



INCLUSIVE LEARNING FEDERATION

Bradwell Village School Writing Policy

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Date: September 2021

Approved by: Full Governing Body

Date: July 2023

Last reviewed on: 20/6/2024

Next review due by: September 2025

Writing Policy

Introduction

At Bradwell Village School, we recognise that writing is integral to all aspects of life, and we endeavour to ensure that children develop a lifelong, healthy and enthusiastic attitude towards writing. The skill of writing enables pupils to communicate with themselves and others while documenting and conveying their knowledge and ideas. Building on experiences, it encourages expression and higher order thinking skills to develop. Therefore, creating a culture of writing in our school ensures our children are given the best opportunities to build their capacity and confidence in a range of writing styles.

Writing is one of the primary forms of communication. It allows thoughts to be clarified, emotions to be expressed, opinions to be stated, experiences and explanations to be shared. It is also one of the more difficult aspects of language as its many conventions are difficult to follow and master. However, given the right environment and stimulus it is an aspect of literacy that can give enormous confidence and the motivation to want to write and to have sufficient control over the mechanics of writing to allow for skilful development of the writing process. We aim to develop fluency and legibility. We aim to set high expectation of pupils and to give writing a high profile in all its forms.

By creating a stimulating environment and employing appropriate resources, we are determined to provide all pupils with a supportive writing curriculum which will allow learners to recognise their full potential and develop their:

- literacy
- creativity
- independence
- inquisitiveness
- inquiry skills
- confidence

Writing skills underpin most elements of the school curriculum and is an essential life-skill. Considering the fundamental importance of writing in everyday life, we are driven by the need to develop each learner's writing ability, thus enabling them to play a full part in society.

National Curriculum states that 'Teachers should develop pupil's 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.' (National Curriculum English, 2014, Pg. 10)

The National Curriculum (2014) clearly states that teaching English language is an essential, if not the most essential role of a Primary School. At Bradwell Village School we believe in a high quality, creative English curriculum, which gives children the best possible opportunities to become confident, literate, successful members of society; with a deep love and understanding of English language and literature.

The English programme of study is based on four areas. Spoken Language, Reading, Writing and Spelling, grammar and punctuation. During each key stage, pupils learn writing under the following headings:

- transcription;
- spelling;
- handwriting and presentation;
- composition;
- grammar and punctuation.

The National Curriculum states that children should;

- develop the stamina and skills to write at length;
- use accurate spelling and punctuation;
- be grammatically correct.

Intent

English has a pre-eminent place in education and in society. Through a high-quality education in English, we aim to teach the pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through studying a range of texts and stimuli, pupils are able to develop culturally, emotionally, intellectually, socially and spiritually. All the skills of language are essential to participating fully as a member of society.

We aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. By the end of Key Stage 2, we aim to ensure that all pupils will:

- acquire a wide vocabulary;
- have a competent understanding of grammar and punctuation;
- understand linguistic conventions for reading, writing and spoken language;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- have a love and passion for the written word;
- be able to write at length with accurate spelling and punctuation;
- be able to plan, revise and evaluate their writing;
- write using fluent and legible handwriting.

Implementation

The objectives are embedded in the curriculum and the assessment of Writing. The curriculum has lessons devoted to developing the skills we want the children to achieve whilst at BVS. The objectives are age appropriate and have clear progression through the year groups. We have used Writing targets and objectives from the National Curriculum to plan and resource our lessons with current content.

Non-negotiable expectations of writing are implemented and maintained by teachers across the curriculum. Writing is embedded in everything we do and therefore expectations must be high. Where there are clear opportunities for writing that are presented by other subjects/topics, these are planned into the English curriculum/topic curriculum so that they are taught alongside one another to develop strong cross-curricular links.

The curriculum map ensures that pupils begin the school with the opportunity to develop and consolidate the basic skills of literacy before moving on to develop the nuances of specific

text types. We ensure that there is a coverage of a range of text types across both the year groups and the school as a whole.

Objectives are planned so there is a natural age-appropriate progression through the school. Children's previous learning is built upon and developed in writing as they progress through the year groups.

Children are grouped based on the best possible learning outcomes for that particular phase in their education (ability groups are used for specific, focused teaching or mixed groups in order to encourage the pupils to share and extend on a range of ideas). Planning ensures that tasks are adapted, and different groups are able to access the learning. Children are stretched and challenged appropriately.

Grammar and writing are a focus for a minimum of 1 hour per day. Spelling activities are planned on a daily basis. Spelling Shed is used to engage pupils and to help monitor the pupils' attainment and progress; spelling tests are held weekly.

Handwriting

The modelling of writing skills by the teacher is vital to the improvement of writing and is addressed on a daily basis within the handwriting lesson. We also use the 'Letter Join' handwriting resource to improve pupils' handwriting.

The development of neat, well-formed writing is encouraged for all pupils and promotes the development of legible, aesthetically pleasing and a consistent style of handwriting. It also encourages pupils to gain satisfaction from a neatly presented piece of work. Handwriting is taught discreetly with opportunities to practise during the week across the curriculum. Children can also practise handwriting through copying out text or producing 'best' versions of their own writing. Children are encouraged to join their writing where appropriate.

