



Writing Policy

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English Policy

Intent

At Bowhill Primary School, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure that every single child becomes primary literate and progresses in the areas of reading, writing, speaking and listening.

We ensure that English is not only taught as a discrete subject but that it is embedded throughout the curriculum. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring curriculum expectations and the progression of skills are met, the children at Bowhill will be exposed to a language-rich, creative and a continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

We want our children:

- to speak clearly and audibly in ways which take account of their listeners;
- to listen with concentration in order to be able to identify and understand the main points of what they have heard;
- to be confident, independent readers who are enthusiastic and reflective through contact with challenging, high-quality texts, including class readers enjoyed by the whole class.
- to enjoy writing and recognise its value;
- to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- to take pride in the presentation of their writing, in part by developing a neat, joined, handwriting style by the time they move to secondary school
- to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

Implementation

The school's principal aim is to develop children's knowledge, skills, and understanding in English.

During English lessons, children experience a whole-class activity (which may include shared reading or writing activity and focused investigations into grammar, spelling or vocabulary), followed by independent, paired or group activities (during which some children receive support or guided activities by teachers and teaching assistants) and at an appropriate stage plenary sessions will review progress, address shared misconceptions or direct future learning. Opportunities are provided through which children are able to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and phonic resources to support their work.

There are children of differing ability in all classes at Bowhill Primary School. This fact is recognised and suitable learning opportunities for all children are provided, by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies: in some lessons sentence scaffolding, word prompts etc are provided, while in other lessons children are asked to work from the same starting point before moving on to develop their own ideas according to their individual capabilities. In addition, classroom assistants are used to support some children and to enable work to be matched to the needs of individuals. Children identified as needing extra support also benefit from targeted interventions.

Approaches to Writing

At Bowhill, we want our children to be confident and enthusiastic writers. They are encouraged to develop resilience throughout the writing process ensuring that editing and redrafting is an integral part of the learning experience. Children are taught how writing is a form of communication and are encouraged to mark make on entry to school. Letter formation is developed alongside *Little Wandle Letters and Sounds Revised* to make links between phoneme, grapheme and letter shapes. Segmenting and blending sounds aids the development of the spelling of words alongside specific teaching of high frequency words which children are expected to spell correctly.

At Bowhill Primary School we have adopted "The Power of Reading" and through this approach we ensure we use rich, high quality texts to support our children's enrichment of their spoken language. We feel our children produce their best writing when audience and purpose are at the heart of the process.

Children are immersed in a high-quality core text and given opportunities to listen and respond to the text, analyse, act out sections and engage with the text. Using the core text, teachers teach associated vocabulary, punctuation and grammar.

Teachers model the writing process to children through shared writing, modelled writing and guided writing. Teachers give feedback to children in lessons, as stated in the feedback policy, so that a meaningful conversation can happen which moves learning forward. Writing walls support children through each unit of work and demonstrate learning that has happened so far in a sequence.

Independent writing

At the end of a sequence, children produce a final written piece after choosing their own content and planning. They write this using the skills they have been taught throughout the unit.

All evidence will be recorded on EGG grids and then uploaded onto O-Track (the school's online progress and attainment tracking system) at the end of each term.

Approaches to Spelling

The systematic teaching of phonics in EYFS and KS1 using the Little Wandle Letters and Sounds Revised programme ensures that children are given strategies they require to spell. Children are taught and expected to use the correct spelling of words as laid out in the national curriculum for each year group. Children use 'Have a go' sheets to establish routines when attempting unknown spellings. Teachers model writing a sentence and being unsure about how to spell a word. The 'tricky' part of the word is discussed, and possible choices of spelling trialled. Children underline spellings within their own writing as a signal that this needs checking then implement the 'have a go' strategy. Children are taught how to use checklists, word banks, dictionaries and thesauruses to support the correct spelling of all words.

All children from Year 1-6 have a Spelling Shed login to access an online spelling program. This is used to practise and apply spellings learnt in school, following the Spelling Shed Scheme of work. We have a two-year rolling programme to ensure full coverage and progression of skills.

Handwriting and Presentation

Children are encouraged to present their work well. We have a consistent approach across the school of presenting the learning objective and dates. Children are taught to write legibly, fluently and at a reasonable speed through the Nelson Handwriting scheme. Children are taught discrete handwriting lessons and are expected to maintain a neat, joined style throughout their writing.

Staff development and training opportunities

To develop staff confidence and competence in teaching English (speaking, listening, drama, reading, writing, grammar, punctuation, spelling, handwriting, literacy and English across the curriculum):

- Little Wandle Letters and Sounds Revised provides on demand, online training to allow the whole school to access training for teaching Early Reading and Phonics.
- whole-school training needs are identified as a result of the monitoring and evaluation programme;
- other training needs are identified through induction programmes and performance management;
- the English subject leaders will arrange for relevant advice and information from courses to be disseminated and where appropriate to be included in improvement planning and turned into practice;
- where necessary, the English subject leaders deliver (or arrange) school-based training;
- the school development plan outlines whole-school training needs: training relevant to key stages, training for new members of staff, the English subject leaders, and training identified for other individual members of staff;

- the school makes best use of in-school expertise as well as national training opportunities. Time is built into the staff development calendar for information gained from training to be disseminated appropriately.
- The Power of Reading provides on demand, online training for all teachers and support staff to allow the whole school access to training for the teaching writing from Year 1 to Year 6.

Leadership and management roles

The English subject leaders have the responsibility to take a lead in developing English and the teaching of literacy across the school within the school's improvement plan, monitoring the effectiveness of teaching and learning and the use of resources. Teachers and educational support staff can expect formal and informal support from the English subject leaders, support arising from the school improvement plan and that which is identified through performance management and induction programmes.

How the subject is monitored and evaluated?

Monitoring takes place half-termly so that the school's progress towards its targets for improvement, as listed in the school's literacy action plan, can be evaluated. All teachers take part in this but the English subject leaders, in partnership with the Headteacher, take a lead.

The Headteacher, subject leaders, SEND coordinator and teachers are responsible for monitoring pupils' progress. To achieve this:

- time is set aside in phase meetings on a half termly cycle for the moderation of writing.;
- the SEND co-ordinator will monitor the progress of pupils with IEPs in relation to the impact of provision;
- teachers' planning is examined to evaluate its impact on progress;
- statutory assessment tests in SPaG are used at the end of each key stage to monitor pupils' progress and evaluate effectiveness;
- using data from termly grammar and spelling tests to track progress and attainment and inform future planning.

Review

This policy will be reviewed annually in line with the school's policy review programme. The Headteacher and the subject leaders are responsible for reporting to the local governing body about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.