

# Pensby Primary School



## Writing Policy

Written By L Grant January 2022

## **RATIONALE:**

At Pensby Primary School our writing curriculum is structured and supported by the Read to Write scheme of work with each aspect of the English curriculum intrinsically linked so that writing opportunities are linked to the skills of reading, grammar and punctuation making learning across the whole English curriculum more meaningful and memorable. Explicitly linked to the National Curriculum, it is our aim to provide high-quality teaching of writing through quality literature known as 'Vehicle Texts'. The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities throughout each of the units. Episodes of learning are clearly planned and linked to a clear teaching sequence from EYFS to Key Stage Two: immerse, analyse, plan and write. Our English curriculum recognises the importance of nurturing a culture where children take pride in their writing and can write clearly and accurately, adapting their language and grammatical style for a range of contexts with confidence.

## **AIMS:**

The overarching aim of the writing curriculum is to promote high standards of the written language and to develop a love of literature for all children:

- Equip pupils with a strong command of the spoken and written language.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Articulate and communicate ideas and organise them coherently for a reader.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Alongside writing, use discussion in order to learn, elaborating and explaining clearly their understanding and ideas.
- Know how to plan, revise and evaluate their writing.
- Develop effective transcription- spelling quickly and accurately through the knowledge of the relationship between sounds and letters.
- Develop an understanding of the morphology (word structure) and orthography (spelling structure) of words.
- Write fluently and legibly.

## **ORGANISATION & CONTENT OF WRITING TEACHING:**

### **EYFS**

In Reception, children begin to access the Read to Write Curriculum to ensure high quality 'vehicle texts' are delivered in each key stage. 'Super Sentences' are delivered daily to encourage daily writing opportunities and to enhance stamina and resilience. Systems and procedures for writing are set out clearly by our EYFS colleagues and meetings, workshops and regular modelling and communication through Seesaw; ensure that there is a consistent approach to the teaching of writing.

## **KS1 & KS2**

The structure of our lessons allows children to be fully immersed in high-quality literature, providing opportunities for the children to enjoy, explore and respond to texts in a variety of ways. Through the analysis of text structures, language features and grammatical structures, our curriculum encourages children to gather their ideas for writing during the reading stage and alongside the organisation of modelled and shared reading and writing opportunities; it is our aim to encourage our children to become reflective writers. Independent writing opportunities are organised daily to allow our children to have the opportunity to write each day with more extensive writing tasks built into the curriculum to support a range of genre.

### **INCLUSION AND INTEGRATION:**

Integration at Pensby Primary School ensures that all children, regardless of their ability gain access to a curriculum that is supportive of their needs. In conjunction with Stanley School, we encourage integration across both schools so that our school communities develop a greater sense of community, one that celebrates diversity and is built upon mutual respect and tolerance. With well-planned support, all children are able to gain access to a full and comprehensive curriculum that celebrates all children's interests and skills.

### **MONITORING:**

Writing monitoring across the school will include:

- Lesson observations;
- Pupil interviews;
- Staff interviews;
- Book scrutiny;
- Seesaw scrutiny;
- Attainment and progress is monitored by class teacher and subject lead as part of our internal assessment systems and noted on the milestones for writing document and Depth of Learning.

### **ASSESSMENT & RECORDING:**

#### **EYFS**

Regular observations and assessments of learning are recorded using an on-line journal (Seesaw) and Depth of Learning. These contribute to a summative assessment at the end of EYFS using the Reception Baseline assessment. Phonics assessment, pencil grip and tracking, word reading, letter formation and spelling assessment are introduced when children are ready.

#### **KS1 and KS2**

KS1 and KS2 formative assessments of pupils' learning are made and assessed through observations and classwork and tracked using the milestones for writing document and Depth of Learning tracker. Writing is assessed against the following criteria: writing for a

purpose, imaginative description, organisation, paragraphing, sentence structures, presentation, spelling, punctuation and grammatical features.