Writing Policy

Intent

At Primet Primary School, our intent is to deliver a creative and engaging writing curriculum that inspires children to develop a love of writing. Our values of **Aspire, Respect and Together** underpin the actions and decisions of the entire school community. Through high-quality teaching and meaningful writing opportunities, pupils are encouraged to **aspire** to achieve their very best, developing confidence in writing across a range of genres and for different purposes. Children are provided with opportunities to rehearse, practise and refine their ideas orally, enabling them to become thoughtful and effective communicators. They learn to **respect** the purpose, audience and structure of different forms of writing, making ambitious vocabulary and language choices to enhance their work. By working **together**, pupils collaborate, share ideas and support one another to develop as reflective, creative and independent writers. We provide opportunities for children to apply, consolidate and extend their writing skills across the curriculum, enabling them to write with confidence, creativity and purpose.

Aims and Principles

- We aim to develop pupils' oracy skills and provide ample opportunities for children to articulate their thoughts through speaking and listening activities that develop confidence and the appropriate use of vocabulary.
- To read and write with confidence, fluency and understanding, using a range of strategies to self-monitor and self-correct.
- To understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to purpose and audience.
- Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England: English Programmes of Study (2014) and the Early Years Foundation Stage (EYFS) Statutory Framework (2026).

Non-negotiables, Procedures and Practice

- In Years 1 to 6, children follow the National Curriculum, published in 2014.
- In each English unit, there are three main phases: reading, gathering content and writing, leading to a final presentation and publishing phase.
- English lessons will focus on producing high-quality writing outcomes.
- There should be high-quality modelling of writing, outlining clear success criteria and the use of ambitious vocabulary.
- Throughout an English unit, TAPS (Text Type, Audience, Purpose, Structure and Skills) will be identified, with a particular focus on the purpose and audience of the outcome to engage pupils.
- In KS2, a handwriting pre-starter will replace the writing of the date and learning objective.
- English lessons will begin with a grammar warm-up using the I Model: Immerse, Imitate, Innovate, Invent and Improve. This will be practised both orally and in writing, with examples recorded in books on Days 4 and 5.
- The reading phase is where children are immersed in the text genre being studied. They are given opportunities to read, identify features and explore the genre.

- The gathering content phase will begin with text mapping of the model text so that children can orally rehearse it. Children will explore how the genre works and practise the features needed for writing within that genre.
- During the first two phases, short writing opportunities may also be planned to reinforce prior learning.
- Phase 3 is where children write in the new genre, applying their learning from Phases 1 and 2 through a scaffolded approach in which the teacher models the outcome.
- At the end of a unit, children will be given the opportunity to complete an independent writing task, enabling them to apply their learned skills in a similar context.
- Teachers should provide opportunities to make cross-curricular links and plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons in other areas of the curriculum.
- In each English unit, there should be a minimum of two outcomes: one scaffolded outcome and one independent outcome.
- In EYFS, there should be opportunities for writing across different areas of provision, and guided writing activities should take place regularly through Drawing Club.
- Spelling patterns should be taught in two sessions prior to a weekly spelling test in KS2 and revisited daily in KS1.
- Common Exception Words for Years 1 and 2, and the statutory word lists for Years 3 to 6 (as indicated on the KLIPS document), should be reinforced through weekly spelling tests, with relevant words applied in writing.
- There should be a short daily basic writing skills session after lunch, with a focus on grammar.

Oracy

- The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. NC (2014).
- Effective composition will involve forming, articulating and communicating ideas, and then organising them coherently in their writing.
- This will be implemented through a 'talk for writing' approach in each English unit.
- Children will learn key modelled texts to aid the articulation of ideas and improve written outcomes.
- **The Key Learning in Spoken Language** document outlines the National Curriculum (2014) spoken language expectations for EYFS – year 6 and will be utilised to support teachers to plan spoken language opportunities in English.

Assessment

- Independent writing pieces will be used to inform assessment against National Curriculum expectations.
- Children's attainment will be assessed as **Entering (E)**, **Developing (D)** or **Secure (S)**.
- Where attainment is judged to be beyond the secure standard, pupils will be assessed as **Greater Depth** in Years 2 and 6, and **Mastery** in Years 1, 3, 4 and 5. This will be indicated by a **+** symbol.
- Assessment data will be updated termly using teacher assessment from English lessons, independent writing, extended writing and cross-curricular writing opportunities.
- Independent and extended writing will be moderated regularly by teachers and the Senior Leadership Team to ensure accurate and consistent assessment judgements.

Roles and Responsibilities

The Subject Leader is responsible for improving the quality of teaching and learning in English by:

- Monitoring pupil progress and attainment.
- Evaluating the provision of English across the school, including intervention and support programmes.
- Monitoring and developing the quality of the learning environment.
- Leading the development and implementation of English policies and practice.
- Auditing provision and supporting colleagues' continuing professional development (CPD).
- Purchasing, organising and managing English resources.
- Keeping up to date with national developments, research and best practice in English.
- Monitoring the impact of English teaching and learning across the school.
- Supporting staff to ensure consistency in the implementation of the English curriculum.

Monitoring and Evaluation

- English lessons will be monitored regularly through learning walks and formal lesson observations to ensure that high-quality teaching and learning are consistently taking place.
- Team teaching and a lesson study approach will support the development of effective teaching practice through collaborative planning, observation and evaluation.
- Books will be scrutinised regularly to monitor pupils' learning, progress and assessment, both through leadership monitoring and peer review.
- Pupil voice activities, including interviews and discussions, will be conducted to gain pupils' perspectives on their learning in English.
- Assessment information, work scrutiny findings and pupil voice outcomes will be used to identify strengths and areas for development within English provision.
- The impact of the English curriculum will be evaluated regularly to ensure that all pupils make strong progress and achieve well.

Updated 11.9.26

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