



Brinsley Primary and Nursery School

Learn today, be a star of tomorrow

School Policy for

Writing

Person Responsible: M Wingrove

To be reviewed: January 2024

Why do we teach writing the way we do?

When determining the writing curriculum for the children of Brinsley Primary School there are a range of things that need to be taken into consideration:

First and foremost our curriculum aligns with the EYFS Framework and the National Curriculum.

It is our intent at Brinsley Primary to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. We aim to foster a love of writing. Writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with wide and varied opportunities to develop and apply their writing skills across the curriculum. We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want our children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, and develop a fluent, joined, handwriting style. We aim to teach our children to refine and edit their writing over time, in order to develop independence in being able to identify their own areas for improvement in all pieces of writing, and edit their work effectively during and after the writing process.

We aim to develop pupils' abilities within writing in accordance with the Curriculum 2014. Pupils will be given opportunities to interrelate the requirements of English within a creative, broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills.

In teaching writing...

We use Focus Education Enquiry Topics to plan our cross curricular learning topics. In KS1&2, we teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target small groups of children to enable them to achieve at an age-related level wherever possible. Throughout EYFS, writing is taught through whole class inputs and small focus groups, in addition to the wide and varied opportunities set up for independent writing.

Spellings:

Weekly spellings are taught and tested in both Key Stage 1 and Key Stage 2. In KS1 these are linked to the weekly phonics teaching and common exception words and in Key Stage 2, teachers follow the Twinkl spelling scheme. When marking work, teachers identify common spelling mistakes and children are asked to practise these words, through a variety of age appropriate ways.

Grammar and Punctuation:

KS1&2 teach grammar as dedicated lesson each week. Knowledge and skills are also taught through English lessons. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. If a focus on particular grammar and punctuation skills is needed, teachers will teach additional specific lessons to embed and develop their understanding or to consolidate skills.

English Lessons:

Throughout KS1 and 2 we have a yearly overview of the writing genres, both narrative and non-fiction, which has been planned to ensure correct coverage of the key genres as well as build on skills from year to year. Teachers follow an agreed 'build up to writing' format when planning for writing. This covers narrative, non-narrative and poetry writing. The format ensures that appropriate time is given to the five stages to successful writing; exploring texts, grammar, planning, writing and redrafting and performing. Writing is formally assessed through an Extended Write at the end of each build up to writing sequence which will vary in length depending on the text type. KS2 children are given written feedback on this and have the opportunity to respond to feedback using purple pen, KS1 children receive most feedback orally and respond to it at the point of writing.

Success Criteria is continued to facilitate differentiation. Learning objectives are taken from the National Curriculum. Success criteria related to the learning objectives may be evident in a variety of ways, for example through a checklist in books, through individual criteria (if a teacher feels this is appropriate), or displayed somewhere in the classroom for children to access throughout the lesson. Children should be aware of the success criteria for the piece of work they are being asked to do, to encourage and ensure ownership.

In EYFS, writing is planned for as part of a child led learning approach. A variety of genres are covered and children work towards the Early Learning Goals through the document 'Development Matters'. There is a dedicated Language Lead teaching assistant, who works with both whole class and small groups of children on dedicated 'Time to Talk' sessions,

which promote and develop communication skills for children, in order to lay the foundations for early writing skills.

Level of Challenge

This will be seen in a variety of ways across school. In books, for example, in Years 1, 2 and 3, more able children are challenged further to achieve the 'gold star' on the success criteria, and may be asked to improve their work by focusing on an aspect of the success criteria after the piece of work has been completed. In Years 4, 5 and 6, writing assessment checklists may be shared with children, as well as differentiated success criteria to ensure that greater depth children are aware of the GD expectations. Teacher expectations are high with regard to quality of work in relation to the success criteria, quality has a much higher emphasis than quantity.

In lessons, differentiated questioning will be clear to see, as will differentiated resources such as word mats, vocab lists, phonics mats etc. Teachers will encourage children to make improvements to work at an appropriate level, and if improvements are made with adult support, the code 'AS' will be used to indicate this. 'VF' is used to indicate verbal feedback, and may often be used during live marking when the teacher has pointed out an action point to the child during the independent task.

Handwriting

Pupils will be taught to write neatly, eligibly and to join their writing. In the Foundation Stage and Year 1 children are taught correct letter formation in a printed style. As digraphs are introduced through phonics, children are taught to join the graphemes for these. During Year 2 a cursive style is introduced and developed into a fluent joined style throughout the year. Foundation Stage and Key Stage 1 emphasise the importance of handwriting through phonics. Throughout Key Stage 2 there is a continued focus on neat, fluent joined writing. If children are able to demonstrate a consistent neat style they will be given a pen license and allowed to complete written work with a handwriting pen. Weekly handwriting lessons are taught across school, following the school's long term plan.

Subject Organisation

Long Term Planning

Every year group uses the Focus Education Curriculum to plan interesting and exciting topics. Each unit details how it is linked to the New

Curriculum objectives and coverage is mapped through an online tracking tool to ensure that all objectives are met by the end of the year.

The Focus Education Curriculum provides an abundance of opportunities to make cross-curricular links. Teachers will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Across both key stages, a themed topic approach has been adopted and the majority of the children's English work is linked to the themed topic, providing the children with a real purpose for writing.

Medium Term Planning

The Focus Curriculum Plans are used as a basis for Medium Term Planning. These detail the objectives covered throughout the unit as well as text types and genres. Teachers complete an overview of their English and cross curricular writing planning at the start of the year to ensure coverage.

Short Term Planning

These are up to five day plans that provide details of activities, key questions, AFL, speaking and listening, and teacher input. They also outline strategies for differentiation and use of success criteria to achieve learning objectives. This is particularly important to support the learning of children on the SEN or Gifted and Talented register. Short term planning also takes account of the role of teaching assistants and other additional adults within the class during the teaching of English, as to how they will support the work of the teacher.

Marking and Assessment

Work will be marked in accordance with the marking policy (see separate document). Assessment will be on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions, questioning about tasks, work sampling, self-assessment and up-levelling and informal summative assessment; and this will inform planning and teaching. Reporting to parents occurs annually with a written report and also through parent consultations.

In KS1&2 and EYFS, summative assessments are entered into OTrack each term. Teachers use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the quality of the extended write that pupils produce at the end of each unit, and determine to what extent pupils have met the agreed success criteria for that genre of

writing. Teachers will refer to the ITAFs in Y2 and Y6 and the school writing checklists for other year groups.

Day-to-day, on-going assessment is a crucial method of assessment which provides instant feedback to the teacher and ensures progress within every lesson. AfL strategies are used in all lessons. These strategies provide a clear picture of a child's level of understanding and, ensure that teachers can quickly assess when a child does not understand and needs greater support. Lessons should be flexible enough to allow teachers to adapt to the needs of the child. AfL should also be used to inform planning for subsequent lessons.

How do we measure the impact of our writing provision?

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity and content, sustained writing and manipulation of grammar and punctuation skills. As all aspects of English are an integral part of the curriculum, cross curricular writing standards and skills taught in the English lesson are transferred into other subjects. We hope that as children move on from Brinsley Primary to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

Teachers will plan lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of their class, striving to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

Progress is assessed regularly. At the end of each term, assessment data is gathered and progress is monitored closely by subject coordinators and the Senior Leadership Team. Children are expected to make good or better progress in all subjects and this individual progress is carefully tracked. In cases where children are identified as making less than expected progress in writing, rapid interventions are put in place to address gaps in learning.