



Berrycoombe Primary School
Revised March 2021

Writing Policy

'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' The National Curriculum, 2014.

INTENT

We strive to develop a love for writing and we recognise that this comes in the form of spoken and written forms. We encourage children to develop their communication skills to become confident and effective in speech and writing. We provide a rich vocabulary in all aspects of the curriculum to develop these communication skills and to allow all children the opportunity to reach their full potential.

We recognise that:

- Communication is a fundamental and essential aspect of everyday life.
- Speech and vocabulary is a key stepping stone to effective writing.
- Writing empowers pupils.
- Confidence in speech and writing is key to progress.

Aims

- For writing to be seen as an essential life skill.
- For writing to be seen as purposeful and enjoyable.
- For writing to be developed across a range of meaningful contexts.
- For pupils to acquire a wide range vocabulary.
- For pupils to develop confidence and competence in spoken language and listening skills.
- For each child to see themselves as a confident and successful writer.
- For each child to develop the necessary writing skills to be a competent writer with an understanding of the basics - spelling, grammar, handwriting and punctuation.
- For pupils to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- For pupils to be competent in speaking and listening, making formal



- presentations, demonstrating to others and participating in debate.
- To develop their ability to verbally rehearse, plan, revise and evaluate their writing.

Writing is a priority focus in the school and every class has a 'Proud of our Writing' display. Every child has their writing journey up and allows them and everyone else to see the progress that has been achieved.

IMPLEMENTATION

The Foundation Stage

Writing forms, a central part of the Communication and language and Literacy areas of development. We believe the foundation for writing is built on children's oral work and children are encouraged to express their ideas at every opportunity throughout each of the Early Learning Goals. Staff model use of language and create opportunities for children to develop their talk in every lesson. Daily, weekly and medium term planning clearly demonstrates this focus and includes early Talk for Writing techniques and storytelling. In addition to cross-curricular opportunities, specific writing objectives are planned in order to begin giving children the skills they will need as writers. A wide range of writing materials are always available to children in and out of the classroom and a specific role play area which complements the termly topic is used to provide a real purpose for children's early writing. We recognise both the importance of the teacher acting as scribe on occasions, in order to create stories and the importance of children writing freely as emergent writers. Children also have directed small group writing lessons linked to Read Write Inc, including specific letter formation opportunities on small and large scale along with specific ditties and hold a sentence level writing. The foundation stage sets the scene for the importance of speaking, mark making and writing as an essential part of everyday life.

Key Stage 1








Our writing curriculum is carefully considered and planned to link meaningfully with our Reading curriculum. Class books (carefully planned to link to the broader half term topic) are used as 'launch pad' for writing. Writing is therefore placed in a larger, meaningful context, deepening and reinforcing the concepts that are being taught. We continue to build on and provide a wide range of planned and incidental opportunities for children to develop their writing skills. The main objective specific to writing in Key Stage 1 is to be able to write concise accurate sentences remembering capital letters, finger spaces and full stops. An emphasis is still placed on children developing their oral skills as a prerequisite to writing and a wide range of speaking and listening and drama techniques are used to provide

children with opportunities to explore and extend their talk as a preparation for writing. Oral rehearsal of sentences before writing is encouraged and children have the opportunity to share develop and improve before writing.

This simple mantra is used to help the children remember and progress.

1. Think about what you want to write.
2. Say what you want to write and remember your sentence.
3. Sound out every word.
4. Write your sentence.
5. Remember your handwriting and letter formation.
6. Read back your writing to make sure it makes sense.
7. Don't forget your Capital letters, finger spaces and full stops.

