



“Start children off on the way they should go, and even when they are old they will not turn from it.”
Proverbs 22:6

WRITING POLICY

Adopted	Autumn Term 2024
Committee	Standards
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We are a Christian school where quality and opportunities make a difference. We value all children as unique ‘Children of God’ and nurture each other to show **LOVE** in our relationships and a **RESPECT** for all. We foster **HOPE** within our community and encourage children to find **PEACE** by creating times and places for stillness and reflection. We strive for excellence, inspiring dreams both now and in the future. We promote **POSITIVITY**, celebrate **COURAGE**, demonstrate **RESPONSIBILITY** and share **JOY** through...

‘Learning, loving, laughing in the light of Jesus’.

“Either write something worth reading or do something worth writing.” — Benjamin Franklin

THE SUBJECT INTENT

The Writing Curriculum, as Part of the Wider English Curriculum, at Forsbrook CE Primary School

At Forsbrook CE Primary School, our aim is to foster competent, confident writers. We follow a Mastery approach to English through the programme *Pathways to Write*. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. 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.

We recognise that writing is an area that should not be confined to literacy lessons alone, so opportunities are planned for children to write across the curriculum. Children write in the style of a whole range of genres and teachers plan opportunities for children to be able to vary the purpose, audience and form of their writing.

We cater for a range of learning styles through a multitude of resources used to inspire our children’s creative minds: video clips, auditory recordings, trips, visitors, images, drama, talk for writing and high quality texts are some examples of these. Meaningful, real-life purposes for writing are encouraged wherever possible. Children are taught to discuss, plan, draft and edit their writing through teacher modelling and peer support.

We also use *Pathways to Read* to drive our reading curriculum. This aligns with *Pathways to Write*, ensuring meaningful links for our pupils with texts and topics that are used across Literacy, Humanities and Science.

The Writing Curriculum

In writing, the English curriculum has been designed with engaging, quality texts at the very heart of it. In each year group, children participate in reading and writing activities, where they are encouraged to immerse themselves fully into a text. After this, the children create a written outcome based on the structural, language and grammatical features taught and explored using the text as the starting point. If we *“Start children off on the way they should go, and even when they are old they will not turn from it.” Proverbs 22:6*

Teaching Writing

To support the National Curriculum for English from Year 1 and the EYFS Development Matters, we follow a whole school mastery approach to writing through the programme **Pathways to Write**. Literacy involves the ability to read and write, however, it is also the capacity to recognise, reproduce and manipulate the conventions of a range of texts. Literacy and English are intertwined and it is an important aspect of our ability to communicate. There are also new forms of literacy (on-screen literacy) to consider alongside the more traditional print literacy. Literacy is important because it enables pupils to gain access to the subjects studied in school, to read for information and pleasure, and to communicate effectively.

Writing Aims:

- Write with confidence, fluency and understanding.
- Have a keen interest in books and use this to foster an awareness of how different types of writing can be structured.
- Be developing in the powers of imagination and inventiveness.
- Have a fascination with words and their meanings and use this to develop a growing vocabulary in both the spoken and written form.
- Think of and ask relevant questions to extend their knowledge and understanding of the written form.
- Participate in discussion, using technical language to articulate and justify answers, arguments and opinions.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.

- Use grammar and punctuation effectively.
- Understand spelling conventions and be able to work out the meaning of unknown words by drawing on the context in which they are written.
- Present written work to a high standard using a fluent and legible handwriting style.
- A high awareness of audience and the ability to adapt their language and style for different purposes/genres and audiences.
- The confidence and competence to produce high quality writing and solve problems through the application of knowledge and skills.

IMPLEMENTATION

Pathways to Write is designed to equip pupils with key skills to move them through the writing process towards their final outcome. It is built around units of work that follow a mastery approach to the teaching of writing. To support this approach, clear detailed lesson plans and resources are linked to a high-quality text. Pathways to Write ensures engaging and purposeful English lessons. The units can be used thematically to encourage a whole school approach to writing with the opportunity for topics to link across all year groups.

Each unit covers a range of areas in the national curriculum:

- Mastery of vocabulary, grammar and punctuation skills
- Writing a range of genres across a year
- Vocabulary development
- Using a wider range of reading comprehension strategies as a whole class
- Spoken language activities including drama and presentations
- Opportunities for practising previously taught genres
- An extended, independent piece of writing

This process follows three stages:

The Gateway (1-2 lessons)

- Begin at the Gateway with a ‘hook’ session to intrigue and enthuse young writers
- Use objects, people, images or role-play to stimulate questions about the chosen text
- Give pupils the opportunity to predict the text
- Establish the purpose and audience of the writing
- Revisit previous mastery skills and ongoing skills

The Pathway (10 lessons)

- Introduce pupils to three new writing skills from their year group curriculum
- Provide opportunities to practise and apply the skill they have learnt through short and extended writing tasks including character descriptions, poetry, dialogue between characters, fact files or diary entries in role
- Provide opportunities to re-cap and apply previously taught skills
- Challenge greater depth writers through a wider range of tasks e.g. changes to form, viewpoint and audience

Writeaway (4 lessons)

- Section and sequence texts independently or collaboratively
- Create extended pieces of writing over time
- Opportunity to apply mastery skills
- Time for planning, writing, checking, editing, redrafting and publishing
- A fiction or non-fiction outcome will be written (covering a wide range of genres and themes over the year)

EYFS

The Early Years Foundation Stage curriculum is followed to ensure continuity and progression from entering Nursery, moving on to Reception Class and then through to the English National Curriculum in KS1 & 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, and support the development, in all other areas. 'Communication and Language' is made up of the following 3 aspects: listening and attention, understanding and speaking. 'Literacy' is one of four specific areas which include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning. 'Literacy' is made up of the following 2 aspects: reading and writing. In EYFS all aspects of Literacy are taught. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

Speaking & Listening

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: class assemblies, talk partners, drama and a performance each year. Children who require extra support in speaking and listening may benefit from the expertise of a Speech and Language Therapist. We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model our own language to the children which encourages Standard English both in speaking and writing.

