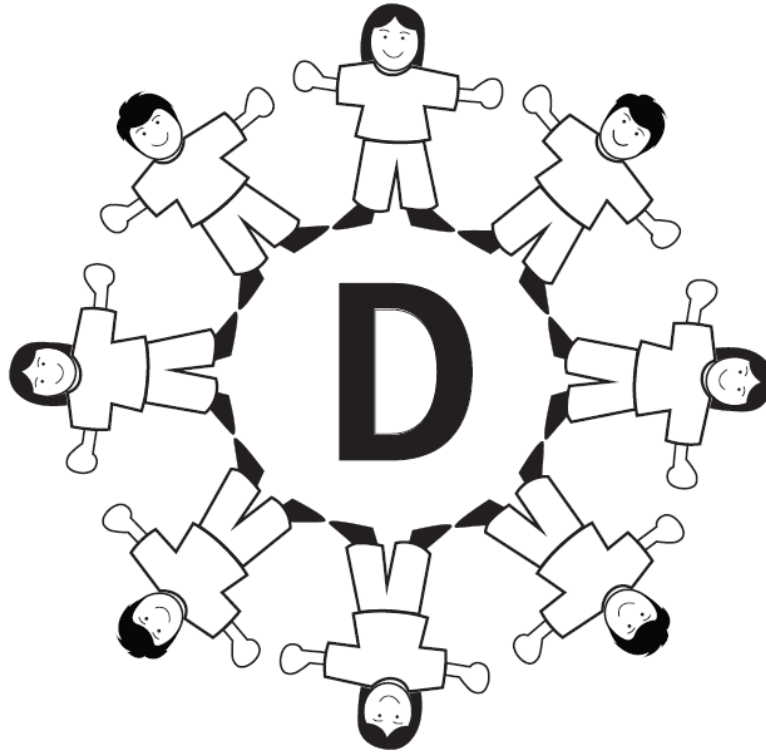


Dalestorth Primary and Nursery School



Writing Policy
November 2024

Writing Intent

At Dalestorth Primary and Nursery School, we teach writing by meeting the requirements of the National Curriculum. We aim to deliver a high-quality education which teaches pupils to write fluently so that they can communicate their ideas to others. We want them to write clearly, accurately and clearly, adapting their language and style in and for a range of contexts, purposes and audiences. We aim to deliver quality first teaching that follows a carefully planned sequence of lessons through exposure to high quality texts. We provide the children with opportunities to explore precise and enriched vocabulary to use within the context of the lesson and to connect to wider subject areas. We aim to inspire their writing by providing authentic audiences and outcomes. Writing is taught in each year group progressively through a wide variety of genres. We want children 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. Teaching is designed to take account of our progression documents to ensure age appropriate content. Where appropriate, links are also made to ensure that children's social, moral, spiritual and cultural development is enhanced through writing.

The sequence of teaching involves:

- Selecting and reading high quality texts which enrich children's knowledge and experiences.
- Teaching of challenging vocabulary with cross curricular links.
- Grammar and punctuation related to the current writing genre.
- Planning, composition, editing and evaluating their writing.
- Completing a final piece per unit/genre.
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To become confident and articulate writers we prioritise work on Oracy.

To develop these skills we will:

- Give them opportunities to express their ideas to a range of audiences.
- Give them opportunities to take part in group discussion and drama activities.
- Encourage them to listen and respond appropriately to others.
- Help them to understand the need to adapt their speech to different situations.
- Give them opportunities to evaluate and reflect on their own speech.
- Encourage them to use the vocabulary and relevant genre specific grammar of standard English whenever appropriate.
- Use challenging vocabulary in the correct context.

To develop our pupils as Writers we:

- Teach them to write effectively for a range of purposes and a range of reasons, adapting their vocabulary and style as appropriate.
- Aim to inspire their writing by providing authentic audiences and outcomes.
- Encourage them to write with interest, commitment and enjoyment.
- Show them how to write in a variety of forms such as stories, poems, reports and letters.
- Show them how to think like a writer: evaluate and edit in order to improve their own writing.
- Give individual writing feedback orally and through post teach assessments.
- Show them how to use punctuation to make meaning clear to their reader.
- Give them the knowledge and the strategies to become confident and accurate spellers.
- Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.
- Teach them an enriching and challenging bank of vocabulary to include in their writing.

Equal Opportunities and Inclusion

- All children are given access to a broad and balanced writing curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs (SEND).
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (EAL) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

SEND

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. We do this by responding to each child's different needs. The level of challenge should not be altered, rather that we change the tools we give to the children, so that they can be successful. If a child is being tracked on BSquared they may receive a more individualised curriculum and may receive a different level of challenge as appropriate. A range of English intervention programs run throughout school to support this. See SEND policy for further details.

Curriculum Organisation

Foundation Stage

In Nursery and Reception, children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. A wide range of high-quality texts are used in the English lessons. Children have daily discrete phonics lessons, take part in both guided and individual reading sessions and have regular story times, developing a love for books and storytelling.

Key Stage 1

In Key Stage 1, daily discrete phonics lessons continue and are taught in groups, while children have daily English lessons in their classes. Spelling and Grammar skills are taught both discretely and embedded within English lessons. Year 2 children begin work on spelling using the Little Wandle Spelling programme. Children take part in both whole class and individual reading sessions and have daily story times and regular library visits to develop a love for reading. English skills are developed across the curriculum.

Key Stage 2

In Key Stage 2, children have daily English lessons. Children take part in both whole class and individual reading sessions, regular spelling practice (based on Spelling Shed programme), handwriting and daily reading aloud of class novel. Skills are developed across the curriculum.

Provision is made for children who require extra support through targeted teaching and intervention programmes.

See the subject expectations document for more information.

Handwriting

We use the Penpals Scheme throughout school to help children develop fluent, clear and legible joined up writing.

Teaching and learning

When staff are planning and delivering writing sessions, they will use the guidance set out in the Teaching and Learning Framework. This may include teachers modelling their thoughts as a writer and retrieval of knowledge to start a session.

Assessment

From Year 2, grammar and spelling are monitored and tested through termly formative assessments.

Writing, including work produced in foundation subjects, is assessed at least half termly against the national standards set by the DFE. See the Whole School Teaching and Learning Policy and subject expectations for more information. Writing moderation takes place each term across each phase.

Monitoring this Policy

SLT will ensure that staff are clear on the policy. Curriculum leaders will scrutinise work in writing to ensure the policy is being followed and feedback to the Head with regards effectiveness and issues that have arisen.

It is the responsibility for all staff members to ensure they are clear on the expectation and ethos behind the writing policy and to seek clarification from SLT if unclear.

The policy will be evaluated and reviewed with staff having an input into any changes.

Parents and Stakeholders

Any parent wishing to read the writing policy will be directed to the school's website.

The policy will be shared with the governing body and all members of staff to ensure all are clear on the expectations.

POLICY REVIEW

This policy is to be reviewed every two years.

Policy written by H. Claxton

Policy adopted: February 2021

Policy reviewed by H. Claxton November 2024

Policy due to reviewed: November 2026