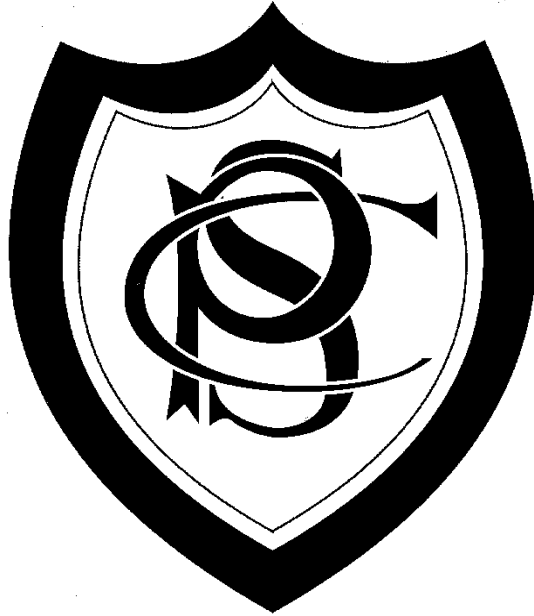


# **CAVERSHAM PRIMARY SCHOOL**



## **WRITING POLICY**

**Date: May 2025**

**To be reviewed: May 2026**

## **PHILOSOPHY**

As a Rights Respecting school we believe:

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

## **AIMS**

The school aims to develop the skills necessary for children to express themselves through different purposes of writing - to persuade, to inform, to discuss and to entertain - for different audiences, whether that be themselves or others.

We believe that children need to understand from an early age that much of their writing will be read by other people and therefore needs to be technically accurate, legible and set out in an appropriate way. This, in addition to their choice of vocabulary and sentence structures, will engage their audience in a way that suits the purpose of the piece.

We want our children to become confident and independent, creative writers with high standards of presentation, technical accuracy, vocabulary choices and editing skills that combine to make the art of writing an exciting and enjoyable activity.

## **OBJECTIVES**

Within the context of writing, we believe that literate children should:

- write with confidence, fluency and understanding;
- have fluent and legible handwriting;
- use their cross-curricular knowledge, where possible, to enhance their writing;
- have an interest in words and their meanings, developing a varied and rich vocabulary (which is encouraged through our approach to spelling);
- know, understand and be able to write fictional and non-fiction texts;
- plan, draft, edit and 'publish' their own writing;
- experiment with words and sentence structures;
- know and draw upon a range of techniques to engage the reader;
- know the difference between Standard and non-standard English and be able to use it accordingly;
- through reading and writing, develop their powers of imagination inventiveness and critical awareness;
- understand and use punctuation appropriately;
- identify and write for a variety of audiences;

- see the writing process being modelled by their teacher and take a positive, active participation in this process either as part of the whole class, as a member of a smaller group, or individually;
- orally share, discuss and practise their ideas, vocabulary choices and sentence selections to make informed and confident decisions as a writer;
- understand that writing is a physical skill (as well as mental) and fine motor skills, gross motor skills, core strength, muscle strength and dexterity all play a part in the writing process. These are all explored through our approach to handwriting.

Through a positive and encouraging approach and a varied range of teaching strategies and experiences, children will develop into independent writers.

## **TEACHING STRATEGIES**

We believe that the most successful teaching is:

- Discursive - characterised by high quality oral work;
- Interactive - children's contributions are encouraged, expected, and extended;
- Well-paced - driven by the desire to make progress and succeed;
- Confident - teachers have a clear understanding of the objectives;
- Ambitious - there is optimism about and high expectations of success;
- Inspiring - teachers use imaginative planning to engage all groups of children and make them **want** to write;
- Purposeful and intentional - the intention of a piece of writing is clearly understood and the intended audience has been identified;
- Exciting or current.

These characteristics underpin the quality of teaching and learning in our school.

## **PLANNING AND DELIVERY**

At our school, we follow the Read into Writing scheme to teach reading and writing. Each unit teaches reading in depth, first and foremost, through a rounded study of the whole text. Convincing writing tasks are embedded within this reading experience, so the children's deep reading knowledge and understanding are crucial to the success of the writing. Metacognitive questioning encourages children to engage with what they do as readers and writers, so that learning is really personal to them rather than seen as 'school' reading and writing; it is part of their self-expression. With this rich study of the book and the authenticity of writing, children invest in what they write; they want to write, have plenty to say and know how to say it.

Our curriculum provides progression within each year and across years, from Reception to the end of year 6, helping to avoid any dips in expectation or outcomes across the primary phase. We teach a complete, coherent and cumulative writing curriculum. Our scheme of work recognises the importance of the 'Spiral Curriculum', children across each year group will learn and revisit many aspects of the curriculum from previous year groups, meaning that knowledge and skills are continually revised.

At our school, English units will last for each of the six terms; the time that is needed for this rich learning experience in reading and writing.

