



English Writing Policy

Article 13 - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 28 - Every child has the right to an education.

Intent

At Poplar Farm School, we believe that English skills are vital to the development of children so they are prepared for their future life. A broad and balanced English programme using objectives from the National Curriculum, determines the skills that each year group and Key Stage must cover. Our writing curriculum aims to develop ambitious and articulate authors through the promotion of a range of genres. A variety of resources are used to promote a reading and writing culture.

The aims of teaching writing in our school are to develop pupils who:

- Show high levels of achievement and exhibit very positive attitudes towards writing.
- Use and understand language as speakers, readers and writers.
- Are competent, confident and independent in the use of language in their writing.
- Have an awareness of different audiences and purposes for writing.
- Apply their grammatical knowledge in their writing.
- Apply their phonetical and spelling knowledge in their writing.
- Apply the English language in all areas of the curriculum.
- Have high standards of presentations in their writing, in accordance with the school's handwriting scheme.

Implementation

Our school provides daily English lessons that are progressive and support skill development in line with the National Curriculum.

EYFS

The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression from entering Reception and transitioning into Key Stage 1. 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. Pupil provision is related to attainment, not age. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

Key Stage 1 and Key Stage 2

Throughout KS1 and KS2 at Poplar Farm School, writing is taught through a well-considered and refined 3 phase sequence:

1. Stimulate and Generate

Pupils read, write, speak and listen best when background knowledge is developed and ideas are stimulated. This phase focuses on inspiration and immersion, to generate a deeper understanding of the text type. Children will focus on engagement, building vocabulary, and developing their contextual knowledge.

2. Model and develop key skills

This phase focuses on teaching and modelling key skills and processes linked to criteria. It will involve the use of rich texts as models, for pupils' own written work. Children will explore texts that offer rich opportunities to develop good examples of reading, writing, and speaking and listening skills. Lessons will involve working collaboratively in groups or whole-class to develop shared writing. Children will respond to texts and manipulate ideas and language.

3. Create and Evaluate

This phase focuses on the application of taught skills in a sustained task. Throughout this stage pupils use collaborative work to develop their own writing with more fluency and independence. They are supported in this phase through:

- Modelling of the process, including planning, editing and proof-reading.
- Applying knowledge and skills into the context of a final outcome.
- Using plans and drawing upon prior learning.
- Using work generated together previously to support independent work.
- Further exploring models if necessary.

Children will work towards completing a piece of extended writing or a creative presentation.

Spelling, Grammar and Punctuation

In Year 1 children are taught about vocabulary, spelling, grammar and punctuation in English lessons. In Year 2 and above, we teach specific spelling, grammar and punctuation sessions in isolation, following the no nonsense spelling scheme, and this is revisited in English lessons so children can apply the taught skills in their writing. Children complete weekly spelling tests throughout KS1 and KS2. They are given their spellings a week in advance so they can take it home and practise.

Handwriting

Handwriting sessions are taught on a regular basis. We follow the Pen Pals handwriting scheme to structure and plan our lessons. The children have separate handwriting books to practise letter formation and apply their learning.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have access to Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access

the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Impact

Assessment for learning strategies are used on a daily basis. These will 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. Children are introduced to the learning objective, as well as the 'sun, moon, star' success criteria sheet at the beginning of the lesson. The pupils are encouraged to reflect on their own work in a constructive manner and at the end of the lesson they self-assess and peer assess their work against the criteria in order to identify next steps for improvement. They will also work along their peers and the class teacher in order to develop targets. The children also mark their work against the Mr Men assessment sheet to ensure that they have remembered to include the correct grammar and punctuation. Children are encouraged to make any edits with a purple polishing pen.

Assessment of learning is completed termly. Children complete an independent and extended piece of writing in their celebration writing books, which are assessed against our writing criteria. Teachers will have at least 6 pieces of work through the academic year. Analysis of the data impacts upon teachers planning so pupils' needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. Data is inputted and reviewed using O-Track, so we can monitor children's progress and identify children who need intervention/target teaching. The attainment document is then monitored by subject leaders and SLT.

The role of the subject leader

The subject leader's role is to empower colleagues to teach Writing to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Leading by example by modelling lessons or styles of teaching.
- Having a knowledge of the quality of writing provision across the school and using this to provide a coaching and mentoring role.
- Identifying and acting on development needs of staff members.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.

Monitoring and Evaluation

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and through the progress and attainment documents. In addition, continuity and progression across the school is monitored by the subject leader as is the implementation and impact of Assessment for Learning. The subject action plan and external advisors identify actions intended to raise standards.

The English Subject Leader will also provide an annual summary report to the Headteacher in which they evaluate the strengths and weaknesses in writing and indicate areas for further improvement.

A named member of the governing body is briefed to oversee the teaching and learning of English. The link governor meets, at least termly, with the subject leader to review progress.

This policy was adopted on:	March 2021
Review Cycle:	Every two years
This policy was subsequently reviewed:	