



Lord Blyton Primary School

Writing Policy 2024

VISION AND AIMS:

At Lord Blyton Primary school we place a high importance on children developing a life-long love of writing and strive to provide a rich and inspiring English curriculum for this to be achieved. We believe it is vital that our children develop the skills and knowledge not only to be 'secondary school ready' but to go on to become confident and effective communicators in the outside world.

Our aims for the teaching and learning of writing are that all children should:

Be able to write effectively, for different purposes and audiences and for enjoyment.

To write with neat handwriting, correct spelling and accurate punctuation and grammar.

Be able to communicate effectively and with confidence using Standard English.

STATUTORY REQUIREMENTS:

The statutory requirements for the teaching and learning of English are set out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2014) and in the Communication and Language and Literacy sections of the Early Years Foundation Profile (2021).

TEACHING AND LEARNING:

At Lord Blyton Primary, we aim to inspire our children to have a love of writing. We aim to plan our lessons so that they capture the children's interest, giving them a reason to write and using a wide range of teaching strategies as detailed in our 'Key Teaching Strategies for Writing' (see Appendix 1).

Each class has a dedicated English session every day which may take on a focus of reading, writing or spelling, grammar and punctuation (SPaG). Clear learning objectives and success criteria or a checklist are provided for the children to refer to so they can check the level they are currently working at and what they need to do next to move on in their learning.

Lessons are differentiated to ensure all children can access the curriculum and to provide all children the opportunity to be challenged.

Children in each class are also supported by a teaching assistant or by a Higher-Level Teaching Assistant. The English skills which children are taught are reinforced and applied in all other areas of the curriculum.

APPROACHES USED TO TEACH WRITING:

EYFS and Year 1

During their first year of school, children are strengthening their fine and gross motor skills which in turn support the development of their writing. We therefore include a range of opportunities in the provision for children to develop their fine and gross motor skills, for example, using tweezers to pick up items, using water and paint brushes to make marks outside and manipulating playdough. We value that at this stage, children are emergent writers where they will make marks in their play before moving onto forming letters and words. Therefore, the class environment, including the outdoor area, is set up so that children can access a range of materials to mark make with, for example they can use paint, pencil, chalk and sand.

As children begin Sounds Write phonics sessions, children are encouraged during their play and in adult led activities to apply their newly taught phonics skills and to 'have a go' at writing. Every attempt at mark making and writing is valued.

To encourage children to practise their phonic skills and to write in their play, motivating purposes for them to write for are provided alongside a range of interesting resources for them to use.



In year 1, children receive English lessons to further develop their early writing skills. During these sessions, the class teacher will focus on the composition aspect of writing as set out in The National Curriculum (2014) for year 1.

We use a range of strategies to teach writing, these include teacher modelling, guided writing in small groups, writing in pairs, using drama and stories to stimulate ideas for writing and giving children exciting and purposeful reasons to write (Appendix 2).

Throughout the term children will be given opportunities to write a range of poetry, non-fiction and narrative.

Excellent pieces of work are shared with the class, displayed in the classroom and can be shared with the Head teacher.

Year 2 – Year 6:

From year 2 onwards, children will continue to have daily English sessions. Children build on previous skills and are taught the composition aspects set out in The National Curriculum (2014) for their individual year group. Strategies such as DADWAVERS and SLOW WRITING are used to support our children's writing.

Not only do we aim to develop children into independent, confident writers, we feel it is also essential that we inspire and motivate all children to want to write and aim to achieve this through applying the 'Key Teaching Strategies for Writing' (Appendix 1).

Children are taught to write in a variety of genres which will include types of poetry, narrative and non-fiction.

We believe that writing skills from Reception through to year 6 should also be taught, applied and assessed across the curriculum, not just in English lessons. We therefore continue to have high expectations of the written work children complete in every subject.

Editing and improving is taught, then carried out by our children to ensure the highest standards of writing being produced.

GRAMMAR, PUNCTUATION AND SPELLING (GPS) : The teaching of grammar, punctuation and spelling is taught in line with The National Curriculum (2014).

Each year group, from year 1, uses the National Curriculum (2014) to identify the terminology and skills needed to be taught during the year.

Children in Reception are taught the spellings of Everyday Words including those that are non-decodable.

Children in year 1 continue to learn Everyday Words including those that are non-decodable in addition to the words set out in the National Curriculum.

As children move into year 2 and through to year 6 they continue to learn spelling rules and spellings set out in the National Curriculum.

