



Writing Policy

Review cycle	1 / 2 / 3 years	Date: September 2021
Approved by	Executive Head	
Changes made in this review cycle	September 2021 - Addition of EyFS information	
Linked policies	Reading, GPS, Phonics, Teaching and Learning	
Signed		Date: September 2021
Position	ExH	
Date of next Review	September 2022	

INTRODUCTION:

This document is a statement of the aims and strategies for the teaching and learning of writing at Pioneer Primary Schools. It will be reviewed in accordance with our School Development Policy to ensure we are constantly reviewing our practice to achieve the best outcomes for all children.

AIMS:

Our aims are based on the core vision and belief for all Pioneer schools:

‘Our shared vision and set of values that underpin all that we do, have a central focus on creative, innovative and engaging teaching that develops a love and interest in learning and promotes whole federation community wellbeing. Our vision is for our children to value learning as a creative endeavour that underpins their aspirations for great futures and to ensure that we are all focused on seeing opportunities and believing that anything is possible. We craft meaningful contexts for learning and tasks that develop key skills for independence, confidence and resilience, which actively engage children.’

In Reception through to Year 6, children are taught writing within their classes. Through differentiation and the support of Teaching Assistants, all children will receive high quality teaching and appropriate support in order for every child to reach their full potential. Children that have a Special Educational Need or Disability (SEND) may also be withdrawn in order to receive intervention that focuses on the child’s more specific individual needs. Higher attaining children are also identified and challenged appropriately, ensuring they are engaged and excited by their learning. A clear lesson objective and success criteria are a feature of all English lessons; working walls support learning in the classrooms and evaluative marking is used, as detailed in our Book Policy. Termly assessment informs planning and reference is made to the National Curriculum in medium term plans, on which coverage is tracked. The use of computing enables children to use and apply their developing skills in English in a variety of ways and we encourage children to use ICT as a resource for learning, whenever appropriate. We use rich and varied texts for pupils to draw on in their writing which should link with their topic, encouraging writing to be cross-curricular.

Our English lessons also include the teaching of phonics, reading and grammar and punctuation: for more detailed information on the teaching of these please see the policies below:

- [Pioneer Federation Reading Policy \(including the teaching of phonics\)](#)
- [Pioneer Federation Grammar, Punctuation and Spelling Policy](#)

WRITING EXPECTATIONS:

At Pioneer Federation schools, we aim to develop our children as writers in the following ways:

- Treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired.
- Provide experiences where the children can acquire confidence and a positive attitude to writing.
- Develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences.
- Use guided writing sessions to model writing skills, teaching children how to compose, amend and revise their writing.
- Teach children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning.
- Teach children how to edit and improve their work, with a differentiated approach that is appropriate for their year groups.
- Teach grammar and punctuation in the context of children’s own writing, as well as through discrete lessons (see Grammar and Spelling policy for further information).

- Teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- Teach strategies for spelling to enable children to become confident and competent spellers (see Grammar and Spelling policy for further information).

The children in our schools should:

- Experience a wide range of writing activities, to include both chronological and non-chronological writing.
- Relate writing to their own experiences and environment.
- Discuss their writing frequently, talking about the various types and purposes of writing.
- Be aware of the need to write legibly and to use layout and space effectively to aid the reader.
- Experience grammatical vocabulary such as: sentence, verb, tense, noun, adjective, pronoun etc. both in the context of their own writing and through specifically designed activities.
- Read examples of 'good' writing in various forms and begin to recognise the criteria for such writing.
- Have experience of and become accustomed to drafting and redrafting their work.
- Write in response to a wide range of stimuli.
- Become increasingly aware of the correct modes of punctuation and spelling through the learning of rules and some rote learning of common exceptions.

We also aim for children to:

- Achieve a writing ability at least comparable with their age-related expectations.
- Develop their creativity, accuracy and own 'author's voice' in their writing.
- Enjoy, and have experience of, a wide variety of genres, including those of their own and other culture.

EARLY YEARS:

In the Early Years, writing development involves mark-making and gross and fine motor practice and refinement. Writing opportunities are evident in a range of forms and using a range of media. Children will explore writing provision that begins in Nursery with mark-making and line drawing, and continues into Reception with early writing skills, including using phonetic knowledge and high-frequency-word spelling. Through the Reception year, children will develop the ability to read and write CVC words, simple phrases and sentences that can be read by others and they will develop their writing of recognisable letters. Children will be assessed at the end of the Reception year on the writing Early Learning Goal.

Under the 2021 Framework, Physical Development will be strengthened to include a greater focus on development from birth to reception and on the link between gross and fine motor skills. Literacy will include a stronger emphasis on pre-reception literacy learning, and the link between language comprehension and later reading and writing. Changes to the EYFS assessment system means that children will be recorded as being 'on track' or 'not on track' for writing. Provision should be made within the environment for more able writers to flourish.

HANDWRITING:

Throughout the Pioneer Federation, good presentation is emphasised at all times and through all forms of writing. We recognise a strong link between good handwriting and good spelling. Developing a flowing style means a child is more likely to become a good speller. Wherever possible, we use handwriting practice to support spelling. See the Handwriting Policy below for more detailed information.



REPORTING TO PARENTS:

Reports are completed before the end of the Summer Term. Parents are given opportunity to discuss their child's progress formally on two occasions in the school year and to meet with teachers should they want to discuss the report – in October and March. Teachers use information gathered from both formative and summative assessments to help them comment on pupils' progress.

PARENTAL INVOLVEMENT:

Opportunities are offered to parents/carers to help them understand the changing approach to the teaching of Literacy and English through the following means:

- Information for new parents to the school
- The School Prospectus.
- Information via the Newsletters
- The School website
- Invitations to see the children's books at open afternoons

MONITORING AND EVALUATION:

The Executive Headteacher/Head of School and Subject Leader share the responsibility for monitoring the standards of writing. This is done through classroom observation as well as monitoring of children's books, discussions with children and through planning documents. Moderation of writing will be carried out regularly during staff meetings, and termly with Federation schools or with wider schools in local alliances.

ROLE OF THE WRITING SUBJECT LEADER:

- The subject leader will take the lead in policy development and organisation of teaching designed to ensure progression and continuity in writing throughout the school.
- Support colleagues in their planning, assessment and own professional development.
- Arrange training and give advice to staff when needed.
- Monitor progress in writing and advise the Executive Headteacher/Head of School of action needed.
- Keep up to date with developments in writing and disseminate information to colleagues as appropriate.

EQUAL OPPORTUNITIES:

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.