



Policy Version 1
Last updated January 2024



Brookfield Primary School

Record of Policy Amendment / History

[illegible]



BROOKFIELD PRIMARY SCHOOL

Writing Policy

Intent

At Brookfield Primary School, we want all children to be able to confidently communicate their knowledge, ideas and emotions through their writing and to reach their full potential. Our aims are to:

- Guide and nurture each individual on their own personal journeys to becoming successful writers.
- Provide exciting writing opportunities and experiences that engage and enhance all pupils.
- Ensure all children acquire a wide range of vocabulary and to be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.
- Ensure all children to have a solid understanding of grammar and apply it effectively to their writing.
- Support children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Ensure all children are encouraged to take pride in the presentation of their writing, in part by developing a legible, cursive, individual handwriting style by the time they move to secondary school.
- Provide all children with a good knowledge of phonics to springboard children to becoming fluent writers.
- Plan a progressive curriculum to build upon previous teaching, with regular assessment to ensure each child's needs are met to reach their full potential.

Equal Opportunities

In our school we aim to give all children equal access to our curriculum. Each teacher is therefore responsible for planning and organising class work according to meet the needs of all children. This will ensure that all pupils reach their full potential in this vital area.

Special Educational Needs

Children with special educational needs in writing are identified through teacher judgements and assessment. Class teachers will ensure that suitable work is set in class for these children through careful planning, differentiation and IEP targets where appropriate.

Implementation

Following the recommendations of the National Curriculum for English each class has an 'English hour' every day. During this time the children will work on developing their writing skills as a whole class, in small groups and independently. In the Foundation Stage the children will be encouraged to experiment with writing for themselves through adult directed and independent activities, which also embed phonics skills. At the end of each unit of learning the children will take part in an extended piece of writing (KS1 & KS2). Writing opportunities are provided in all areas of the classroom for children to access during child-initiated learning in Foundation stage. Writing is applied across the curriculum and is evident in all books. Writing skills progression is mapped out closely to ensure prior skills are revisited and built on.

Spellings

Children in KS1 are taught spellings through the Little Wandle Letters and Sounds Revised programme. KS2 are taught Spellings at least three times a week following the 'No Nonsense Spellings' program, children are taught a range of strategies to cater for all learning styles. Spellings homework in Y1-Y6 is set weekly.



Role of the English Lead

The role of the co-ordinator is:

- To provide colleagues with guidance and support in implementing the writing policy and scheme.
- To monitor its delivery throughout school by reviewing staff's English plans and gathering samples of work. To observe lessons and provide feedback.
- To organise resources.
- To attend training courses, cluster meetings and provide effective feedback to staff.
- To monitor implementation of the writing policy and scheme of work by reviewing staff's English plans.

Role of Parents

Parents are encouraged to take an active role in developing their children's writing by:

- Helping them with homework activities e.g. spellings, homework activities
- Assisting with writing activities within school Version 3 Impact Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps.
- Formative assessment grids (statements taken national curriculum statements)
- Constructive marking with 'next steps' and 'modelling' where appropriate.

Assessment

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps.

- Formative assessment grids (statements taken national curriculum statements)
- Constructive marking with 'next steps' and 'modelling' where appropriate. Teachers leave next steps in books when marking to ensure that children know exactly what they need to do next to make progress in their writing and children are encouraged to respond to this and make their corrections.

Impact

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.