



# WRITING POLICY



OXFORD DIOCESAN BOARD OF EDUCATION

**National Support School**  
designated by



National College for  
Teaching & Leadership



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**Author: Mrs Emma Brown**

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*"Small school, big hearts.  
Wise, responsible, kind like the Good Samaritan."*

### **Our Mission Statement**

**We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.**

### **Our Vision**

**Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we are loved is upmost for happy, healthy lives.**

### **Values**

**Wise** - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

**Responsible** – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

**Kind** - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

### **Curriculum Intent**

Our curriculum is designed around our Christian values. Each term, we focus on 3 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

There are four main principles to this policy:

- it establishes an entitlement for all pupils
- It establishes expectations for the standards to be achieved
- It builds on what pupils have learned previously and promotes continuity and coherence across the school
- It states the school's approaches to this subject in order to promote public and particularly parents' and carers' understanding of the curriculum.

## **Aims**

- For writing to be seen as purposeful and enjoyable
- For each child to see themselves as a confident and successful writer
- For each child to achieve the level of writing of which they are capable
- For writing to be developed across a range of meaningful contexts
- For there to be a broad curriculum offering the full spectrum of writing genres
- For each child to develop the necessary writing skills to be a competent writer
- For writing to be seen as an essential life skill

## **Introduction**

### **The importance of writing in the curriculum**

Writing is a key life skill which enables children to express themselves, communicate with others and access other areas of the curriculum. It is a complex process which requires a command of sentence and text structure; grammar and punctuation; an ability to edit and evaluate both their own and others' writing; a knowledge of how spoken language translates to the written word; an awareness of purpose and audience across different genres; as well as involving a competency in spelling and handwriting.

## **Implementation**

### **Planning for writing**

As part of our methods for teaching writing, we use Talk for Writing and Storytelling techniques as a model with which to teach. The principle of being able to speak their writing before writing it, is embedded through both fiction and non-fiction writing and involves techniques such as story maps, boxing up ideas into paragraphs as well as literacy games to develop vocabulary. Drama and debates also feature in the preparation for writing across KS2 to enable children to practice what they will write. KS1 classes follow the structure of imitation, innovation and independent writing to ensure progression. KS2 children also investigate different models and features of writing before they begin plan and write their own work.

### **The Foundation Stage**

Writing forms a central part of the Communication, Language and Literacy curriculum. We believe the foundation for writing is built on children's oral work and

children are encouraged to express their ideas at every opportunity throughout each of the Early Learning Goals. Staff model use of language and create opportunities for children to develop their talk in every lesson. Daily, weekly and medium term planning clearly demonstrates this focus and include early Talk for Writing techniques and storytelling. In addition to cross-curricular opportunities, specific writing objectives are planned in order to begin giving children the skills they will need as writers.

A wide range of writing materials are always available to children in the classroom and a specific role play area which complements the termly topic is used to provide a real purpose for children's early writing. Children take part in Super Sentence writing each week to develop their knowledge of sentence structures, capital letters and full stops.

We recognise both the importance of the teacher acting as scribe on occasions, in order to create stories and the importance of children writing freely as emergent writers.

## **Key Stage 1**

We continue to provide a wide range of planned and incidental opportunities for children to develop their writing skills. We ensure that activities are purposeful and linked to other curriculum areas which provide contexts for children to apply their skills, endeavouring to ensure real audiences as often as possible. Our learning objectives are taken from the English section of the National Curriculum which we use in conjunction with Talk for writing techniques to support our planning of the teaching sequence; ensuring children develop their writing skills across a wide range of genres.

Emphasis is placed on children developing their oral skills as a prerequisite to writing and the use of a wide range of speaking and listening and drama techniques are used to provide children with opportunities to explore and extend their talk as a preparation for writing.

We make clear links with children's reading skills and high-quality texts are often used as a basis for developing writing skills, reading and writing objectives being clearly linked in teacher's planning. Children take part in text analysis activities in order to imitate others work before attempting work of their own. Children are also inspired to write for real life situations, writing letters to visitors and instructions for projects they have undertaken. Our diverse curriculum allows good opportunities for writing, using trips, visitors as well as school and national events as inspiration.

A range of techniques are used to teach and scaffold writing activities. Teachers plan for modelled writing activities (using the teacher as a model and a scribe for the pupils' ideas), guided writing groups (allowing staff to focus on particular objectives with different ability groups) and writing frameworks which provide structure for the children as they begin to write in a variety of genres. Plentiful opportunities are given for independent writing. Children are encouraged to use high frequency word mats to help with their spelling of high frequency words and to use their phonic strategies to encode words – this is supported by RWI sound mats and adults using consistent language from the RWI scheme e.g. pinching sounds to help with encoding.

## Key Stage 2

Our Key Stage 2 objectives are from the National Curriculum which, for writing, is split into lower (Years 3 and 4) and Upper (Years 5 and 6) KS2. In KS2, we increase the range of genres. This is to ensure children can explore writing for a variety of purposes using different writing techniques. We aim for children to cover one fiction and one non-fiction unit per short term, often using high-quality texts as text drivers for writing.

Whilst focussing on developing key skills, teachers' planning also aims to make links across the curriculum and uses topic themes, as well as educational visits and special events to provide real contexts for writing for real audiences. We recognise that where children see a purpose, they will be motivated, and the quality of their writing will be enhanced.

## Spelling, Punctuation and Grammar (SPaG)

In order to maintain rigour and accuracy within children's writing and satisfy the demands of the National Curriculum, children also have focussed lessons on grammar skills in KS2 (we aim to teach SPaG in context as much as possible but recognise the need for discrete lessons in particular areas). As well as this, children are involved in daily SPaG activities, often as starters, to aid the development of this key area. In KS1, grammar is taught through the English lesson and within phonics sessions once children are confident with their phonic sounds.

