

Curriculum policy: Writing

Writing:

You can always edit a bad page. You cannot edit a blank page



Curriculum Intent

Learning to write well for a range of purposes and audiences is fundamental to the wider success of children as they move through primary school and beyond.

Every child will be given opportunities to develop creativity and individual style within their writing.

The writing curriculum is carefully designed to ensure that children make good progress and can apply their skills within the wider curriculum.

Writing is an enjoyable and interesting experience for all children.



Curriculum Aims

We want children to be able to:

- Write for a range of purposes and audiences
- Write with confidence and creativity
- Describe characters, settings and atmosphere when writing stories
- Accurately use a range of punctuation
- Make purposeful vocabulary choices
- Apply their understanding of grammar when writing
- Edit their writing to make improvements
- Apply a variety of spelling strategies
- Write neatly using joined handwriting
- Write age appropriately



Lesson structure

We want writing to be an enjoyable experience. We believe that children learn best when there is a clear structure and purpose for the learning.

In Key Stages 1 and 2, daily writing lessons follow a clear structure.

Handwriting is taught daily at the start of each writing lesson. Teachers model writing at the expected standard for each year group. Children then have chance practise this independently.

All lessons begin with a clear learning intention. Children will then be taught a particular skill to support their writing. They will have opportunities to practise this skill before applying it to their writing. Within each session, teachers will model writing at an appropriate level including any skills being covered that lesson. This gives children a clear example of what good writing looks like.

At the end of the session, teachers will provide children with the opportunity to reflect and discuss what they have been working on.

In Years 1 to 6, Spelling lessons are taught daily. Children will learn the expected spellings for their year as well as being taught about different spelling patterns and rules. For part of the year, Children will follow the Read Write Inc. Spelling scheme.



Planning and Resources

We use a variety of approaches and resources to teach writing including Read Write Inc, Literacy Shed, Grammarsaurus and a selection of well-chosen books and films and immersive experiences to facilitate and engage children. Through this approach we ensure children cover all strands of the National Curriculum.



Curriculum Implementation

We teach writing as a discrete subject from Year 1 to Year 6 and children are encouraged to apply these skills across all areas of the curriculum.

Each writing cycle is planned to enable children to learn about, develop and practise skills needed for a particular genre of writing. Over the school year, children will learn about and write a wide range of both fiction and non-fiction pieces.

In Key Stage 1, children follow a 5-day writing cycle.

- Day 1: This will involve an immersive experience, film clip, non-fiction text or a story which will be used to inform the writing.
- Days 2 – 4: Children will be taught writing skills. These will allow children to develop specific areas of their writing for example accuracy of punctuation and development of vocabulary.
- Day 5: Each child will produce an independent piece of writing.

In Key Stage 2, children follow a writing cycle of up to 10 days.

- Day 1: This will involve an immersive experience, film clip, non-fiction text or a story which will be used to inform the writing.
- Days 2 – 9: These lessons are planned to support the understanding of the writing genre being taught. This could include learning about writing structure and purpose, researching to inform writing and planning for writing. In addition, children will learn and develop appropriate skills which they will use in their final piece of writing.
- Day 10: Each child will produce an independent piece of writing. They will then be given opportunities to edit and improve their writing.

In addition, we provide events across the year to promote a love of writing, writing for a real purpose and celebrating authors and whole school writing days.

In Early Years writing lessons change throughout the year as children progress with their skills. Writing opportunities and mark making are embedded throughout our curriculum in both Nursery and Reception providing the children with engaging opportunities to write or create with a purpose. In Nursery and Reception children are taught to form sounds through structured daily RWI lessons. As children move through Reception they will progress to writing words and then sentences.



Assessment

Assessment is an integral part of the teaching of writing and is evident in every lesson. Staff make daily assessments based upon the work recorded in books, as well as observations of how children are doing in lessons.

At the end of each term, writing is assessed against the expected outcomes for each year group. This allows teachers to identify personalised next steps for each child's writing journey. Statutory writing assessments are also carried out at the end of Reception, Year 2 and 6.

To prepare children for more formal testing, Rising Stars grammar assessments are taken three times a year in Years 3, 4, and 5. Statutory grammar assessments are also carried out at the end of Year 6.

In Years 1 to 6, spelling tests are carried out weekly. These tests ensure that children have a good understanding of the spelling words, rules and skills needed in each year group.

All the information from informal and formal testing allows teachers, alongside the subject leader, to assess progress towards any targets set during pupil progress meetings.



Inclusion

We teach writing to all children, whatever their ability. Writing lessons are planned to meet the expectations of each year group, and the individual needs of the children. Those working towards expectations will work on tasks that are adapted to suit their needs. Questions posed within the sessions provide opportunities for all children to be able to contribute.



Role of Subject Leader

- Ensure that the statutory requirements of the national curriculum for writing are met
- Ensure appropriate professional development opportunities are provided for all staff
- Monitor their subject to ensure consistency of approach
- Ensure regular and appropriate assessment of writing takes place and have a clear overview of who is achieving age related expectations
- Ensure that children who are not making enough progress to achieve age related expectations have been identified, and appropriate interventions put in place to ensure they catch up
- Ensure appropriate resources are available
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school

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