Cross-curricular writing opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in English books.

Spelling

Foundation Stage

The emphasis at this stage is multi-sensory linking the teaching and practicing of letter shapes and patterns with the development of pupils' ability to listen to, and discriminate between, the constituent sounds, which make up a word. Much of this occurs through games and activities, which encourage focused listening in music, dance and physical education, as well as English activities where there is a focus on rhyme, rhythm, and alliteration. Pupils learn at an early stage how to discriminate and make connections between sounds used in reading (phonemes) and letters (graphemes) used in spelling/writing. They learn 'tricky' words and practice them in their reading and writing.

Year 1

The Progression in the Little Wandle programme continues to be taught daily for 20 minutes in Year 1. For spelling purposes, the emphasis is on the pupils' ability to segment words into phonemes (sounds) for writing matching the most likely grapheme/s (letter/s) to each phoneme by accessing the alphabetic code. In addition, the pupils learn how to spell several tricky words, high frequency words and common irregular words as listed in the programmes of study to enable them to write fluently. They are taught how to use a simple dictionary, a range of word banks and their knowledge of word families.

Year 2

Year 2 build upon Year 1 teaching methods, introducing the Spelling Shed programme. Additionally, Year 2 pupils begin to investigate and learn to use common spelling patterns and frequently used prefixes as well as inflectional endings in their own writing.

KS2

An investigative approach is taken to the teaching of spelling in Key Stage 2, in line with the spelling objectives in the 2014 English curriculum through 'Spelling Shed'. Spelling sessions take place weekly to ensure children can practice and embed new spellings. Within the teaching of spelling, there should be opportunities to:

- Revisit, explain, use
- Teach, model, define
- Practice, explore and investigate
- Apply, assess, and reflect

Application of Spelling in Writing

Children's growing understanding of spelling rules is only valuable if they go on to apply it in their independent writing. Children should be able to spell an ever-increasing number of words accurately and to check and correct their work. This process is supported through:

- Shared writing: the teacher demonstrates how to apply spelling strategies while writing and teaches proofreading skills.
- Guided and independent writing: the children apply what they have been taught. This is an opportunity to think about the whole writing process - composition as well as spelling, handwriting and punctuation.
- Marking the children's work: the teacher can assess their progress and ability to understand and apply what has been taught and then identify targets for further improvement.
- Teaching and practicing handwriting: learning and practicing a fluent joined style will support the children's spelling development.

Handwriting - Refer to Handwriting policy for more information

IMPACT

Writing lessons teach our pupils and support them in becoming creative, confident and fluent writers by the time they leave our school at the end of Key Stage 2. Through engaging, text-based lessons, we aim to inspire a love of writing and a curiosity within all of our children to fully explore and immerse themselves within a text. Alongside this, our pupils will develop a growing vocabulary and increased levels of oracy, thus ensuring they can competently verbally articulate and justify themselves. We have high expectations that all of our children will be suitably challenged in order to make good or better progress from their starting points. Our overarching aim is to nurture fully literate and intelligible children, who are capable of coping with the many trials and tribulations that they will face as a part of the 21st century.

Celebrating Writing

For exceptional work, staff are able to nominate children for Writer of the Week. These pieces of work are shown to the Headteacher who issues a certificate to the children in Mondays Values assembly. One child is chosen to receive a Writer of the week award and keeps a trophy on their desk for the remainder of the week. These children are also uploaded to the website as positive example to other children and to celebrate their success.

Inclusion

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Forsbrook CE Primary School to be a learning environment for nurturing and developing the whole child.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- ✓ More able pupils
- ✓ Pupils with low prior attainment
- ✓ Pupils from disadvantaged backgrounds
- ✓ Pupils with SEND
- ✓ Pupils with English as an additional language (EAL)
- ✓ LAC children and Service children

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible and as long as possible, and ensure that there are no barriers to every pupil achieving.

Equal Opportunities

We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. Every effort will be made to ensure that the methods and materials used are free from prejudice or bias against any group. Resources will actively promote an awareness of the diverse nature of the world around us. Children, for whom English is an additional language, are supported in their use of English and will be given opportunities to make use of their home language to assist their learning and to add to the resources of the classroom.

Special Educational Needs

Situations may arise in which individuals need to work at a level above or below that of the rest of their peer group or may need special assistance to accomplish tasks. This will become apparent through teachers' use of an on-going observation and assessment or assessment prior to a child coming to our school. Where children are thought to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs. Parents are informed of any decisions made. Children with EHC Plans for learning are supported as instructed by their individual targets. It is for class teachers to decide how to best target their support in liaison with the SENCO.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and English sections of the Statutory Framework for the Early Years Foundation Stage (2017).

Links to other policies

- Handwriting
- Marking and Presentation
- Phonics and Early Reading
- Reading Policy