



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 our children's development and future. Our broad and balanced English programme uses objectives from the National Curriculum, determining 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 authorial styles and genres.

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

- Show high levels of achievement, the ability to **problem solve**, and exhibit **positive** attitudes towards writing.
- Show their **open-mindedness and curiosity** by using and understanding the English language as speakers, readers and writers.
- Develop their **resilience**, confidence and **independence** when using a range of vocabulary in their writing.
- Have an awareness of different audiences and purposes for writing, including writing to inform, writing to discuss, writing to entertain and writing to persuade.
- Apply their grammatical knowledge in their writing.
- Apply their phonetical and spelling knowledge in their writing.
- Apply these writing skills in all areas of the curriculum.
- Have high standards of presentation in their writing, in accordance with the school's handwriting policy.

Implementation

Our school provides daily English lessons that are progressive and support skill development in line with the National Curriculum. To enable all pupils to become confident writers, explicit modelling of sentences is provided in all year groups following the Jane Considine scheme of work: 'The Write Stuff'. This scheme allows for ample opportunities of both shared and guided sentence writing and enables adults to model a variety of styles and genres. Each unit of work is vocabulary-rich, allowing pupils to CHOT (chat and jot) their ideas and thoughts before using these to form high-quality sentences, which are adapted from an adult model. Children are then given the opportunity to demonstrate their learning at the end of each unit through independent writing. This work contributes towards updating ongoing assessments and helps to set new targets for the following writing unit. Our Celebration Writing books, which start in Reception and continue through each year group, showcase

each child's writing journey, and demonstrates their independence and progress at the end of each term.

Alongside formal writing lessons, pupils have the opportunity to practise their skills across the curriculum. Writing tasks are embedded in the other subjects and standards of writing and presentation are encouraged and upheld. Children are also encouraged to enter writing competitions, both in school and local/national competitions. We also plan for author visits, both face-to-face and virtual, to allow pupils to meet authors, ask questions and discover how writers work.

Spelling, Grammar and Punctuation

In EYFS and Year 1, vocabulary, spelling, grammar and punctuation is taught within their English and Phonics lessons and applies directly to their writing.

In Year 2 and above, we teach specific grammar and punctuation sessions in isolation, adapting to the needs of the individual cohort and linking our learning to both the National Curriculum and the current writing unit being taught in English. This teaching and learning is then revisited in English lessons so children can apply the taught skills to their writing.

For spelling, children in Year 2 and above follow with Read, Write, Inc. Spelling Scheme, which progresses from their learning of Read, Write, Inc. Phonics in EYFS and Year 1. This scheme includes the teaching of specific spelling rules applicable to each year group as well as the common exception words/statutory spelling words for each year group.

Children complete weekly spelling tests throughout KS1 and KS2. They are given their spellings one week in advance so they can take these home and practise.

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. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities to enable them to reach their full potential.

Impact

Assessment for Learning strategies are used daily within English lessons and work is marked in accordance with our Assessment Policy. This enables teachers to identify any areas of strength or weakness, which can then be addressed in planning. Children are introduced to the title and success criteria at the start of each modelled writing 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 their work to identify next steps for improvement and make any amendments using a purple polishing pen. Children also work with the class teacher to develop targets.

Assessment of Learning is completed termly. In EYFS, pupils' achievements are ongoing and are assessed against the Early Learning Goals. In Years 1-6, Children complete an independent and extended piece of writing in their Celebration Writing books, which is assessed against our writing assessment frameworks. 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 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.

For Spelling, Grammar and Punctuation, children in Year 2 and above are tested weekly on their spelling words and grammar and punctuation knowledge is monitored weekly through 'Flashback Friday' Grammar challenges. These challenges include a range of questions, covering the Grammar and Punctuation objectives of the current and previous year groups.

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 the development needs of staff members.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further 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 children's progress. 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:	May 2024
Review Cycle:	Every two years
This policy was subsequently reviewed:	