



Writing Policy

Person responsible: Head teacher

Ratified by the governing body: Autumn 2020

Date for review: Autumn 2023

A handwritten signature in black ink, which appears to read 'Anne Marie Renshaw'. The signature is written in a cursive style.

Reverend Anne Marie –Renshaw

Chair of Governors



Every Child Every Chance Every Day

Writing Curriculum

Intent

Our aim at Messing Primary is that children are inspired by writing and become confident and enthusiastic writers themselves. They appreciate the joy that good creative writing brings to the reader and that information can be shared in an exciting way which inspires the reader to learn more. Through engaging and meaningful writing contexts our aim is that each child:

- Has the ability to write with fluency and develops their author's voice
- Can think about the impact they want their writing to have on the reader and knows how they will achieve this
- Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures.
- Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat.
- Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.

Implementation

We follow the national curriculum programme of study for English. Our long term writing plan is linked to our topic plan so that writing is purposeful and meaningful. The expectations for each year group in English are available on our website (www.messingpimaryschool.co.uk) as is the long term curriculum map.

Opportunities for cross curricular writing are identified and planned for as a way of consolidating and applying writing skills across different text types and subjects. Stimuli and resources for teaching writing are carefully chosen and varied. Medium term planning ensures progression of skills and understanding in transcription and composition. Daily 'word wizards' supports the children with developing a rich and effective vocabulary which they can use in their writing and to support their reading comprehension. A focus on reasoning and using quality vocabulary is a key driver throughout the curriculum.

Our school provides daily English lessons that are progressive and support skill development. As part of our enriched curriculum, English opportunities are planned through a variety of ways including through our author visits, writing competitions and performances.

The Early Years Foundation Stage Curriculum is followed to ensure continuity & progression in the Reception Class and then through to the National Curriculum in KS1 & KS2.

The Early Years Foundation Stage Curriculum is divided into prime & specific areas of learning and development. 'Communication & Language' is one of 3 prime areas that are fundamental to supporting their language development. 'Communication & Language' is made up of the following aspects: listening and attention, understanding and speaking. 'English' is one of 4 specific areas which include the development of essential skills and knowledge and is made up of the 2 aspects: reading & writing. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

In English lessons across both Key Stages, teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to practice writing and reading skills. Teachers model these skills on regular basis and planning, editing, publishing and ICT based tasks are planned in as part of the teaching sequence.

Impact

The impact of the writing curriculum will be:

- Children understand the importance of the written word and the impact it can have on our feelings, imagination and knowledge. **(Respect)**
- They have high expectations of themselves and take pride in the effect their writing has on the reader and progress they make when editing and improving their writing. **(Resilience)**
- They have a love of the English language, valuing the range and effect of carefully chosen vocabulary and phrases and are able to explain and discuss the impact of these **(Reasoning)**

How will we measure the impact?

Assessment for learning strategies are used on a daily basis. These allow a picture to be built up of the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning.

Regular feedback is given to pupils (see the schools' Marking Policy) and helps them to understand how to be successful, what they have achieved and what they need to do to improve further.

The pupils at Messing Primary School take summative assessments in line with statutory requirements. They take part in a phonics screening test in Year 1; reading and writing SATs in Year 2 (which supports the teachers' overall assessment of their attainment); GPS (grammar, punctuation and spelling) and reading tests in Year 6 (as well as their writing attainment being assessed by their teachers, from ongoing work.) Other summative assessments are used throughout the school for example to test pupils' progress with spelling.

Moderation of teacher assessment of writing is completed with other local schools and internally in order to ensure that judgements are accurate.

We work closely with local schools so that new initiatives and ideas are shared and the best, most relevant practice is in place. The Headteacher identifies developmental needs relating to English through monitoring and discussion. Training needs for English are incorporated into the School Development Plan. These may be addressed by the Headteacher or outside consultants during staff meetings or through attending courses. Where courses are attended the Headteacher will discuss outcomes with the staff so that new initiatives can be planned for and implemented.