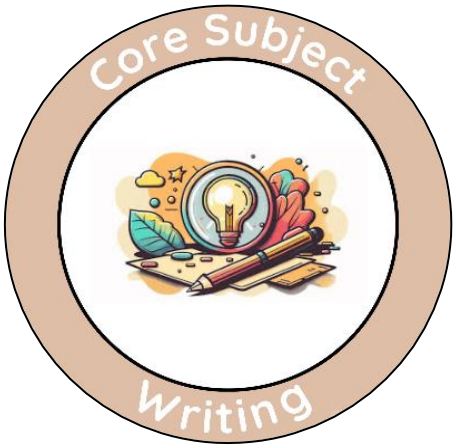
TILERY PRIMARY SCHOOL

WRITING POLICY



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What We will Offer

At Tilery Primary School, we recognise that writing is integral to all aspects of the National Curriculum and to life beyond school, and endeavour to ensure that our children become confident, capable and enthusiastic writers. Writing is a skill that enables pupils to convey their ideas; communicate with others and encourages expression. We aim to build a culture of writing in school that supports and challenges our pupils to be the best they can be.

National Curriculum
At Tilery Primary School we follow the national curriculum for writing which states that children should be taught to:

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- *transcription (spelling and handwriting)*
- *composition (articulating ideas and structuring them in speech and writing)*

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on 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. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Concepts & Progression of Knowledge and Skills.

At Tilery, we follow the National Curriculum objectives for writing, including; handwriting, spelling, grammar & punctuation and writing composition. From our Early Years through to Year 6, children write for a purpose. We are keen that children have real-life contexts and a reason for writing.

From Year 1, our curriculum gives children the opportunity to write to entertain and to inform, in Key Stage 2 children continue to build on their skills in writing for entertainment and to inform, alongside writing to persuade and eventually to discuss.

See appendices for progression of knowledge and skills.

Sequencing

Pupils revisit genres of writing throughout their time at school, each year building on their knowledge and skills, using new grammar and punctuation, new spellings and developing their use of vocabulary.

Children across school revisit spellings and have access to Spelling Shed at home and in school to continually practise their spelling rules. Key spellings in writing are identified and children are encouraged to revisit previous spelling rules to support their independence.

Handwriting is taught once per week, with an intensive block for a week after each half term. This gives pupils the opportunity to revisit and reinforce handwriting rules, practise and become speedy writers.

Cross Curricular

Writing is an integral piece of the whole curriculum offered at Tilery. Pupils have opportunities to write in a range of subjects. In Science, children write about their experiments and write explanations. In Geography and History, children write both factual pieces and narratives. There are opportunities to write in Art & DT, evaluating work and researching influential artists and architects. In Upper Key Stage Two, children are taught how to write in French.

Pupils use their knowledge and skills taught in writing lessons across the curriculum and the expectations set in writing lessons are reinforced across the whole curriculum.

Inclusion

All children are equal at Tilery and are given the same opportunities in the writing curriculum. Children are supported and given additional support or interventions where needed. Equally, children who are excelling are given more freedom to write and support to develop further.

Equal Opportunities
We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy. The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching writing.

SEN
At Tilery Primary we recognise the need to cater for children with special educational needs. Work is differentiated to assist in children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources
- outcome

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught, word banks and visual cues can be provided. Activities should reinforce children's understanding of the subject and their basic literacy or numeracy skills should not be a barrier.

At Tilery we endeavour to ensure that our pupils are ready to move on to Secondary school, using their knowledge and skills of writing and writing across the curriculum to build on.

Our approach to purposeful writing means we give our children writing experiences which they can take into their future.

How We will Deliver It

To ensure that our staff can be confident in delivering the best curriculum, we support staff through CPD. Regular staff meetings, sharing good practice and new ideas as well as external CPD opportunities for all teaching staff increases confidence. Each year, Year 2 and Year 6 staff attend local authority moderation training, which ensures that staff are supported in making clear and concise judgements for end of KS1 and KS2 assessments.

The Learning Environment
To encourage a vocabulary rich environment, staff display a 'magpie list' of words children can use to enhance their writing. Writing mats, spelling resources and dictionaries are readily available in classes.
Writing across the curriculum is celebrated in displays in classrooms and around school.

Summary of expectations
We expect our children to engage in the learning within classrooms, share their ideas with others and do their best in every lesson. We expect our staff to deliver engaging lessons which set high expectations for all children. Staff should ensure support and interventions are in place for any child who may benefit from extra support.

Quality of teaching & pedagogy
Lessons in the writing curriculum are sequenced in 3-week blocks. A 'hook' lesson is used to engage the children and ensure that the purpose and audience are clear. The pupils are then taught about the features, contextualised grammar and punctuation, as well as spelling patterns. We endeavour to support our pupils through effective planning, modelling, shared and guided writing - culminating in strong independent writing.
Pupils are then given the opportunity to revise and edit their writing, where they make corrections and changes to make their writing more effective.

Resources
Teaching staff have access to a wide range of resources to support their teaching and the learning of our pupils. For spelling, we follow our Read Write Inc scheme for phonics. Once the children have completed the phonics scheme, they are supported in learning spelling rules by following the 'Spelling Shed' scheme. Pupils also have access to Spelling Shed games at home, where they can practise new and previous spelling patterns in an engaging way.
For handwriting, after our Read Write Inc scheme is completed, pupils follow the Nelson Handwriting scheme.

Formative & summative assessment
Assessment is made at the end of each writing session, staff 'live mark' where possible and complete their marking after the session. Research from the EEF shows that verbal feedback delivered shortly after the lesson is most effective and staff follow this to support the children.

Teaching staff create groups and interventions based on their assessments.

The Difference it Will Make

All pupils are set end of year targets, we aim for pupils to reach their age-related expectations by the end of each year. However, targets are specific to the child and their particular point in their educational journey. Data is monitored at the end of each term, after children have completed assessments. These assessments in reading, SPAG and writing support teacher judgements and are not solely to rate progression.

To ensure standards remain high, senior leaders and English subject lead carry out regular work scrutiny. Staff remind children about the non-negotiables in classes and we set expectations high for all children.

End of Key Stage data and year group data are reported to governors at the end of each academic year. Staff give parents regular updates through termly parent consultations and send a final report in the Summer Term.

Curriculum Enrichment

Pupils at Tilery are given many experiences inside and beyond the classroom, right across the curriculum. We endeavour to use these experiences to support our writing curriculum. Children have opportunities to write about places they have visited or experiences they have had.
We also have author visits, virtual or in-person throughout the year, which encourages pupils to write.

Roles and Responsibilities

The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.
The Governing Body will also ensure that:

- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements;
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);
- The school implements the relevant statutory assessment arrangements;
- It participates actively in decision-making about the breadth and balance of the curriculum.

Headteacher

The Headteacher has overall responsibility for the leadership and management of the school. As the leading professional, the Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body;
- The school's procedures for assessment meet all legal requirements;
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

Role of the Subject Leader

The role of a subject leader is to provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.
The subject leader ensures that the policy is adhered to and will:

- provide leadership and direction for the subject and ensure that it is managed and organised to meet the aims and objectives of the school and the subject;
- have responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice;
- ensure that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement;
- play a key role in supporting, guiding and motivating teachers;
- evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject;
- produce an annual action plan which will be part of a School Development Plan.

It is important that a subject leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils.

Role of the Class Teacher

Classroom staff will ensure that the school curriculum is implemented in accordance with this policy.