## Teaching and Learning

Children are involved in a daily hour-long English lesson. Teachers plan for this using the objectives and teaching sequence in the National Curriculum. These lessons may focus on developing particular skills, or applying skills learnt. They may include reading or writing activities or both. In addition to these lessons, writing is used to communicate in other subject areas and teachers plan specific objectives in order to maximise the potential of this.

The English Curriculum links with the school's long-term plan which teachers use to fit with their termly topics. Units of work are planned for the term on a medium-term planning grid, indicating prior and future learning in each area covered. Weekly planning details specific objectives, scaffolded activities, teacher support, success criteria and assessment for learning strategies (AFL).

Teachers use open questioning to encourage children to think and explain. Talk partners are often used as a way of exploring and extending ideas. Teachers invite responses to class discussion, rather than accepting hands up answers, as a way of drawing all pupils in and encouraging everyone to be an active participant in their learning.

All lessons have clear knowledge objectives which children write into their books for each lesson. Success criteria are communicated to the children either orally and/or in writing; when approaching tasks, children have a clear view of the success criteria, often writing these themselves as they get older and use these to assess their own and other's work.

Teachers plan to offer a range of opportunities and outcomes to appeal to different learning styles and pupils are encouraged to make suggestions in order to extend their learning. We recognise that children need to be given opportunities to write for a sustained amount of time to develop both speed, stamina and flow in their writing, and need to evaluate, edit and polish their work before it is assessed by teachers. Children often share their work with a partner and edit and improve it using a **green pen**. All children within school, use purple polishing pens to edit and improve their work and some may then re-write it to give a final polished piece. This independent writing (in their portfolio books for KS2) is closely marked, giving a key skill or moving on advice. This is used as an assessment piece for children to assess their progress with their KPI's and is used to set targets for next steps.

Pupils are aware of their own areas for development, in order to help them move towards the next step. Teacher feedback, both written and oral, supports this process, particularly in the early stages. As children move through school they are encouraged to take responsibility for being reflective and setting their own goals in conjunction with the teacher marking in their English and portfolio books.

## Assessment and recording

Children use self-assessment within their writing, frequently editing with purple pen. This is complemented with peer assessment marked **in green** where children are encouraged to give positive and constructive feedback.

Informal assessment is on-going and forms part of every lesson (feeding into teacher's planning). Teachers provide feedback to pupils **on a daily basis**, either in written or verbal form. This feedback focuses on how the success criteria have been achieved and the next steps (see Marking and Feedback Policy).

Termly assessment weeks which validate on-going judgements (November, February and May) provide an opportunity for summative assessment against the KPI's for each year group and a progress check to support assessments. Work from Assessment week is stored in each pupil's individual evidence folder. Pupils identified as not making progress or underachieving are targeted and given support in the form of Flexible intervention, according to their individual needs.

KPI sheets for writing are kept in the front of the children's portfolio books or English books in KS1 and are updated with a tick against specific KPIs, to allow staff to track pupil progress. Attainment is recorded in terms of emerging, developing, expected and greater depth of the year's objectives. This is transferred to FFT Aspire and Target Tracker following assessment weeks. This is used to inform annual reporting to parents and to ensure continuity and progression across classes.

## Inclusion

Planning at all levels ensures that the interests of boys and girls are taken into account. Pupils are flexibly grouped – sometimes working in ability or mixed ability groups, according to the task. Pupils are given opportunities to learn as individuals, in pairs, small groups and as a whole class, both independently and with support from teachers and teaching assistants. Target pupils are identified through assessment and



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teacher knowledge and are grouped together for intensive work with teachers and TA's.

Intervention programmes at a range of levels are run for individuals and groups of children throughout the year. This is overseen by the subject leader and SENDCo.

## **The Learning Environment**

Classrooms have displays of writing checklists and prompts to support teaching and learning. Working walls are also used in each classroom as prompts and reminders to stimulate children's writing. As we value children's writing, these will display examples of work and to celebrate achievements.

## **Homework**

At Key Stage 1 homework focuses on reading and spelling, with some occasional topic linked writing projects. At Key Stage 2, weekly homework is set which will be English and maths alternate weeks during terms 1, 3, and 5 and a topic choice homework with some English options in term 2, 4, and 6 (See Homework Policy). Spellings are sent home weekly, and children should use a variety of different methods to learn their spellings, guided by their teacher (See Spelling Policy).

## **ICT**

Pupils are encouraged to write on paper and on screen and are specifically taught to develop the necessary skills to allow them to do this effectively. They are taught the advantages of editing on screen. Teachers can use the portable keyboard and the IWB during shared writing and guided group work to display writing being edited and improved. We recognise that writing is a key skill which is necessary for much of the pupil's learning in ICT itself.

## **Impact/ Monitoring and Evaluation**

- All teachers are responsible for monitoring standards in their pupil's work and progress. This is overseen by the English Co-ordinator and Head teacher. Monitoring informs future planning through the School SDP.
- Discussions with children, monitoring of books and displays will help ensure that the teaching has impact and knowledge is retained.
- Assessment focuses on the levels of performance in relation to the objectives. Attainment is recorded on FFT Aspire and Target Tracker and reported to parents in annual reports.
- The large majority of children achieve age related expectations in writing before they go onto secondary schools, with more than the national average for Greater Depth writing. We use the Faringdon Learning Trust Year 6 milestones to help form these judgements as well as the National Curriculum standards and exemplification materials. Teachers attend regular writing moderation meetings with colleagues from across the Faringdon Learning Trust.