

Millbrook Community Primary School

Writing Policy



At Millbrook, we believe that writing contributes to an individual's confidence, sense of achievement and pride in their own ability to produce the highest standards of work across all subject areas. It is therefore essential in realising the school's mission that every child works to their potential, that they are given maximum opportunity to develop both basic skills and techniques and to communicate in their own style.

Reviewed and Amended: May 2023

Aims:

At Millbrook we aim to:

- Develop a love of writing;
- Ensure progression of writing skills across the school;
- Provide meaningful writing experiences using the contexts inspired by quality texts and the themes within the foundation subjects;
- Develop skills which will enable them to express and explain their ideas, feelings and experiences in a logical, creative and imaginative way;
- Develop knowledge of the ways in which language varies according to the context, purpose, audience and content;
- Develop skills in handwriting, spelling and grammar so that their writing follows traditional conventions.

Purpose:

Writing is an important life skill, even with the wide array of technology we are surrounded by. Children need to have a secure knowledge of basic skills, of which the foundations are laid in FS/KS1 and built upon throughout their time in the school. During KS2, the children need to develop the confidence to experiment with these skills in order to develop their own style. As a school, we aim to build upon the children's reading skills, which have proven links with children's writing. Therefore, we aim to provide the children with a wide and varied approach to reading, which will be used as stimuli for their writing. This is consistently provided by using The Power of Reading, which is an initiative focused on improving children's reading and writing, alongside their love and enjoyment of English. In addition to using reading to support the children's writing, all staff will also use a broad range of stimuli to encourage and support the children in their writing. It is important that children are writing for enjoyment, and that they feel a sense of pride and achievement in their work. It is recognised by all staff that this is a vital part of children's progression in writing, and therefore will strive to facilitate this enjoyment.

At Millbrook, we recognise the importance of enabling all children to read and write in a wide range of genres. By doing this, we are providing the children with an enriched experience and allowing them a greater insight into the wider world. To provide a substantive support for this, we use written aspects of our phonics teaching from Foundation Stage throughout the school. It is essential, to build up children's confidence and self-belief, that good work is celebrated regularly and shared within the class and with the whole school community. Samples of work should be displayed in the classroom as part of this, and to serve as an example to others. As technology plays an ever-increasing role in the world, we need to ensure that we use ICT to develop and support the children's Literacy skills. Teachers need to utilize this regularly to provide the children with a firm footing with computers and other areas of technology.

Guidelines:

- Weekly planning is to be drawn from the long-term overview and curriculum map provided for each class, along with the Power of Reading teaching sequences (which are a guide to be adapted to the class). Every opportunity for cross curricular writing should be planned for and developed.
- English should be delivered within all year groups on a daily basis. This can be through writing sessions or developing knowledge and skills through dedicated grammar lessons.
- Each class teacher is responsible for ensuring that a range of suitable genres are covered in their class throughout the year. These genres relate to the Power of Reading books each class will be focusing on each half term/term.
- All KS1 and KS2 classes need to focus time on Spelling, Punctuation and Grammar by ensuring terminology, knowledge and skills are given suitable curriculum time within lessons.
- READ WRITE INC Phonics and spellings should take place in all classes on a daily basis.
- Teachers in Foundation Stage, Key Stage 1 and Key Stage 2 have a responsibility to ensure that all children have access to the curriculum, and as so need to differentiate lessons accordingly and include possible intervention work.
- Good examples of work should be shared regularly with the class and appropriate rewards given (e.g., stickers, 'dojo points' etc.).
- All staff at Millbrook are aware of the importance of presentation, and as so will adhere to and promote the handwriting policy during all lessons.
- Working walls should be evident in all classrooms, showing specific prompts relating to the current work, as well as examples of marked work.
- Examples of writing need to be displayed within classrooms. This can be in the form of 'pure' English writing or through cross-curricular writing.
- Moderation of judgments and standardization are to take place throughout the year, both internally, with local schools and within Kirkby Collaborative meetings.
- Self- and Peer-assessment are important parts of children's learning and as so opportunities for these are to be planned for.
- Re-drafting work is a vital component of developing and improving writing, and as so the children should be given time to regularly re-draft their own work.

English Exercise Books:

- Reception - the children will record their specific English and READ WRITE INC work in a dedicated English book.
- KS1 and KS2 - the children will record their specific English work in dedicated English books and additionally in other subject books when relevant.

- Reception and Year 1 - the children record their READ WRITE INC phonics writing in *Get Write* books.

Regularity of Lessons:

- Reception - Children will have a dedicated READ WRITE INC phonics lesson each day. Children will be directly taught their sounds and writing skills in order to raise the standards on entry into Key Stage 1.
- KS1 and KS2 - Children will have a dedicated English lesson each day. Children will have worked modelled to them regularly and will have many opportunities for extended writing, including redrafting their own work.
- Additionally, children should be expected to use the skills and techniques learnt during English lessons across a range of curriculum areas in order to develop those working at Greater Depth.

EYFS:

Children will use communication, language and literacy in every part of the curriculum, are encouraged to read, and speak to express their ideas. Classes will have a well-organised and well-stocked writing area. Puppets and small world should be available for role-play. The outdoor environment also provides opportunities to read, write and roleplay. There are activities to help develop children's gross and fine motor skills. Children will be taught at the appropriate stage of Read, Write Inc. phonics during daily phonics lessons. There are also regular literacy-based activities which are supported by independent and adult-directed activities. All observations on pupils, used to inform assessments, are recorded.

Key Stage 1:

Children are encouraged to build on their own positive experiences of communication, language and literacy from EYFS. They will learn to speak confidently, listen to what others have to say and begin to write independently with enthusiasm. They should use language to explore their own experiences and imaginary worlds. Children will continue to be taught at the appropriate stage of Read, Write Inc. phonics. Children have the opportunity to work in small groups and independently within English lessons as well as in Foundation subjects. Classes have a working wall that should support learning with models, examples of work and key vocabulary.

Key Stage 2:

Children are encouraged to build on their own positive experiences of communication, language and literacy from Key Stage 1. Children will have the opportunity to experience more challenging texts and use these as a model for writing. Children will write with increased independence. Children will be taught spellings using Spelling Mastery, ensuring coverage of all statutory requirements. Children have the opportunity to work in small groups and independently within English lessons as well as

in Foundation subjects. Classes have a working wall that should support learning with models, examples of work and key vocabulary.

SEND and Inclusion:

At Millbrook, we are committed to all children being able to access the English curriculum, regardless of race, gender, ability or disability, religion, social background and culture. Wherever possible, work is adapted to meet individual needs and requirements. This includes the provision of interventions where relevant.

Assessment:

Self- and peer-assessment are integral parts of the writing process, and provision is made accordingly. Teachers assess when marking through the school's marking and feedback policy, and provide verbal feedback during lessons. These assessments inform future planning and support. Teachers are asked to formally assess writing at the end of each term. This assessment is based on pupil's independent writing from both English lessons and lessons across the wider curriculum. Teacher assessments are record on Target Tracker.

Monitoring:

Writing will be monitored regularly through learning walks, book scrutinies and lesson observations. Pupil voice will also be used to monitor learning and attitudes to writing. Subject lead and SLT will monitor standards across the whole school and assist in identifying progress within the cohort and vulnerable groups, and those groups in need of support or intervention.

Conclusion:

Writing is a form of communication, and as so it is important that the school fulfils its obligation to enable all children to communicate effectively. This, in turn, results in a positive contribution to children's self-esteem, allowing them to communicate their thoughts and ideas in a purposeful manner across all curriculum areas.

Jenny Dixon (English Lead)