Policy for

Writing



*Reviewed by Lauren Jones*

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| priorslee academy |  | Writing  Policy |

# Intention

Our intent is to promote high standards of language and literacy, spelling, writing, speaking and listening. We aim to equip pupils with a strong command of the spoken and written word and promote a love of writing by building confidence in the progression and application of writing skills for all children from EYFS to Year 6.

We aim to create an environment in which children can express themselves creatively in both English sessions and throughout the curriculum, whilst working through the process of planning, revising and evaluating their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent and legible handwriting.

# Implementation

Teaching of writing

At the beginning of the year, the children are taught the **Place Value of Punctuation and Grammar** (from **Grammarsaurus**) to learn the fundamentals of writing and embed their knowledge of grammar before they apply this to extended writing.

To support the National Curriculum for Writing, our teaching is inspired by a whole-school mastery approach to writing through the programme **Pathways to Write**. Units of work are delivered using high-quality texts as a stimulus for learning and children in all year groups are given varied opportunities for writing. Skills are built up through repetition of the key skills across the units, and children apply these skills in the writing activities provided. The units can be used thematically (where appropriate) to encourage a whole-school approach to writing with the opportunity for topics to link across all year groups.

Each unit focuses on a selection of skills: previously taught skills (gateway keys) with a hook to learning to provide context; main skills to be focused on throughout the unit (mastery keys); and features of the writing genre (feature keys), whether fiction or non-fiction. Grammar and punctuation skills are included throughout these keys; this ensures that units cover the National Curriculum and that skills progress between year groups.

Many opportunities for widening children’s vocabulary are given through the Pathways to Write approach, and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

Additionally, teachers adapt the Pathways to Write sessions and resources to ensure engaging and purposeful English lessons are delivered that are tailored to the needs of their class. For example, teachers create **models** to provide an example of ‘what a good one looks like’ (**WAGOLL**) to guide pupils through their learning, and they also engage in **joint writing** opportunities, whereby the teacher models effective writing before the children try in an ‘I write -you write’ format. By modelling the expected outcome and engaging in these approaches, children are supported to use skills required and are equipped to use such skills in their independent writing.

Every half term, pupils complete at least two completely independent writes in Hot Write Books; teachers assess these against the statutory requirements to aid accurate judgements of attainment.

EYFS

In EYFS, Pathways to Write is available, but Drawing Club is used to meet the needs of the children and support them to achieve their Early Learning Goal. Every week, children learn new vocabulary in relation to a themed text (a traditional tale, story book or animation) and work on drawings and captions in relation to their Early Learning Goal skills progressions.

Teaching of handwriting

Handwriting is valued as it is a basic skill that influences the quality and quantity of written work throughout the curriculum. By the end of EYFS, children aim to hold a pencil effectively in preparation for fluent writing and write recognisable letters, most of which are correctly formed. In Reception, handwriting is delivered through daily phonics using the Little Wandle scheme; when children learn single-letter sounds, they also learn a letter formation phrase to support their handwriting.

By the end of Key Stage 1, pupils should be able to form upper and lower-case letters of the correct size relative to one another and start to use some of the diagonal and horizontal stokes needed to join letters. By the end of Key Stage 2, all pupils should have the ability to produce fluent, legible, joined handwriting.

To support this, Priorslee Academy use lessons and resources from Letter-join. This is a progressive scheme in which children learn to write from print to cursive:

A close-up of a writing

Description automatically generated A close-up of a black alphabet

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Children will start handwriting using a pencil. When fine motor skills have been established and children have been taught how to join all letter families, a handwriting pen can be introduced.

Teaching of spelling

Early writing is taught through early mark making, then when the children begin the phonics scheme, Little Wandle, they are taught the correct letter formations. This begins with writing (whether with a writing tool or in the air) letters, cvc words before moving onto short sentences using the sounds they have been taught. The children are encouraged to write independently in continuous provision through a variety of ways.

This process continues into Year 1, where children are encouraged to use the graphemes they have been taught in reception as well as the new graphemes they are being taught whilst in Y1. The children have access to grow the code mats when they are writing, whether this is with an adult, in continuous provision or independently.

The Little Wandle scheme continues in Year 2 and this is supported with the use of Spelling Shed. Children will only move off the Little Wandle Scheme when necessary.

Spelling Shed ensures that the main objectives from the National Curriculum appendix for spelling are taught to each year group; pupils in Year 2 – Year 6 access the teaching of these spellings in school every week and they can also access their spelling lists via Spelling Shed games after explicit teaching in class.

**Impact**

English is the most important subject taught in this school. All the skills of English are essential to participating fully as a member of society; pupils, therefore, will learn to speak, read, and write fluently and confidently.

From Reception to Year 6, we follow Pathways to Write. This works with an exciting book at the heart of each termly unit. From this, the children discover new skills and genres whilst building on and consolidating their prior learning. To continue along the ‘pathway’ of their end goal, children must be skilled in using all of the keys taught to them. Children then have a chance to show off these skills through several extended writing tasks and, at the end of the unit, a write-away task to showcase their learning.