Spellings are taught and formatively assessed.

Punctuation and grammar are taught to children in year 1 as part of their English Lessons and from year 2 onwards, children have a discrete session each week, which focuses on a key element of punctuation or grammar.

HANDWRITING

We expect all handwriting, across the curriculum to be of an excellent standard. Handwriting should be clearly legible, formed correctly, effectively joined and beautifully presented. Children should take pride in the work they produce. To support the teaching and learning of handwriting we use the scheme 'Twinkl'. This is an online, handwriting resource that provides features of interactivity, animations of letter joins, activities and games. This is used within the classroom but also is accessed by children at home to continue their handwriting practice.



Twinkl begins in Reception with the children learning precursive patterns and continuous cursive, lower case letters. This is alongside increasing their gross and motor skills, ensuring they are ready for handwriting.

Children in Key Stage One learn to form capital letters, printed letters, numbers, punctuation and other symbols. Children then learn how to join these, producing a cursive script style of handwriting. The fluency and speed of handwriting is then increased with regular practice.

In Lower Key Stage Two, children are taught to improve the legibility, consistency of handwriting.

In Upper Key Stage Two, children practice fluent handwriting across the curriculum and develop more of a personal handwriting style.

APPROACHES USED TO TEACH AND SUPPORT SPOKEN LANGUAGE

We recognise the importance of spoken language in pupils' development, especially as it underpins the development of writing. We offer all pupils a language rich environment where their ideas are sought and valued. Children are encouraged to develop their communication skills throughout the school in a variety of contexts.

In EYFS and Year 1 examples of these include:

Role Play, Small World play, Weekly 'Show and Tell' sessions, Story time, Rhymes and songs, Circle time discussions for example in PSHE and RE, Recording their ideas on video using the I-pad, Learning partners to discuss answers with before sharing with the class, Nativity and class assemblies, School Council.

From Year 2 – Year 6 examples of these include: Learning partners, Role play/drama activities, Using film to record their ideas/to explain concepts, Debates/discussions during English and other curriculum areas, Performance and class assemblies, School Council, Circle time discussions for example in PSHE and RE.

ASSESSMENT OF ENGLISH:

EYFS: On entry baseline assessment of Communication and Language and Literacy. Observations throughout the year recorded on Tapestry. Half termly assessment against all areas and recorded on school tracking document. Termly assessment against areas are recorded and tracked. End of year assessment to assess if children have met the Early Learning Goals set out in the Early Years Profile.

Key Stage 1 and Key Stage 2:

Formative Assessment: – Teachers use 'assessment for learning' to ensure that planning and activities for children to complete build upon children's existing knowledge. It is used to assess how children are progressing in every session so that support and challenge can be given immediately to ensure all pupils make progress. Teachers will use a variety of formative assessment strategies during lessons which include:

Providing a clear learning objective and success criteria or a checklist at the start of each session.

Giving verbal feedback to individuals during the lesson. Marking children's books with regular next steps when appropriate. Peer and self-assessments.

Summative Assessment: - Summative assessment is the 'assessment of the learning' that has taken place and usually consists of an independent assessment or test.

Year 1 will have a Phonics Screening Check at the end of the year. Year 1 are primarily assessed through teacher assessments for writing. Children are assessed from year 2 onwards using the following assessments: Independent pieces of writing are completed throughout the year and are assessed using 'Teacher Assessment Frameworks' for year 2 and year 6. For years 1,3,4 and 5 we use the schools teaching assessment framework.



Optional Year 2 SATS in Reading, Maths, SPaG take place in May. The results of these are used to help inform the teacher's assessments. Writing assessment at the end of year 2 is teacher assessment only.

Year 6 SATS in Reading, Maths and SPaG take place in May. Writing assessment at the end of year 6 is teacher assessed.

Please note that assessments are made under the conditions which children would normally work under. Therefore if children require extra time to complete assessments; need materials adapted or work need in a quiet space, these adjustments are made.

SUPPORTING CHILDREN WITH A SPECIAL EDUCATIONAL NEED OR DISABILITY (SEND)

All children receive 'Quality First Teaching'. English lessons are planned and differentiation effectively so that all the children are not only supported in their learning but are also given the appropriate challenge to enable them to make progress. Appropriate and reasonable adjustments are made to how the curriculum is delivered and the resources provided so that children who have a special educational need or disability can continue to access the curriculum. Children with SEND will have a Provision map and Pupil Passport which detail the interventions and additional support the child is receiving for English, if required for this curriculum area.