Vocabulary

At Bradwell Village School we aim to develop the children's vocabulary to enable them to express their ideas clearly and meaningfully and to become more creative writers who are able to attempt new and adventurous vocabulary. Opportunities for vocabulary development are provided during a range of activities including when reading and completing comprehension tasks, when developing their writing. Children are given opportunities to explore new words and use dictionaries and thesaurus's, word banks or vocabulary on working walls to support their writing. All classrooms have an English working wall for vocabulary and on-going learning. Spelling sessions support children in understanding basic vocabulary and discussions across the curriculum support children in learning more technical or topic specific vocabulary which children can then use in their writing. The children are also encouraged to learn their age-appropriate words and spellings.

Special Educational Needs Disability (SEND) / Pupil Premium / EAL/ Higher Attainers

All children will have Quality First Teaching and an adapted Curriculum. A variety of teaching methods and resources are used to cater for individual learning styles and needs, and to maximise participation/ engagement in lessons, e.g., games, oral presentations, cloze procedures, role-play, dictation, dictionary work, videos, etc. Our school offers a demanding and varied curriculum, providing children with a range of opportunities in order

for them to reach their full potential and consistently achieve highly from their starting points.

Any children with identified SEND or in receipt of Pupil Premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs.

Adaptations to the Curriculum for Pupils with SEND

The subjects in our curriculum are ambitious for all pupils, including children with SEND. Curriculum Leaders have high expectations of what SEND pupils can achieve. The curriculum is not diluted or unnecessarily reduced for SEND learners.

Individual needs

We understand that every pupil is different and so, what works for each pupil will vary. There are general practices which are likely to improve learning and achievement for SEND pupils, but the success of any adaptations will depend on how pupils' individual needs have been considered and met.

Curriculum Planning

SEND pupils, like all pupils, benefit from careful consideration of the components of a curriculum. These should be introduced in manageable 'chunks'. The size of these chunks might differ between different groups of pupils depending on their individual needs. The chunks should be sequenced in a coherent way to enable pupils to build on prior knowledge. Too much information at once can be a barrier to learning and can reduce the chances of pupils remembering what they are being taught.

Instruction and Working Memory

SEND pupils will benefit from instruction which is matched to their needs. This means that teachers choose methods of instruction (e.g. precision teaching) which increase the chances of SEND pupils being able to pay sufficient attention to the curriculum objectives while understanding that overly elaborate tasks can make it more difficult for SEND pupils (particularly those with receptive language delay) to learn the curriculum content. We ensure that working memory is always considered. Where working memory is an issue for SEND pupils, it can be effective to reduce extraneous load as much as possible as well as isolating key information when teaching. We support pupils to pay attention to the content which they are expected to learn.

The general principles for effective teaching are just as relevant for pupils with SEND, who generally do not benefit from differentiated teaching, activities or resources to achieve a curriculum goal. Differentiation is not the same as targeted teaching, such as the repetition of phonic knowledge. Teachers use a phonics approach to address gaps in phonic knowledge. Pupils with SEND are very likely to need much more frequent repetition as they learn GPCs our 'Keep up' & 'Catch Up' programmes help with this. For a minority of identified pupils, the 'Look & Say' method of reading is taught alongside daily phonics.

Remote learning

Children have access to learning resources delivered through Padlet or Google classrooms and they are able to respond to the tasks set either through the above platforms or by emailing their work to their class teacher.

Developing staff's knowledge and understanding of writing

To enable the staff to deliver an effective curriculum for writing, the curriculum leader provides the planning for each class following discussions with the class teachers. During the weekly teachers' meetings there are opportunities for curriculum leaders to lead sessions to develop class teachers' understanding of the Writing topics planned for the term.

Assessment and Impact

Assessments for all core subjects are carried out on a half termly basis. This is above the minimum requirement due to the need to establish gaps in learning and the need for the children to make accelerated progress if they are to fulfil their pre-lockdown potential. Data is analysed at each data point and the reports produced identify actions for the following half term. These reports also inform the pupil progress meetings where progress, attainment and interventions are discussed, and further actions identified.

Assessments are made against age related statements, and anyone deemed to be at risk of limited progress is targeted for intervention to achieve accelerated progress.

Assessment in each year group clearly identifies the expectation for those working towards, working at and working above the expected standard. Consequently, progression through abilities and year groups is easy to identify and target.

Pupils' developing abilities as writers are assessed through ongoing formative assessment. This process occurs through daily interactions with learners, marking and pupil conferencing. Cold Writes enable teachers to derive targets for improvement. Assessment books are kept and updated at the end of each Big Write linking to the National Curriculum statements.

Using Headstart Grammar Tests, pupils are assessed against NC objectives. The school's progress tracking system is updated termly. National curriculum tests are used at the end of KS2; teachers use past and sample papers to inform their assessments as they prepare pupils for these assessments. Across KS2, diagnostic and impact assessments are used to support the quality of teaching across the school. Teachers use this data to plan appropriate interventions which target specific learning objectives to help close the gap.

Summative assessments use the outcomes of work and children's knowledge, and understanding is recorded on Insight each half term. This data is then analysed and used to plan further actions to improve the provision of writing for all children.

Pupil progress meetings, between Year Team Leaders, class teachers and assessment leaders, take place regularly, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps.

Monitoring

The Writing Lead will monitor and evaluate the teaching and learning of writing in Year 3 to Year 6.

This policy is monitored through:

- lesson observations;
- learning walks;

- book scrutiny;
- the monitoring of planning;
- progress data.