



Writing Policy



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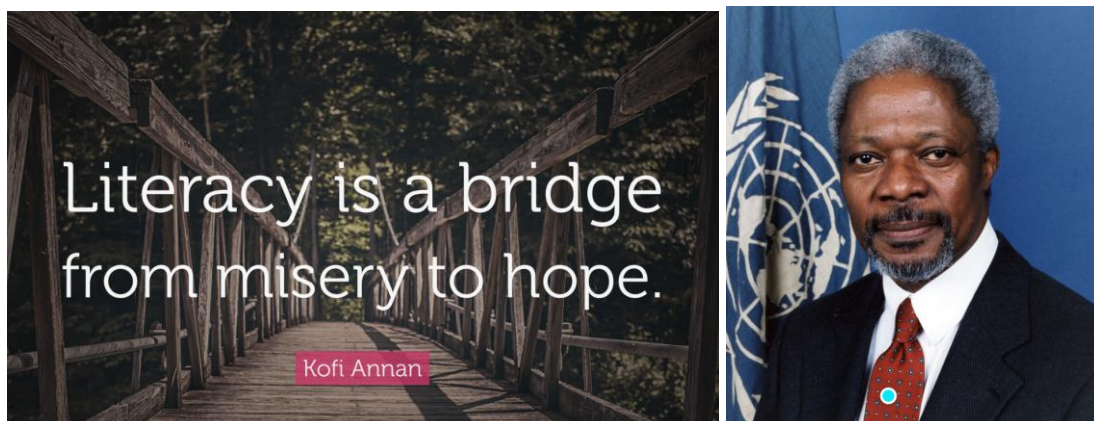
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INTRODUCTION

Purpose

To enable all children to communicate and express themselves confidently and competently, adapting their tone, language and sentence structure based on their text-type, audience and purpose.

Aims

English Writing is a means of communication, be it **verbal** or **written**. English Writing is apparent in all areas of learning, connecting disciplines across the curriculum. To enable skilled communication, English Writing needs to be explicitly taught and modelled from an early age. Carefully planned scaffolding enables all children to develop the skills, knowledge and understanding to communicate effectively in a variety of contexts, adapting to different purposes and audiences. The Stonebridge School endeavours to help children enjoy and appreciate language through a rich variety of learning opportunities.

Subject-specific intent

The Stonebridge School, through the Writing curriculum, intends to:

- foster an enthusiasm for, and love of, writing for life
- provide a stimulating, inclusive and language-rich environment, where speaking and listening, reading and writing are taught and modelled explicitly
- provide an environment where children are encouraged to construct, deconstruct and convey meaning in writing, using both fiction and non-fiction texts
- provide working walls to enable children to have visual prompts to support each unit
- provide opportunities for pupils to reflect, analyse and evaluate language so that they become confident, competent and expressive users of the language
- ensure children have fluent and legible handwriting in line with age related expectations
- provide opportunities for speaking in front of audiences with a variety of links to drama
- make connections between literacy and other curriculum areas to reinforce and consolidate key skills

LEAP

The Stonebridge School intends to adhere to the principles of LEAP (language-rich, experiential, ambitious and purposeful) by:

- exposing all children to high-level, specific vocabulary, presenting it in an accessible format according to need
- teachers and support staff consistently and clearly modelling grammatical language
- broadening children's exposure to a variety of literary eras, language and figures

- organising workshops to explore language and genre
- organising writing opportunities beyond school
- building opportunities for practical lessons to enhance writing across the school
- making links across the curriculum to make writing purposeful and tangible for the children
- employing assessment for learning strategies within lessons to ensure planning is tailored to the needs of the class

IMPLEMENTATION

Roles and Responsibilities

Governors will monitor curriculum and the implementation by regularly meeting with senior leadership and the subject lead. Governors are informed of updates and progress and hold senior leadership and the subject lead accountable to ensure effective learning is provided to all students.

The senior leadership team will monitor the subject budget to ensure it is being appropriately used for the benefit of student learning. SLT will also regularly meet with the subject lead to discuss progress, implementation and effectiveness. Following these discussions, SLT may provide advice to hone in on areas of key development. Finally, SLT will support the subject lead's own development by offering opportunities for professional development to ensure competent subject leadership.

The subject leader will monitor the quality of provision across the school by observing lessons, monitoring books and speaking to students about their learning. Additionally, planning will be regularly checked to ensure it is following the medium-term plans and curriculum overview. The subject lead will identify areas of development and offer professional development opportunities where appropriate. Finally, the subject lead will be responsible and accountable for the progression of learning throughout the school to ensure that National Curriculum objectives are being covered.

Teachers will provide quality-first teaching in their classrooms by preparing lesson resources that are suitable to meet the needs of the students. This includes differentiating and adapting support for SEN students and EAL students. Teachers will ensure that they have sufficient subject knowledge to effectively teach their lessons and, if needed, teachers will seek further support in self-identified areas for development. Teachers will monitor the progress of their class, following the subject assessment format to identify areas that need addressing.

Support staff will provide quality support to the children in their class, following teacher guidance. They will also seek further support to enhance their subject knowledge to ensure they are confident enough to provide assistance.

Students will differentiate between and adapt their writing according to purpose and audience, ensuring accuracy by following the structure of planning, drafting, revising and editing. Students will know and understand how different genres are constructed and write a range of fiction and non-fiction texts which use the appropriate structure and grammatical features. Additionally, students will understand and use punctuation correctly in line with National Curriculum objectives. Students will use phonological and syllabic understanding and spelling rules to spell accurately, applying this knowledge when spelling the ambitious vocabulary they encounter as they progress in their writing. Finally, students will participate in conversations about pieces of writing confidently while developing their use of 'language about language'. Overall, students will work confidently and with increasing independence in all areas of literacy.

Parents/Carers

It will be expected that parents are supported and encouraged to value the work completed in school. This is by encouraging children to participate in extra-curricular writing opportunities such as competitions, assist with homework and volunteer as parent helpers or in learning together days. Through regular workshops and

information sessions the school will continue to actively promote parent partnerships. Additionally, parents will have opportunities to regularly view children's work in an effort to bridge the gap between school and home.

Time allocation

English Writing will be taught across the school, Foundation Stage to Year Six, throughout the entire school year. Each day will allow time for English Writing in the form of *Speaking and Listening and Modelled, Shared, Guided or Independent Writing*. Each week, one of the English Writing lessons will be a discrete grammar lesson to familiarise children with the terminology and purpose of grammatical features.

In the Foundation Stage, English will also be linked across all developmental areas with a balance between developing a love of language and literature alongside the delivery of discreet systematic, synthetic phonics. In Key Stage One (KS1) and Key Stage Two (KS2), for those children who require it, phonics will be taught explicitly each day to aid spelling. KS1 (Year 1 and 2) classes will have daily English sessions every morning.

All classes in KS2 will have daily English Writing lessons in the morning which will last one hour.

Organisation

Teachers will use a variety of methods to teach writing. Exemplars of work will be given to analyse, deconstruct and reconstruct to allow children to understand the features that make up different text types and how this relates to audience and purpose. The English Working Wall should have clear examples of '**what a good one looks like**' so pupils have a visual representation of the expected outcome of each unit. A variety of audiences and experiences will be utilised to create purpose for writing.

Teachers will use **Shared, Modelled** and **Guided** Writing to teach children the skills and strategies required to write both structurally and grammatically correct sentences within genre types. These sessions follow a three-week cycle: the teachers initially provide heavy scaffolding and modelling which gradually decreases over the three weeks as the children take the lead on the writing process, culminating in a wholly independent piece of writing. Then, the three-week cycle begins again with a new genre type. This cycle is explicit on the medium-term plan which details the text types being explored that term and the grammatical features required. In addition to this, teachers will provide children with plenty of opportunities to write independently to practise these newly taught skills across the curriculum.

Children will complete the majority of their work in their yellow exercise books. Children will also have the opportunity to participate in practical lessons (for example, a drama-based lesson). All marking and feedback should be in line with the school marking and feedback policy. Learning and Teaching Assistants will be used to support a variety of groups within the English sessions, in accordance with teacher direction.

Early writing skills

A systematic approach to the teaching of writing will occur across all the key stage groups. Each class will provide an environment that supports explorative writing opportunities, contains stimulating books as stimuli and has easy access, inside and outside, to support materials which help to develop independence. Children will be given as many opportunities as possible to write in meaningful contexts from an early age with high-quality literature used to stimulate ideas, vocabulary and language patterns.

Speaking and Listening (Spoken Language)

Children are given the opportunities to speak throughout all Key Learning Areas. They are also expected to listen and respond appropriately to those discussions around them. Speaking and listening will be part of every lesson. Additionally, drama activities will be used throughout the term to express views, feelings and situations within literature. Furthermore, drama will be used to bring children's own work to life. In the Foundation stage, there will be an emphasis on Communication and Language, one of the three prime areas of learning, to ensure children are able to articulate themselves before they are expected to start writing. For pupils who are new arrivals with limited or no English, there are a number of resources in place to support early acquisition of language.

Vocabulary

Children in KS1 and KS2 will be exposed to high-quality vocabulary through the stimulus text, class discussion, models of excellence and wider resources. Moreover, children have the opportunity to use this vocabulary in their own work to improve and develop their ideas. Vocabulary development is ensured for all abilities through the use of visuals and word banks.

Spelling

Spelling will be taught at Age Related Expectations each week through games, investigations, study of spelling and syllabic patterns, and home-learning. KS1 pupils will follow Read Write Inc. to develop their spelling. Through Read Write Inc., children will learn the graphemes, phonemes, common spelling patterns and common misconception words. This is closely linked to the development of their reading skills. KS2 pupils will follow a custom weekly spelling overview. Each week, a new spelling rule will be explicitly taught and modelled. Children will be exposed to vocabulary that utilises that rule and have the opportunity to apply the spelling rule to a variety of words.

Handwriting

Handwriting will follow the Handwriting policy using the Pen-Pals scheme. Children will be taught and be expected to use appropriate upper and lower case lettering, and to use joined writing as they progress. Handwriting pens will only be used by those children who have a writing pen licence which they have gained through adhering to the expectations in relation to letter formation, orientation and presentation. There must be high expectations across the school from all teaching staff about the presentation of work and children are set clear expectations. The school presentation codes (see below) will be used for all pieces of written work.

P1 -Your presentation must improve

P2 - Your presentation is not good enough and must improve next time.

P3 - Your presentation is good, but there is still room for improvement.

P4 - Your presentation is great, please keep it up!

Punctuation and grammar

Punctuation and grammar will be taught weekly in a discrete grammar lesson. Children will be explicitly taught a grammar rule or feature, the teacher will model how to use it, explain the purpose of the feature within the wider sentence and its impact, before allowing children to practise and apply the grammar feature themselves. Children will use picture prompts, games, discussion opportunities and correct inaccurate sentences to develop their understanding. This will enable children to have the confidence to correctly apply the grammar feature in their main writing piece. The grammar and punctuation taught will be in line with the statutory expectations of the NC2014 for both Key Stage One and Key Stage Two.

Planning

Planning will be completed within the school templates and clearly follow Rosenshine's Teaching Principles. The English medium-term documents outline the grammar content to be taught, the outcomes expected and show the gradual progression of increased writing independence of the child. These medium-term plans should be used to guide the planning and creation of resources for the daily lessons, allowing teachers to ensure appropriate adaptation for SEND and EAL pupils. The plans will ensure variety, wide coverage and progression through both key stages. The planning will be monitored by the Subject Lead and SLT.

Expectations

Children at the end of the Foundation Stage will be working at the expected level in relation to **Literacy and Communication & Language** (2012 Early Learning Goals). By the end of Key Stage 1 and Key Stage 2, children will know, apply and understand the skills and processes specified in the relevant programme of study as stipulated in the NC2014. The school is currently using the **TAF** (Teacher Assessment Framework) for assessment

at the end of KS1 & KS2. This framework has been updated numerous times since the launch of the *NC2014* and the school will follow any changes as and when the DFE release them.

Inclusion, EAL and SEN

At The Stonebridge School, all students are given the opportunity to access the writing curriculum and make progress through progressive planning and thoughtful adaptations made by teachers in advance of lessons. High-quality teaching is delivered daily, with activities adapted to meet the strengths, needs, and interests of each child, as well as any goals outlined in their EHC plan or Individual Support Plan (ISP). To support access for all learners, reasonable adjustments will be made in line with school policy and the guidance of the SENDCo. These may include the use of sensory toys, movement breaks, or other supportive tools tailored to individual needs. Identified children will be supported to succeed in their ISP targets through appropriate strategies, targeted interventions, and adult support. For pupils with English as an Additional Language (EAL), adaptive teaching strategies will be embedded within literacy planning, alongside specific EAL-focused support to develop English language proficiency. Interventions such as the Read Write Inc. Fresh Start programme will be used where appropriate to further support language acquisition. Children working below age-related expectations will focus on Key Performance Indicators (KPIs) relevant to their current working level. A variety of strategies will be employed to support progress, including the use of visuals, differentiated word banks, colourful semantics, and targeted teacher instruction. All learners will be encouraged and supported to engage in wider writing opportunities, enabling them to develop confidence, make sustained progress, and foster a life-long love of writing.

Professional Development

Training will be provided as a whole school and areas for development will be identified through lesson monitoring, feedback, implementation of new strategies and resources, as well as children's assessment moderation. Support will be provided to specific staff to strengthen subject knowledge and implementation of the curriculum. Any additional adults who take part in English planning, implementation or evaluation will be encouraged to take part in training sessions too. These whole school training sessions will be led by the Writing Subject Lead as well as any other member of staff who is able to share expertise.

Resources at school

The majority of resources will be kept in individual classrooms. There will be some additional resources kept by the Subject Lead. Each class will be responsible for gathering or preparing their own resources on a lesson-by-lesson basis in accordance with the needs of the class. The English Subject Lead will be responsible for whole school resources such as class texts. Teachers will advise the English Subject Lead of any resources that have been identified as necessary for school purchase. The school will also use online resources to support learning within school, such as SPAG Monsters.

Resources at home

There a variety of resources for families to use at home. For children who are undertaking the Read Write Inc. phonics scheme, parents can create a free account on Oxford Owl at Home which provides access to tutorial videos and practice sheets. Therefore, parents/carers can support their children with their reading and writing. For additional grammar practise, once the class teacher has set the children logins, SPAG Monsters on the Young Writers website can be accessed. This online game is a fun and engaging way for children to strengthen their spelling, punctuation and grammar knowledge. To aid understanding, primary-age appropriate revision guides and workbooks can be purchased or borrowed from select libraries (e.g. CGP).

Home practice and wider learning

Writing is a key element in all curriculum areas and so every home learning exercise is an opportunity to develop skill. KS1 will be able to embed their phonetic understanding for spelling by taking their phonics book home daily. KS2 will practise spelling, composition and editing through extra-curricular opportunities.

Safeguarding

Appropriate safeguarding measures will be undertaken to ensure the wellbeing of all children. These measures are in adherence to national safeguarding policies (KCSIE) as well as school safeguarding policies. When organising visitors, workshops or trips, a risk assessment will be completed in line with school guidance and shared to all relevant parties.

IMPACT

Assessment

Writing will be assessed through observations, independent work samples, moderation and discussion participation using Target Tracker & NC2014 linked criteria and writing band sheets. All these methods will be used to make appropriate teacher judgements against age-related bands and therefore formulating future lesson plans and children targets. Phonics must be assessed using the Stonebridge School assessment sheets. Children in Year 1 and children in Year 2, who have not yet met the screen check mark, will have their capability in relation to the *Phonics Screen Check* assessed regularly through the year to ensure they are ready to be assessed.

Monitoring and evaluation

This will be followed in line with the termly monitoring schedule determined by the Subject Lead. Planning will be monitored each term and written feedback given. Monitoring of outcomes in English Writing will be completed by the Subject Lead. This will involve all staff as part of school based CPD and will be considered as evidence during classroom observations. Moderating of writing outcomes will also take place during the school year as part of the CPD programme involving all the school staff.

Agreed by Governors:

Agreed by Staff:

The policy is to be reviewed:

Appendices

- National Curriculum Grammar objectives
- Weekly Spelling Overview (Year 5 and 6)