INTERVENTIONS:

When a child is identified as needing extra support in English, we have the following intervention programmes and resources to use to support the child in their learning. These include: Launchpad for Literacy, personalised SALT activities, Colourful Semantics, Talk Boost, Blast Program, Toe by Toe, Doodle English, Doodle Spell, Reading Eggs (KS1), Sounds Write phonic intervention, one to one reading. These are planned to specifically meet the needs of the individual child or group. Speaking and Listening needs are prioritised and supported to ensure that our children are able to be successful with their reading and writing.

PARENT INVOLVEMENT

We encourage parents to be actively involved in their child's learning journey. In EYFS we invite parents into school for 'Stay and Play Days' where they, or other family members, can come and join in with their child's learning. We also invite parents into school to hear their children read in Parent/Carer reading cafes, hold parent information evenings and include information about what their child will learning on the school website. We also ask parents to support their child at home by hearing them read and to learn their weekly spellings.

Teachers formally report to parents about their child's reading and writing attainment and progress three times a year in the form of parents' evenings and reports.

STAFF DEVELOPMENT (CPD)

Staff are supported by the subject leader in developing their practice and subject knowledge. A variety of courses are provided for staff to attend through a range of training providers, internally within school and with support from Local Authority advisors. All teachers take part in internal moderation of their reading and writing assessments. Teachers also take part in external writing moderation with other schools.

MONITORING AND EVALUATION / ROLE OF THE SUBJECT LEADER

English is monitored by the subject leader, governors and by the Head teacher. At the beginning of the year key priorities for English are identified using the School Development Plan and an action plan is formulated to address them.

Throughout the year the subject leader, along with governors use this action plan to form any monitoring activities which include; planning and book analysis, learning walks and pupil voice.



Throughout the year the impact of any actions taken place is evaluated and at the end of the year a subject evaluation is performed to identify areas of development and success.

The English subject leader is also responsible for:

Providing leadership and vision. Monitoring the delivery of the curriculum. Supporting staff in their planning and implementation of the National Curriculum and in assessing the progress of their children. Purchasing and maintaining resources. Reviewing the English policy. Keeping up to date with any developments in the English curriculum and assessment of English. Supporting staff in the teaching and learning of English. Maintaining a file of evidence, recording a range of English activities throughout the school. Organising key events.

Appendix 1: Key Teaching Strategies for Writing

These are the strategies which must be taken into consideration / used when teaching writing. High expectations of both verbal responses and written work. Include writing across the curriculum, including extended writing opportunities, writing for a purpose. Children to experience examples of the text type being taught e.g. highlighting key features. Range of writing; poetry, non-fiction, narrative. Planning must include multiple opportunities for children to share, listen and capture ideas.

This should be achieved through the following: • Modelled writing (Children observe a high quality model of writing, produced by teacher or previously published material) • Shared Writing (Teacher writes – children and the teacher take part in the writing together) • Guided Writing (Children write, teacher /TA supports) • Drama activities (Hot Seating, Conscience Alley, Walk the Story, Create a Character. Opportunities to magpie ideas from others. Use mini plenaries to listen to good examples of writing from other pupils Have a hook when introducing writing and for the children to have an audience and purpose to write for.

Speaking and Listening should be an integral part of each lesson. Emphasis on exploring, understand and using new vocabulary. Lessons with the Teacher and TA doing the activity along with the children. Displays: Working wall, examples of text. Writing targets to be revisited every lesson. Give children the choice of what to write. Children to have opportunities to record writing in a variety of ways; talk buttons, Laptops, i-pads etc.

In EYFS, children's writing must be developed through the following:

Both the indoor and outdoor learning environments must promote free play and opportunities for writing, with a range of resources and encouraging children to write in a range of positions.

Priority must be given to develop the children's fine (creative area, funky fingers) and gross motor skills (lifting blocks, sorting large objects, water painting outside, mixing and scooping).

Speaking and listening opportunities are paramount to support children with being able to talk about their experiences, develop their language and imagination in preparation to write (role -play, small world play, puppets, story sacks, story retelling props, and show and tell)

Appendix 2

EYFS AND KS1

Precursive style

a b c d e f g h i j k l m n o p q r s t u v w x y z

Year 2 onwards

Continuous cursive looped style

Abcdefghijklmnopqrstuvwxyz

