



WHOBERLEY HALL
PRIMARY SCHOOL

Writing Policy

Implemented by school on: Autumn 2024

Review by: Autumn 2025

Believing  **Achieving**  **Learning for Life**

AIMS

At Whoberley Hall, the enjoyment of language and Literacy is at the heart of our teaching and learning, combined with a secure understanding of how language works, phonics and developed grammar skills. We aim for pupils to leave school as confident, enthusiastic speakers, readers and writers. Our aims for English are:

- Provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated
- Provide a wide range of opportunities for pupils to become confident, expressive and enthusiastic users of language with a developed knowledge of how it works
- Encourage children to express opinions, articulate their feelings and form responses to a range of texts, including narrative and non-narrative
- Foster an enthusiasm of reading and writing for life
- Enable children to become confident, expressive readers, with a secure understanding of decoding and comprehension across a wide range of text types and genres
- Foster an enjoyment of writing, where children understand the purpose of writing and take pride in their writing achievements
- Provide opportunities for children to understand the process of writing; planning, drafting, editing and publishing their written work, including the use of peer and self-assessment strategies.

SUBJECT ORGANISATION

The English Curriculum is delivered using National Curriculum (2014). The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

WRITING

- We believe that writing is strengthened by instilling a love of reading. Reading a range of genres and text types helps pupils to acquire the structures of language, so that they can be stored inside their memories and manipulated down the line in their own writing. The more exposure a child has to high quality texts, the more experiences they have to draw upon when writing independently. Our reading curriculum not only provides pupils with a diverse range of themes within texts, it also provides challenge in syntax to ensure children are exposed to high quality writing models.
- It is our intent that our children understand the social functions of writing in order to use different genres of writing appropriately by considering its purpose and matching it to its audience. Furthermore, it is our intent that every child develops a progressive understanding of grammatical conventions, the way in which punctuation aids understanding and how to apply spelling rules. It is also our intent that all children have a joined, legible and increasingly efficient handwriting style. At Whoberley Hall Primary School, the teaching of writing within the English curriculum has been carefully considered to enable our pupils to become confident and creative writers.
- Our aim is to provide inclusive environments and learning experiences where pupils see themselves as real writers; they can take ownership of their writing; they can see writing as an interesting and enjoyable process and they can organise and plan their own written work.

EYFS:

At Whoberley Hall we develop enthusiastic emerging writers who have an enduring and positive attitude to writing, who can form letters and words and who can draw from a rich store of language and imaginative ideas by:

- Valuing the different ways that children make marks
- Teaching the physical skills which will enable them to control and manipulate writing tools
- Teaching how phonemes are represented through graphemes
- Teaching letter formation
- Providing children with genuine reasons to write
- Ensuring that writing tools and materials are readily available
- Modelling the pleasure and purpose of writing
- Immersing children in an environment of print e.g. vocabulary, sentences, books, labels
- Developing of children's vocabulary by rehearsing orally what they are going to write

Development of children's writing with the support of the FANTASTICs (used to organise children's ideas)

KS1 and KS2:

A Progressive Skills Document (Year 1 to 6) has been adopted by the school and is used by staff in order to ensure the necessary, age-appropriate grammar and punctuation skills are taught during discrete lessons.

A Progressive Skills Document 'No Nonsense Spelling' has been adopted in order to ensure the necessary, age-appropriate spelling skills are taught within Year 2 to Year 6 (with Little Wandle being used to support spelling in EYFS and Year 1).

The same progressive skills can then be consolidated through the delivery of daily lessons from the Write Stuff Programme. The Write Stuff allows for the teaching and learning of writing within the classroom. It is research informed and practically applies evidence into effective strategies for improving writing outcomes.

Assessment in Writing:

Writing skills are assessed through formative and summative assessment (see 'Curriculum Effectiveness Review Cycle' document). Accurate information is then reported to parents in their annual report and to the next teacher on transition. Teachers also draw upon their class records and knowledge about their class to provide a summative record which supports information on the assessment grids.

APPROACHES TO SPEAKING AND LISTENING

The four strands of Speaking and Listening; Listening, Group Discussion and Interaction and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. Strategies such as the use of 'talking partners', 'hot seating' and 'role play scenarios' is encouraged throughout the school as good practise in order for children to deepen their understanding of the text.

CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through Literacy lessons too other areas of the curriculum.

THE USE OF ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate.

INCLUSION

We aim to provide for all children so that they can achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment through adult support and/or interventions. Gifted children will be identified, and suitable learning challenges provided both in and out of the classroom setting.

INTERVENTION STRATEGIES

Intervention programmes will be used to support individual children and/or small groups of children when deemed necessary by the teaching staff. These may include:

- Additional phonic/spelling support
- Daily reading
- Additional handwriting practice
- Precision teaching strategies
- Reading Recovery intervention
- Booster classes for Year 6
- Challenge groups for more able children

Children needing additional support will be identified through pupil progress meetings.

LEARNING ENVIRONMENT

The school aims to provide an environment which actively supports and promotes the development of good Literacy skills.

- Displays will promote and demonstrate good Literacy skills - both handwritten and word processed.
- The Literacy learning walls within classrooms will act as a resource which children can interact with and use to support their learning.
- A selection of books and magazines should be freely available in each classroom for independent reading and for research during Topic work.
- Writing materials should be readily available and children should be able to access these independently in lessons and free time.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

ROLE OF SUBJECT LEADER

The subject leader should be responsible for improving standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:

- Pupil progress
- Provision of Literacy through monitoring planning/books
- The quality of the learning environment
- The deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments
- To lead or co-lead parents Literacy meetings

PARENTAL INVOLVEMENT

At Whoberley Hall we know how important parental involvement is. Parents are encouraged to read daily with their child and record responses in their child's reading record book. We hold workshops and parents meetings which are attended and parents are given simple ways in which they can help their child at school. We enjoy a good range of parental support with achievement assemblies and sharing work and photographs of learning experiences online via Class Dojo.

CONCLUSION

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning policy
- Assessment and Record Keeping
- Marking Policy
- Inclusion policy
- ICT policy
- Health and Safety Policy
- Handwriting policy
- Homework policy