



EARL STERNDALE CE PRIMARY SCHOOL
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Writing Policy

Autumn 2023

Writing is one of the most important aspect of any child's education. It enables them to access the wider curriculum and is vital to effective learning. At Earl Sterndale CE Primary School, we acknowledge the importance of Writing in all aspects of education.

Aims

We aim for our pupils to:

- Develop an easy, quick, fluent and neat cursive hand-writing style;
- Develop a deep understanding of sentence structure including all elements of grammar, punctuation, as well as understanding how a wide range of different texts can be produced with particular regard to form and structure, style / tone and register;
- Develop the ability to recognise, understand and write a variety of texts, both fiction and non-fiction;
- Empower children to become enthusiastic and excited writers by providing a wide range of writing opportunities in all curriculum areas, encouraging experimentation and promoting learning by making mistakes;
- Develop children's experiences of writing through exposure to a variety of texts including the use of libraries, IT and other available media;
- Follow a structured route through Reception, Key Stage 1 and Key Stage 2 and access effective transition to secondary school.

Strategies for the teaching of writing

The teaching of writing at Earl Sterndale CE Primary School builds on the work we do in reading and across all subjects, though the main focus comes in English lessons. Writing is taught through:

English Lessons

English lessons provide teachers with the primary opportunity to teach writing. English lessons will always include an element of reading and an element of writing. Sometimes this will be word-level writing e.g. during spelling sessions. Sometimes the writing will be sentence-level work e.g. changing sentences from 1st person to 3rd person or adding relative clauses to a sentence. Other times children will have the chance to write an entire text based on a text they have been reading.

Handwriting / Presentation

Teachers encourage children to develop a neat, fluent cursive writing style before the end of Key Stage 1 through specific handwriting lessons where letter formation, joins, ascenders and descenders are considered. Overall presentation is encouraged through the use of rulers for straight lines, simple, ruled crossing-out for mistakes, making sure writing is correctly sized and is on the line. In Maths children are encouraged to use the squares in their Maths books to ensure not only neatness but also mathematical accuracy. Children use a pencil for writing in the Infant class and a pen for writing and a pencil for diagrams and drawing in the Junior class.

Word Level

Word level writing focuses on the role each word plays in a sentence. Children learn about word class (noun, verb, adjective, adverb etc) which promotes the ability to form well-structured sentences.

Sentence level

Sentence level writing focuses on making sure sentences are consistent in terms of person and tense as well as adding extra description.

Text level

Text level writing focuses on producing complete texts, both fiction and non-fiction. Through careful and progressive modelling and scaffolding, teachers will focus on the key elements of each text (tense, person, style / tone and layout) and enable the children to texts of their own which are readily recognisable, appropriate to the audience and engaging and exciting. Children have the chance to plan texts, draft them and then edit for final copies.

Cross-curricular

As well as writing in English, children will have the opportunity to write sentences and texts in all subjects for instance writing an information text about waterfalls in Geography, a letter to a local artist in Art or writing an explanation text about the solar system in Science.

Spelling

Spelling is taught in both classes as discrete subjects. The focus is on the spelling patterns from the National Curriculum and the 'common exception words' from the word lists, though children are encouraged to spell all words accurately. Children can use dictionaries and peer support for accurate spelling when writing independently.

Grammar and Punctuation

Grammar and punctuation are also taught as discrete subjects though many English lessons will focus on elements of grammar and

punctuation too. The Junior class are used to ‘parsing’ sentences where they identify word classes and punctuation.

Peer support

Children are encouraged to help each other in lessons. There will be elements of lessons which are specifically for peer support eg in the Junior class children will critically evaluate a peer’s writing using a green pencil for bits they like and a grey pencil for areas to improve. There will also be times for 1 to 1 and small group discussions in preparation for and during writing activities.

EYFS

Key Stage 1

Key Stage 2

Children in the Junior class work on topics as set out in the National Curriculum. Following a carefully structured plan, teachers deliver lessons that ensure children progress through the year and have opportunities to build on prior knowledge and skills from Year 3 to Year 6.

Teaching Assistants

Teaching Assistants play a vital role in helping children to develop as effective writers. As well as working one-to-one, Teaching Assistants will work with small groups on writing tasks and encourage children to work independently and effectively.

SEND / Equal Opportunities

Children with SEND are encouraged to take full part in writing sessions, differentiated where necessary to meet their individual needs. Those children who, as a result of tests or normal classroom activities are identified as needing extra support will be monitored closely by the class teacher and the head teacher and / or SENCO

Specific interventions will be put in place to support these children. A differentiated structured reading scheme may be implemented in Key Stage 1 (e.g. using Precision Teaching).

In Key Stage 2 other intensive intervention programmes may be used if the need arises.

If necessary, extra resources, aimed at removing barriers to learning, will be obtained e.g. pen grips, word mats, one-to-one Teaching Assistant support etc.

Our policy is monitored to ensure that all pupils have equality of access to a range of writing opportunities and experiences so that all pupils achieve to the best of their potential regardless of gender, race or culture.

The school will put in place positive steps to support those children who have limited access to writing at home through lack of parental education.

Writing Club

In the Autumn term, Junior-aged children are invited to attend a Writing Club after school. This will give them to opportunity to spend some time writing texts with more focused support from the teacher.

Display

Teachers and Teaching Assistants are very keen to reward effort and progress in all areas of the school. Writing is particularly well acknowledged through displaying pieces of writing around the school and by selecting texts to go in the Writing folder.

Monitoring

Teachers will spend time out of their own classroom observing other teacher deliver lessons, including writing. These opportunities for

sharing good practice often take place in other schools or with teachers from other schools.

Moderation

Writing work is frequently moderated. Teachers use the Writing Frameworks to assess pieces of writing, often with teacher and staff from other schools to ensure effective and robust assessment.

Review

The policy was agreed by the Governing Body.

Signed (Chair of Governors): Christopher Howarth

Date: FGB 4.12.23 – Min. No. 18