There is clear progression within each session and across all of the sessions in a unit, as questioning delves increasingly deeper in to how meaning is made and how to make meaning. The order of questions is carefully thought through, to take children on a learning journey from overview to understanding to analysing deeper layers of meaning. This method gives children strategies for how to pay close attention to what they read.

In KS2, each termly unit focuses on a specific purpose of writing which complements the termly text. The purposes are writing to persuade, to discuss, to inform and to entertain (The latter of which is the focus for three terms.). Each term, the writing elements that are taught are those required for the children to successfully write for that purpose. Other purposes of writing may filter into a term's unit and offers the opportunity for consolidation or revision of previously taught skills, but in a different context. The over-riding purpose of writing in any term also informs the type of independent writing the children will do for assessment purposes as they will then have the skill-set and understanding to confidently and independently approach the task.

In KS1, the termly focus on writing for one main purpose is less rigid. Children focus on writing to entertain (fiction) and writing to inform (non-fiction). The language for writing to persuade and to writing to discuss begins to be introduced and orally practised before transcription and compositional skills in these areas begin to be taught. The timing of this is partly determined by the needs of the cohort.

In EYFS, children enjoy listening to, and discussing, a wide variety of fiction and non-fiction texts which are used to support the transcriptional and compositional elements of writing in accordance with the EYFS framework.

All activities are related to the lesson objective which is clearly written for the children to refer to (either in English books or on the white board.) Learning objectives are taken directly from the writing scheme.

During writing lessons, teachers use a wide variety of teaching strategies including:

- direction
- demonstration
- modelling
- scaffolding e.g. providing writing frames for shared composition of non-fiction texts
- explanation to clarify and discuss
- questioning
- initiating and guiding exploration
- researching
- investigating ideas
- discussing and arguing
- listening to and responding

Woven in to the Read into Writing scheme we ensure that key elements of Pie Corbett's 'Talk for Writing' programme are included in our teaching.

1. Imitate - children analyse the model text. This might involve mapping the model and then learning it off by heart.
2. Interrogate - analyse the sentence structure, teach the desired elements of grammar which are most appropriate to each purpose of writing.
3. Innovate - adapt learnt text to write their own version.
4. Invent - use the learnt text to write an independent, assessed piece.

Lesson plans are taken directly from the 'Read into Writing' writing scheme and include:

- the relevant learning objective(s) from The National Curriculum
- curriculum coverage
- opportunities to recap prior learning
- key vocabulary
- key questions
- guided, shared or modelled writing opportunities
- elements of Talk for Writing e.g. the four stages: imitate, interrogate, innovate, invent
- resources needed

**As part of the planning process, teachers will consider a number of different factors:**

- the structure of the lesson (whole class input, independent work, paired work, plenary);
- how tasks will be scaffolded to ensure that all children (WT, M and WA) can achieve the learning objective, including SEND children;
- TA and teacher support, where appropriate.

Teaching strategies used will include:

### SHARED WRITING

A whole class process where the teacher models the writing process for the children. Free from the physical difficulties of writing, children can observe, and subsequently be involved in planning, composition, redrafting, editing and publishing through the medium of the teacher. Shared writing is interactive in nature and is appropriate for teaching all forms and genre.

### GUIDED/ MODELLED WRITING

This is a smaller group activity in which the teacher plans to work intensively with one group while the other children are engaged in independent work.

### INDEPENDENT WORK

All units of work include opportunities for independent writing. This is when the child writes without adult support using resources such as dictionaries, thesauruses, model texts and word banks.

Peer assessment and self-assessment is encouraged to enable the children to review their own and each other's work and to help them proof read their writing. Children will only write in their own book, acting upon peer feedback as they wish.

At the later stages of KS2, we provide the children with timed writing periods, in which they learn the skill of planning, writing, editing and proof reading under constraint.

### **STIMULUS FOR WRITING**

A range of activities are employed to act as stimulus for writing to enable the child to experience what they will write about. We will look for opportunities to include:

- speaking and listening
- drama

- trips
- visitors
- cross- curricular experiences
- multi-media resources e.g. The Literacy Shed

## **CLASSROOM ENVIRONMENT**

The classroom environment should promote a love of writing as well as providing scaffolds and support to pupils. We expect classrooms to have access to:

- flip chart, paper and pens
- vocabulary relevant to the term's text
- examples of sentence structures
- grammar rules
- marking code (displayed)
- statutory spellings (displayed)
- modelled/ shared writing/previous lessons' learning
- handwriting script

Pupils will also need access to the following:

- purple 'polishing' pens for editing
- dictionaries
- thesauruses
- vocabulary mats
- spelling mats
- sound mats

## **THE ROLE OF TEACHING ASSISTANTS**

Teaching Assistants take an active role in supporting children with writing, as directed by the classroom teacher. TAs should support pupils during whole class shared and modelled writing as well as during independent writing activities.

They may also be responsible for working with groups or individual children to build and consolidate specific skills.

## **ASSESSMENT AND RECORD KEEPING**

See Assessment policy

## **MARKING**

See Marking policy

## **SEN AND EQUAL OPPORTUNITIES**

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

(See Special needs policy)

