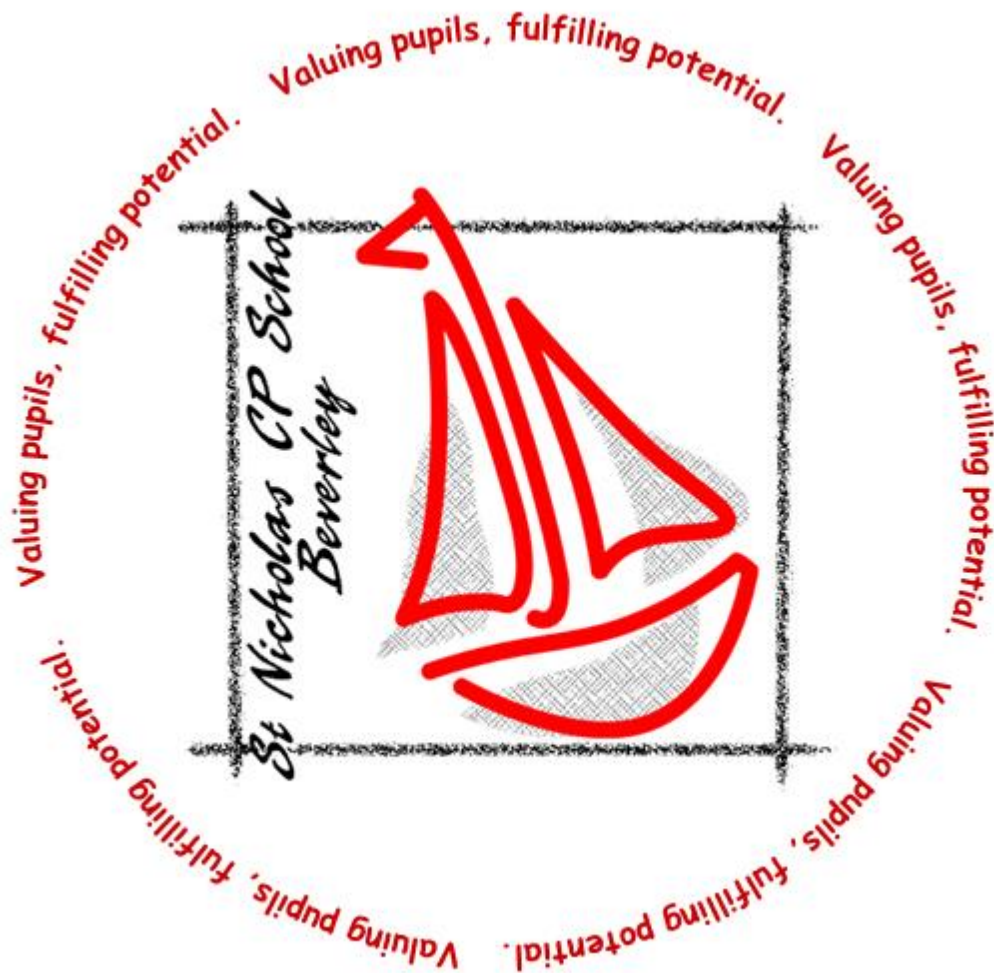


Writing Policy

Beverley St Nicholas Primary School



Reviewed April 2021

Writing Policy

Intent

At Beverley St Nicholas School we believe that English skills are vital to the development of pupils so they are prepared for their future life. Our aim is to deliver a broad and balanced English programme using objectives from the National Curriculum 2014 which determines the skills that each year group and Key Stage must cover.

The aims of teaching writing in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards writing;
- use and understand language as speakers, readers and writers.
- are competent, confident and independent in the use of language in their writing.
- have an awareness of different audiences and purposes for writing.
- apply their grammatical knowledge in their writing
- apply their phonetical and spelling knowledge in their writing
- apply high standards of writing in all areas of the curriculum.

By the end of Year Six we intend our children to have developed a love of writing and will be able to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to confidently use the essential skills of grammar, punctuation and spelling.

Implementation

Our school provides daily English lessons that are progressive and support skill development.

Pupils are given a range of writing opportunities including the use of paired, group and independent writing tasks. This is developed across Key Stages, so that the pupils learn to respond appropriately and supportively to each other.

Foundation Stage

The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression from entering Nursery, moving through the Foundation Stage and then through to the National Curriculum in KS1 and KS2.

The Early Years Foundation Stage Curriculum is divided into prime and specific areas of learning and development. 'Communication and Language' is one of 3 prime areas that are fundamental to supporting their language development. 'Communication and Language' is made up of the following aspects: listening and attention, understanding and speaking. 'English' is one of 4 specific areas which include the development of essential skills and knowledge and is made up of the 2 aspects: reading & writing. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

Key Stage 1 and Key Stage 2

In English lessons across both Key Stages, teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to practice writing and reading skills. Teachers model these skills on regular basis and planning, editing, publishing and ICT based tasks can be planned in as part of the teaching sequence.

At Beverley St Nicholas we teach specific Spelling and Handwriting sessions (ref Handwriting Policy) which are then applied in pupil's writing.

We provide opportunity for you pupils to write in a range of context across the curriculum. Planning these writing opportunities help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts. This provides our pupils with regular opportunities to write for a range of purposes and audiences. Writing tasks are specific and meaningful, and often meet a purpose to engage pupils and to illustrate how their writing skills can be applied to real life contexts.

Editing work is an essential skill when writing. Pupils will be taught how to edit and improve their work as an integral part of the writing process.

When writing pupils are expected to incorporate all the features set out in our agreed 'non-negotiables'. Pupils are expected to do this when writing in English lessons and all writing across the curriculum. (ref English Non-Negotiables)

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All pupils will have Quality First Teaching. Any pupils with identified SEND or identified as needing additional support will have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied

curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Assessment

Assessment for learning strategies are used on a daily basis. These show the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning. Formative assessment of learning is completed termly using assessment against the school Writing Progression map. Following the teaching of a unit of work pupils frequently complete an independent writing piece, which is assessed against our writing criteria. Analysis of the data is incorporated into teachers' planning so pupils' needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. Data is analysed to ensure that all pupils are making at least expected progress. These results are monitored by subject leaders and SLT and reported to Governors. Pupils who are not on track are identified for intervention/target teaching.

At the end of KS1 and KS2 teachers use the Teacher Assessment Framework to report Teacher assessment.

Impact

As we believe that English skills are vital to the development of pupils so they are prepared for their future life. The impact of our English curriculum goes beyond the result of statutory assessments.

Children will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our children will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.

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Policy Written by: L. Priday

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