By the end of Key Stage 2 children will meet standards in spoken language and writing at least in line with the end of KS2 expectations and have the skills to write at length.

The Writing curriculum is evaluated through:

* monitoring pupils’ work over time as they gain skills and knowledge
* observing how children perform in lessons through AfL, learning walks and drop-ins
* moderation of books between teachers and key-stage
* talking to children about what they know.

For summative assessment, independent writing is assessed and moderated across and between year groups. The analysis of this is used to identify areas of development and any children who are not making expected progress.

Progress is shown through ‘hot write’ writing outcomes and through the process leading to them.

Additionally, statutory spelling words are taught, tested and monitored on a termly basis. Veron spelling assessments are used at the start of the year and termly (where necessary) to monitor spelling ages. GAPs assessments are used in Upper Key Stage Two to ensure that children are secure in their knowledge of grammar and punctuation before the end of Key Stage Two.

**Dream**

We wish to encourage a curriculum whereby pupils write for purpose and feel inspired to explore literature, connect with stories and poems and create their own meaningful pieces. We would like for children to find joy in different genres of writing and apply their progressive bank of skills. Amongst this, we also wish to extend children’s vocabulary to support their writing.

**SEND**

Priorslee Academy is an inclusive school, enabling all of our pupils to reach their full potential, regardless of their starting point.

We ensure that all children, including those with SEND, get the support they need in order to achieve this in Writing by:

* understanding the pupils’ special educational needs
* providing high-quality teaching, differentiated to meet individual pupils’ needs
* ensuring that pupils with SEND engage in writing activities alongside their peers.

In Writing, we welcome our duties under the Equality Act 2010. These duties are:

* eliminating discrimination
* fostering good relationships
* advancing equality of opportunity
* We are committed to:
* promoting equal opportunity for all
* eliminating discrimination and harassment
* valuing diversity and promoting positive relationships in writing

**Assessment**

Assessment is fundamental to be able to extend and challenge the children’s learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children’s next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress diagnose any needed developments whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels.

Using the principles and processes of assessment, we aim to:

* Baseline all pupils starting points
* Monitor progress and support learning
* Recognise the achievements of pupils and identify any areas of development
* Inform pupils of their progress and next steps
* Guide planning, teaching, additional support, curriculum development and resources
* Inform parents and the wider community of pupil achievement
* Provide information to ensure continuity when the pupil changes school or year group
* Comply with statutory requirements

**Types of Assessment**

***Formative*:**

This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

***Summative*:**

* These formal summative tests occur each term. These results are recorded on OTRACK assessment system.
* Subject leaders (core) will use the whole school outcomes to identify patterns and review the analysis of the assessments to inform whole school training.
* SLT will carry out umbrella and comparative data comparisons to ensure that the school is on track to meet individual pupil and national expectations.

**Pupil Premium**

The aim of the government’s pupil premium is to raise achievement among disadvantaged pupils, diminishing the difference between them and their peers. The funding was introduced in April 2011 and is targeted at pupils aged 4-16, from low income families who are eligible for Free School Meals (FSM) or any Looked After Children (LAC). Pupil Premium funding also extends to children of service personal.

We ensure that all children, including those who are recognised as Pupil Premium, get the support the need in order to achieve in Writing by:

understanding social and educational barriers that pupils’ face

Providing quality first teaching and differentiating activities or resources

Ensuring that children can access and are engage in writing activities alongside their peers.

We are committed to:

* Developing cultural capital to increase social mobility
* Enabling more pupils from disadvantaged backgrounds to reach their potential and go on to further education.
* Reducing the attainment gap between the highest and lowest achieving pupils
* Supporting self-confidence, motivation and overall well-being.

**Gifted and Talented**

Priorslee Academy values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

We ensure that all children, including children who have been recognised as Gifted or Talented, get the support they need in order to foster a love of learning and progress in Writing by:

* Understanding the pupils’ strengths and/or area of talent
* Providing quality first teaching through differentiated tasks which support stretch and challenge
* Ensuring that Gifted and Talented pupils are engaged in Writing

We are committed to:

* Promoting scholarship through a wide range of whole school initiatives
* Making links across the curriculum to allow pupils to demonstrate and exercise their skills
* Celebrating the achievements and success of all pupils.

**EAL**

At Priorslee Academy we are committed to being able to offer a curriculum which recognises the provision needed for the teaching of pupils for whom English is an additional language. As a school we will value the diversity, culture, language and heritage of all pupils.

We ensure that all children, including those recognised as having English as an Additional Language (EAL) get the support they need in order to achieve this in Writing by:

Understanding the EAL spectrum and recognising if pupils are new to the English language, what their competency of the English Language is, or if English is their first language but they are exposed to another or multiple languages at home.

Provide quality first teaching and differentiated activities which will scaffold pupils’ knowledge of speaking and listening as well as the acquisition of the English language.

We are committed to:

* Celebrating the diversity, different languages, and pupils’ heritage
* Promoting Modern British Values
* Promoting equality for all.