



## **Burton Leonard Church of England (VC) Primary School**

### **Writing Policy**

#### **Aims and objectives**

The aim of teaching writing here at Burton Leonard School is our belief that children should be encouraged to write independently and confidently in a variety of forms. We believe that children should be taught to choose an appropriate writing style/genre to meet both the needs of the audience and the purpose for writing and be encouraged to present their written work neatly.

The objectives of teaching writing in our school are:

- To ensure full coverage of the current Government guidelines for English across all key stages across our creative curriculum.
- To help children understand the value of writing as a means of communicating, developing ideas, persuasion, representing own point of view, developing a balanced argument and as a source of enjoyment.
- To provide children with the opportunity to develop a variety of fiction and non-fiction writing for different purposes and audiences.
- To encourage children to explore and experiment with a wide variety of words.
- To develop an awareness of the structure of written language and to recognise the need for standard written English.
- To enable neat presentation of written work by teaching a comfortable, legible, joined-up handwriting style in order to communicate meaning effectively.
- To encourage children to use their English skills confidently and effectively across the curriculum.

#### **Curriculum planning for writing**

Current Government guidelines are used as a scheme of work for writing across all key stages across our creative curriculum.

#### **Composition**

- Children are given opportunities to write in response to a variety of stimuli. Children are then encouraged to use these as models for their own writing.

- Children are encouraged to identify the purpose for which they write and write for a range of audiences. Children are given opportunities to share their work with a similar range of audiences wherever possible.
- Children are encouraged to write chronological accounts with a beginning, middle and end and at Key Stage 2 use features of layout, presentation and organisation effectively.
- For each writing genre teachers create a classroom learning wall as a learning tool to support and enhance the children's writing. An interest in words is fostered through discussion and children are encouraged to use adventurous, inventive and wide ranging vocabulary in their writing.

### **Planning and drafting**

- Children are given opportunities to plan and review their writing on paper and using ICT.
- Children are given opportunities to plan, draft , revise, edit, present and discuss their work.
- At all key stages children are encouraged to self and peer assess their work against outlined success criteria.

### **Grammar and Punctuation**

- Children are encouraged to use standard English grammar. Conventions of grammar and punctuation to be taught to each year group are outlined in the current Government guidelines for English.
- Key Stage 2 children have discreet daily grammar, punctuation and spelling (GPS) lessons.
- Children are encouraged to use appropriate dictionary and thesaurus skills to find spellings, meanings and alternative words.

### **Spelling**

- See separate "Spelling Policy".

### **Emergent writing**

- Whilst we wish to encourage children to become free, independent and creative writers, we are also aware of the need for teachers to be continually feeding into the emergent writing process by teaching appropriate spelling, grammar and punctuation skills as children progress through the school.
- Emergent writing is practised extensively within the Foundation Stage and Key Stage 1 with GPS teaching feeding into the process.

- As part of AfL the teacher encourages self correction of spelling words, grammar or punctuation errors.
- At Upper Key Stage 2 children are encouraged to use a dictionary and, have a go in their personal spelling log and then use the word in their writing.

## **Handwriting**

- At all key stages handwriting is modelled by the teacher.
- Across all key stages children are taught to write using a cursive script.
- At Foundation Stage and Key Stage 1 handwriting is taught in daily formal 10 minute handwriting sessions. One formal 20 minute session of handwriting per week is taught at Lower Key Stage 2.
- The teacher monitors progress and routinely corrects pencil grip, posture, formation and orientation of letters. A child's pencil grip will not be changed if their handwriting is neat and if they find the grip comfortable.
- Children in Foundation Stage write on plain paper with lines introduced and added when appropriate. From Year 1 onwards a combination of both lined and plain paper will be used.
- Foundation Stage and Key Stage 1 children will use pencils for handwriting lessons.
- Key Stage 2 children will use blue handwriting pens when they have earned their pen license – see Presentation Policy. Children in upper key stage 2 use a fountain pen when the the teacher and the child feels they are ready.

## **The Early Years Foundation Stage**

We relate the writing aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) for :

- Communication and Language: Listening and attention, Understanding, Speaking
- Literacy : Reading and Writing

## **Inclusion**

At our school we teach writing to all children, meeting ability and individual needs. We are a 'dyslexia friendly' school, providing a broad and balanced education to all children. Through our teaching of writing we provide learning opportunities that enable all pupils to make at least good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities or those with special gifts and talents.

## **Involvement of Parents**

- Progression in Grammar, Terminology for Grammar and Progression in Writing Composition documents are available on the school website to help parents support their children at home.
- Parents' evenings are held two times a year and parents receive an annual report of their child's progress at the end of each year.
- Open book evenings, when children have the opportunity to share their achievements with their parents, are held each term.
- Regular information evenings are held to inform parents of how children are taught grammar and writing in school and what expected standard in writing or greater depth within the standard in writing looks like.
- An open door policy allows parents to ask teachers for advice or support to help their children at home.
- Children are given cross curricular written homework tasks which reflect their learning in school.
- Parents are invited to our Celebration Assembly to celebrate children's achievements across the curriculum. This is held in school every Friday.

## **Assessment for learning**

- Children demonstrate their ability in reading in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are encouraged to peer assess, self-edit and make judgements about how they can improve their own work.

## **Monitoring and review**

- In light of the National Curriculum 2014, our internal tracking system records those children termly who are emerging, developing, expected and exceeding national standards. Progress made by each child is recorded termly using our internal tracking systems for each year group and is inputted onto our school tracking system. Data is analysed and follow up pupil progress meetings are held to inform further learning needs. This tracking information is held by the class teachers and the Head teacher. Each teacher passes this information on to the next teacher at the end of each year.
- It is the responsibility of the English subject leader to monitor the standards of children's work and the quality of teaching in writing. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for history in the school. The subject leader evaluates strengths and weaknesses in writing, and indicates areas for further improvement. The subject leader has specially-allocated time for fulfilling the vital task of reviewing samples of children's work, and visiting classes to observe teaching of writing.
- The English subject leader, in agreement with colleagues, will update writing resources as appropriate.

Subject Leader – Mrs Dawn Leader  
English Governor – Mrs Karen Fallis

Adopted Spring 2017  
Next review Spring 2019

Amanda Townson

A handwritten signature in black ink, appearing to be 'Amanda Townson', written in a cursive style.