also take place within the school.

Spelling

- Children focus on spelling patterns within Phonics Shed expectations in KS1 and reaching national expectations with their common exception words.
- Children in KS2 are given weekly spellings to learn and are sent home for children to practise over the course of the school week.
- Spelling progress is monitored using Spelling Shed.

Handwriting

EYFS / KS1

Timetabled handwriting lessons occur every week. Children in all classes use a sharp pencil within their handwriting practice. Within EYFS and KS1, handwriting is supported by the

teaching and learning of Phonics Shed, and handwriting practice occurs within the daily phonics lesson.

The handwriting of all adults in the school should reflect the high expectations that we have of our children.

See Appendix 1

KS2

LKS2 classes will continue to develop their handwriting skills through regular handwriting sessions during the week. Additionally, if a child is still not developing a fluent style a handwriting intervention will be put into place. This will include additional handwriting practice, and fine motor activities to develop and build hand muscles.

For further information, please see our handwriting policy.

Planning

To ensure the teaching of writing is effectively planned, and responsive to learners' needs, teachers plan the teaching of both writing composition and spelling, punctuation and grammar (SPAG) in line with National Curriculum programmes of study as appropriate for the age of the children.

We use a variety of writing units to support the teaching of writing, based on the cohorts needs and learning styles. These include, but are not limited to, Talk for Writing, CLPE, and Literacy Shed, where appropriate. Planning for writing is recorded on a medium-term plan. After the unit medium-term planning has been agreed, individual teachers are then responsible for producing their own daily lesson plan.

The meeting of NC objectives for each year group is paramount and learning objectives are revisited and reinforced throughout the year. Expectations of the teaching of writing are as follows:

- KS1 children have four English lessons a week. They also have four 40-minute Phonics lessons which focus on spelling patterns.
- KS2 children have at least four English lessons a week. Alongside this they take part in focussed revision of handwriting, grammar and spelling.
- For all classes, individual lessons are planned to meet the needs of each class, in line with the NC Objectives.
- Clear learning-focussed objectives are provided for every English lesson.
- Differentiation occurs through providing different degrees of support to enable all children to meet the objectives stated.
- Within English, as with all other subjects, quality first teaching is employed to ensure the work is scaffolded and appropriate to the needs of the children.
- Pupils complete LO-focussed activities throughout every lesson.

The Role of Drama within writing

Drama activities (e.g. hot seating/freeze frame/conscience alley) should precede a writing task. All drama activities contribute to the achievement of learning objectives and their success criteria. The skills required to meet these objectives should be modelled to the children. It is likely that Drama lessons/activities will involve the elicitation of vocabulary from the children; this vocabulary should be scribed and used during the subsequent teaching of writing.

Outcomes

- The teachers plan and deliver units of work, appropriate to the needs of their class. Across a half term the children will have the opportunity to plan, draft, proof-read, edit and publish, for a specific audience.
- Evidence in Literacy planning demonstrates that children are developing writing skills every day.
- The expectations for extended writing will vary across year groups but will always involve children being expected to apply the skills that were modelled to them, and thereby meet the learning objective.

Writing Culture

Developing a writing culture at Slindon is fundamental to the progression of the children not only in writing but across all other subjects. The importance of writing is promoted by all adults, and quality writing is routinely celebrated and in order to facilitate a culture of continuous improvement amongst staff at Slindon; teachers and TAs engage in regular peer-to-peer mentoring/dialogue around best practice in the teaching of writing. Teaching staff have access support and clear, modelled examples of quality teaching from other experienced colleagues.

The Learning Environment

- Content on learning walls is current and reflects the learning journey undertaken throughout the unit.
- Each class displays examples of pupils' high-quality writing.
- Modelled examples are displayed.
- The classroom is a vocabulary-rich environment.

Assessment and Reporting

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Assessment for Learning: We are continually assessing our pupils and recording their progress. Information for assessment is gathered in various ways: by talking to the children,

observing their work, dialogic marking. Teachers use this assessment information to adapt current provision, plan further work and set new targets.

Assessment of Learning: The attainment and progress of children is assessed and recorded throughout the school year. This information is gathered and forms a Teacher Assessment portfolio of independent pieces of writing. This data is used to set pupil targets and identify priorities for intervention.

Feedback: Children are provided with constructive and timely dialogic feedback in line with our assessment policy. Verbal feedback is given during lessons in addition to regular self and peer-assessment opportunities. Teachers provide parents with feedback on their child's progress and achievement at parent's evenings and through the end of year report.

Formative / Summative Assessment and Pupil Targets

Pupils' developing abilities as writers are assessed through ongoing formative assessment. This process occurs through daily interactions with learners, marking and pupil conferencing. Ongoing formative assessment enables teachers and pupils to derive targets for improvement, which are captured through the writing assessment procedures of the school.

Teachers will also track pupils' progress against the assessments placed on our school assessment system, Insight. This will enable them to identify trends for individuals and groups, and thereby tailor planning accordingly. The teachers will also work with the other staff, and other schools, to moderate writing.

In order to provide evidence of children's progress, each pupil will produce at least two pieces of independent (un-modelled) writing per term. The independent pieces of writing will be of the same genre as the one taught during the unit. However, teachers should be mindful of the degree of modelling that occurred within non-independent pieces of writing that are being used for assessment purposes. Children may make use of wall displays and/or a success criteria checklist in completing work in the books. In EYFS, children's mark-making is regularly assessed, as part of ongoing assessment according to the *Development Matters* document.

Inclusion

We recognise that in all classes, children have a wide range of writing ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- Adaptation should be through the degree of support provided to enable all learners to access the lessons. To this end, it is expected that scaffolded support prompts including word banks will be provided for those who need them.
- The way in which pupil pairings are used to enable all pupils to make progress, forms a significant part of this.

- Teachers will be actively involved in assessing the progress being made by each child in the lesson, and then scaffolding and supporting the children where required.
- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty;
- Providing resources of different complexity, depending on the ability of the child.

We also use accessibility tools, such as dictation, to support children with their writing and then use online editing skills to enable sharing of writing and collaborative working.

All children with particular learning needs, (including SEN and *More Able* students) targets are monitored at the end of each phase (see section above entitled '**Assessment**'), as well as through formative classroom assessment, and provisions put into place to support identified children, such as inclusive practise, pre-teaching, booster classes and writing clubs. Writing materials are carefully chosen to meet the needs of all children; particularly those who need extra support or challenge.

Review and Evaluation

We are aware of the need to monitor and update the school's Writing Policy on a regular basis so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy at least once every two years.

Writing throughout the school and how it reflects this policy, will also be reviewed throughout the year in the following ways:

- Governors' work scrutiny;
- Planning, recorded learning, assessment scrutiny;
- Learning walks;
- EYFS/KS2 external moderation;
- EYFS/KS1/KS2 internal moderation;
- Moderation with other schools.

Links to other Policies

- Reading Policy
- Early Reading and Phonics Policy
- Early Years Foundation Stage Policy
- Assessment Policy

Appendix 1:

