



# English - Writing Policy

## Overview

This policy for Writing teaching and learning is underpinned by the school's generic curriculum policy for foundation and core subjects that sets out guidelines, practise etc. that should be adhered to in all foundation subjects. The areas covered in the generic curriculum policy are as follows:

- Curriculum coverage
- Teaching and learning guidelines
- Roles and responsibilities
- Inclusion
- Assessment, recording monitoring and reporting
- Key competencies

## 1) Aims and Opportunities

### 1.1 Aims

At Bridstow School, the teaching of writing is of paramount importance within a broad and balanced curriculum. Our aim is to ensure that every child within our school, regardless of background and potential difficulty, leaves our school as a competent writer, with a good understanding of the conventions of Standard English and when to use it effectively. We aim to ensure our children leave at the end of Year 6 with the skills and confidence to write for many different purposes. Our belief is that the ability to write with confidence for range of purposes and audiences ensures that children leave Bridstow School prepared for their further education, ready to achieve their aspirations and thrive in their adult life.

We aim to: -

- Make writing accessible to all
- Inspire quality writing through exploring a range of genre and form
- Develop the key skills of writing, whilst exploring and developing techniques
- Inspire writing by reading texts by great authors, by making cross curriculum links, by relating it personal interests, by making it purposeful and by celebrating writing in school and in the wider community
- Ensure no child has their creativity stifled by lack of support

## 2) Organisation and Planning

### 2.1 Time allocation

Writing is a core subject and will be taught regularly every week to build on skills and provide continuity. Each week teachers will spend a minimum of five hours teaching time dedicated to developing writing knowledge and skills. Opportunities within the school week to enhance the writing curriculum beyond writing sessions will also be taken so that children can engage in cross-curricular or thematic learning linked to writing.

### 2.2 What Writing Looks Like in our School

Our school is a Talk-4-Writing school because we believe that the spoken word underpins the written word. Oracy and reading are the gateways to writing; the children follow model texts and rehearse from a bank of oral stories before they write, edit and publish.

Pupils are encouraged to experiment and play with the written word to produce to produce poetry,



fiction and non-fiction texts via digital and more traditional methods.

They are given opportunities to see writers write via teacher modelling and writer workshops.

They are encouraged to be constructively critical of their own and other's work and develop a growth mindset.

Grammar and punctuation are incorporated, where possible, into Talk4writing lessons. More discrete grammar and punctuation lessons supplement and ensure coverage and progression.

**2.3 The Talk-4-Writing Process** - this may vary in length, anything from 1 to 3 weeks, depending on the text type and purpose for writing.

#### EYFS – Reception

- Imitation phase – opportunities for model text, toolkit, story maps, drama, hot seating and grammar lessons)
- Innovation phase – opportunities for shared, guided and independent writing
- Invention phase (when applicable) – opportunities for mind mapping to generate ideas, boxing up plan, editing and final piece of writing – Deep Write

#### KS1

- Imitation phase– opportunities for model text, toolkit, story maps, drama, hot seating and grammar lessons)
- Innovation phase – opportunities for shared, guided and independent writing
- Invention phase – opportunities for mind mapping to generate ideas, boxing up plan, editing and final piece of writing – Deep Write

#### KS2 –

- Imitation phase – opportunities for model text, toolkit, story maps, drama, hot seating and grammar lessons)
- Innovation phase – opportunities for shared, guided and independent writing
- Invention phase – opportunities for mind mapping to generate ideas, boxing up plan, editing and final piece of writing

**2.4 Incidental Writing Opportunities** - To ensure we develop imaginative, creative and effective writers, we plan for 'Incidental writing' opportunities that sit between Talk-4-Writing units.

#### Whole School

- Could be linked to current topic, class novel, school trip, current affairs, seasonal events or a stand-alone piece inspired by 'Let's say...' or a picture or video stimuli
- A maximum of 1 or 2 days
- Could include toolkit if needed

#### Phonics Writing

Making a strong link between phonics and writing is paramount. All of our daily phonics teaching includes an aspect of writing in some way.

### **2.4 Developing a Writing Culture**

Developing a culture of talk for writing and writing at Bridstow is fundamental to the progression of the children.

In classrooms, teachers will place a high value on writing by celebrating the writing produced by our children in a variety of ways, including:

- 1:1 with peers and teaching staff
- Sharing with the whole class, orally and via interactive screens and recordings

- On social media such as Facebook and Twitter to parents, the wider community and the world beyond
- Sharing with other schools
- Presenting in assemblies
- On school display boards and in class books

## **2.5 Management and organisation of resources**

The English subject leader will take responsibility for auditing general writing resources.

Individual class teachers are responsible for auditing, sourcing and keeping resources particular to their planning needs. They can liaise with the subject leader and senior leadership team.

## **3) Assessment, recording and reporting**

### **3.1 Formative Assessment**

Teachers continually formatively assess children's writing on a daily basis through marking and feedback to check children's understanding and to plan for next steps.

### **3.2 Summative Assessment**

- The school subscribes to No More Marking. This uses the method 'Comparative Judgement' to help make summative judgement upon children's writing both during twice yearly snap-shots AND as part of the Assessing Primary Writing (APW) National study across all National Curriculum age classes. These results are recorded on the insight Tracking System.

### **3.3 Moderation**

- As part of the writing process, subject leaders and teachers take part in annual inter-school writing moderation events.

### **3.4 Subject Leader monitoring activity**

The Writing subject leader will once a term, review a sample of writing books from across the primary age range. Examples will be used for identifying progression and expectations.

Writing outcomes (following data snap-shots twice per year and as part of APW Project) will be analysed to look for patterns, progress and areas for development to inform ongoing CPD.

### **3.5 Reporting**

Statutory assessments in writing (inc KS1 and KS2 reading SATs) will be recorded and reported annually to Herefordshire LA.

Twice yearly reading data 'snapshots' (inc word reading, sentence reading, comprehension, book band level and phonics) will be recorded using the Insight tracking tool online.