



Writing Policy

September 2022

Review date: September 2024

Statement of intent

At Beckers Green, we strive to excite and engage our learners through topics which are selected to enhance their cultural capital. Historically in our community, the experiences of our children have been isolated to their local environment and it is therefore important that we seek to expand horizons within their school experiences. Our curriculum also includes many opportunities for children to understand the cultural importance of Braintree and its geographical and historical context.

We have used this knowledge of our pupils to create a curriculum that is ambitious for all and offers them learning that build on prior knowledge and understanding. Topics and lessons are sequenced carefully to ensure opportunities to revisit and activate prior knowledge are optimised in order to support pupils in transferring information to their long-term memory.

Pupils with additional needs have their needs met through high quality teaching (which may include scaffolded tasks, appropriate support and challenge) or through individualised curriculums where necessary.

Intent

As the medium through which, as they progress through the various stages of their education, all children will need to demonstrate their knowledge of a given subject, as much as the clarity of their communication skills, writing is absolutely central to teaching and learning in Beckers Green. Our children are provided with every opportunity as well as all of the necessary means to produce high quality writing for a range of purposes. Our aim is that children have the ability to structure a variety of cohesive texts which, as they advance through the year groups, display an increasing level of complexity and sophistication. In short, the teaching of the subject area is implemented and co-ordinated in such a way as to develop writers who are as fluent as they are satisfied at having produced outcomes of the highest standard.

We expect our children to:

- Develop a fluent, confident and effective writerly voice expressed through a range of text types
- Develop an enjoyment of the English language through being able to write for a given purpose in a structured, organised as well as imaginative way
- Develop the discipline of systematically planning, drafting, amending, improving and evaluating each writing project
- Make explicit and informed connections between oracy and literacy and, through being better able to articulate this connection, improve self-esteem
- Consolidate growing understanding gained from reading various text types through the written response to them
- Consolidate growing lexical and grammatical recognition skills through the application of them in writing
- Learn the principles of grammar and punctuation in a way that is as structural as it is organic
- Draw satisfaction from having their writing published in a variety of ways

This policy supports our whole school priority to focus on improving attainment and enjoyment of writing and reading across the school and ensure they have a high priority.

Implementation

At Beckers Green each phase of learning entails a clearly delineated progression of the necessary skills to be acquired, from mark making and emergent writing in early EYFS to Text Builder resources and a clear writing flowchart in Year 1 to 6. Throughout the school day children engage in an enriching variety of activities designed to develop, consolidate and extend their literacy skills. These include:

- Daily phonics sessions in EYFS and KS1
- Grammar taught as an integral part of writing process itself
- Spelling taught on a building block basis, graduating from phonemes and graphemes (linked to phonic knowledge) to root words, suffix, prefix, word families and etymology
- Regular rehearsal of the themes touched on in a given writing project through planned discussions, debates and drama activities
- A high-quality text which is both analysed in reading lessons and used as the basis for many of the written outcomes

- Via the structural Text Building approach, an encouragement of independence and writerly empowerment by the gradual and strategic removal of scaffolding in favour of more open-ended planning and formats which allow children to compile their own grammar, punctuation and vocabulary toolkits
- Children respond to, and actively participate in, the live modelling of the teacher, following the principle of I do, we do, you do
- Stamina built through daily time allotted to proof reading and amending, as well as further planned stages of re-writing/up-levelling before concluding publishing phase
- Detailed self-evaluation exercises are used as an opportunity to both consolidate learning and celebrate good progress

The writing flowchart is a tool to support teachers to plan effective writing projects – adapting as they see fit to meet the needs of the children and the genre. See appendix 1.

The writing progression document shows the progression in skills expected in each year group in the areas of:

- Language
- Structure – subject, verb, object, tense
- Structure – sequencing, paragraphs and cohesion – clause and sentence types
- Punctuation

This document also gives clear examples of sentence progression. This can be found on the website and on Sharepoint.

Writing outcomes have been planned for our 2 year rolling programme and in most cases are clearly linked to a quality text or the termly topic. These can be seen on our writing overview, which covers all genres and purposes across the year groups. See appendix 2.

Impact

As it is a bringing together of a range of communication skills – reading, speaking and listening, logical thinking etc – the early development of good skills in writing will always be of massive importance to all of the education stages that follow. It is absolutely fundamental to a child's intellectual, interpersonal, emotional, cultural and spiritual development. The encouragement and guidance of this development by means of carefully planned English projects – in tandem with a good range of less formal writing opportunities across the curriculum – is the ethos which the school will follow. The aim is that pupils leave our school as confident and formidable communicators in both the spoken and written word.

Assessment

Staff assess writing that has been completed independently and record these decisions on writing assessment sheets which are stuck into children's writing books. There is also space for children to self-assess their own work and record decisions. Moderation of assessment decisions takes place regularly in phase meetings and termly whole school moderation also occurs. The school also engages in moderation exercises with other local schools – with a particular focus on EYFS, year 2 and year 6.

Monitoring

The English lead carries out monitoring activities throughout the year which include:

- Pupil book study
- Planning scrutiny
- Lesson observations

Appendix 1 – Writing flowchart