This is also included in the learning WALTs in year 1 as a visual guide and used through the school with any children that need that visual reminder for sentence construction.

		s ou nd 		l i t j u y m n r b p h k c a d o q g e f s v w x z		REMEMBER		
think	say	sound out	write		read	T he		
						CL	FS	FS

We make clear links with children's reading skills and texts are often used as a basis for developing writing skills. READ sessions have a major focus on developing and enhancing vocabulary and this is reinforced in the writing lessons. Challenging and encouraging children to use sophisticated adjectives to describe and add excitement to their writing. Read Write Inc is taught daily as the main phonics programme but in addition daily writing lessons are also taught. These consist of spellings that are written for the week to allow time to imbed and improve, taken from the common exception words for each year group. Weekly spellings are also taught and a spelling scheme from the 'Spelling Shed' is followed allowing children time in school and at home to access spelling games to assist in their improvement with a fun link into technology. Every lesson has a grammar and punctuation element and this ties into the writing lesson for the day to further imbed. Every lesson has a writing stimulus, book, film, picture or object as a starting point and time to talk and oral development of concepts is given prior to writing opportunities.

Key Stage 2

At Key Stage 2 we continue to use the English Curriculum split into upper and lower KS2. At KS2 our writing curriculum is carefully considered and planned to link meaningfully with our Reading curriculum. Class books (carefully planned to link to the broader half term topic) are used as 'launch pad' for writing. Writing is therefore placed in a larger, meaningful



context, deepening and reinforcing the concepts that are being taught. At Key Stage 2 a large emphasis is placed on the quality of writing as a developing and improving writing process of verbally rehearse, plan, revise and evaluate their writing. This guides us in the variety of genres we need to ensure children have access to. It also provides a model for the sequence of teaching whilst enabling us to achieve equal coverage across the key stage. All children should cover one fiction and one non-fiction unit per half term. Whilst focussing on developing key skills, teachers' planning also aims to make links across the curriculum and uses topic themes, as well as educational visits and special events to provide real contexts for writing for real audiences. We recognise that where children see a purpose they will be motivated and the quality of their writing will be enhanced. As in Key Stage 1 Key Stage 2 have daily spellings which they keep for a week, specific spellings on a spelling rule for the week tested on Fridays and they also follow the 'Spelling Shed' scheme with access to complete spelling games online. Punctuation and Grammar forms both stand-alone short lessons and lesson linked to part of the lesson with opportunity to use and apply a current taught concept in their writing element. Where appropriate for the need of the children they are grouped by phonics stage and taught daily.

Whole School

- Common exception words at the start of every lesson, same words kept for the week.
- Grammar and punctuation element to the lesson with opportunity to apply in writing.
- A stimulus and purpose for the writing.
- Oral rehearsal and time to talk and develop ideas.
- Opportunities to verbally rehearse, plan, revise and evaluate writing.
- Read Write Inc phonics scheme as the foundation for phonics and sounding out.
- Spelling Shed scheme for progression of spelling rules through each year group.
- 'Proud of our Writing' display showing progress for each and every child.

IMPACT

Writing is a priority focus in the school and monitored closely. Every half term a sample of books from each class is scrutinised and feedback to teachers is given any points that need addressing are then followed up.

Every lesson has a clear WALT (learning objective) with step to success.

Marking - all work acknowledged and stars are given to indicate good features. At the bottom of the page 2 stars and a next step are given. The stars being positive features and the next step being a priority focus. From year 3 up through the school pupil conferencing is used to address next steps. Where the children have 1:1 time with the teacher and the next step learning objective is talked through and modelled with opportunity for the pupil



to then demonstrate. This next step is then included in following pieces of writing where the pupil has used it in writing it is then highlighted pink by the child to demonstrate that they have used and achieved. In year R and year 1 more immediate feedback and next steps are given in almost every lesson. Year 2 transition from regular next steps into the pupil conferencing model.

Assessment is completed and levels updated on target tracker every half term and then moderation takes place with the assessment lead, internally, every half term, where a random sample of books and children are selected and levels are moderated and checked against the objectives.

Year 2, year 6 and Foundation stage complete national data drops and go through the external moderation process.

Pupil conferencing takes place to help narrate the provision and experience from the children with the key focus of enjoyment.