



ODST
Oxford Diocesan
Schools Trust

Bampton CE Primary School and Nursery

Learning together with Respect, Friendship and Perseverance



School Vision Statement

We endeavour to enable all individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live and embrace Christian values, to be the best that we can be.

Title of Policy	Writing Policy
Date Adopted by the Governing Body	July 2020
Review Date	July 2022
Signed by the Chair of Governors	

At Bampton CE Primary School we strongly believe that writing should be taught across the curriculum, not just in English lessons. Effective transcription (spelling and handwriting) and composition (articulation of ideas and structuring them in speech and writing) are essential skills as the ability to write ideas down fluently relies upon effective transcription. Successful composition relies upon forming, articulating and communicating ideas and organising them coherently for a reader. This requires clarity, awareness of audience, purpose, structure and context as well as an increasingly wide knowledge of vocabulary, grammar and punctuation. Children are given opportunities to plan, draft, revise and evaluate their own writing regularly.

Intent

- To develop pupils' ability to communicate effectively and accurately in speech and writing.
- To develop children as independent and expert writers
- To develop children's vocabulary
- To encourage children to respond to language in a thoughtful and imaginative way.
- To develop language skills in all curriculum areas.
- To ensure children obtain an interest and pleasure from writing.
- To teach children to write for a clear purpose, audience and effect.
- To develop children's skill in writing coherently and fluently.
- To encourage children to write imaginatively.
- To teach children to become perceptive and skilled independent writers.
- To provide quality teaching appropriate to the needs of all children.
- To develop children's skills in planning, writing and editing through the use of high-quality texts.
- To ensure that children have fluent, legible, joined handwriting.
- To develop children's understanding and use of spelling, grammar and punctuation.
- To monitor and assess the language development of each individual child.
- To encourage a whole school approach to the teaching and learning of writing.

Implementation

- Teach pupils to write effectively for a range of purposes and a range of readers, adapting their vocabulary and style as appropriate.
- Encourage pupils to write with interest, commitment and enjoyment.
- Teach pupils how to write in a variety of forms such as stories, poems, reports and letters etc.
- Teach pupils how to evaluate and improve their own writing.
- Teach pupils how to use punctuation to make meaning clear to their reader.
- Give pupils the knowledge and the strategies to become confident and accurate spellers.
- Follow a structured spelling system to allow for progression and assessment
- Teach pupils a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.
- Regularly provide pupils with 'meaningful' writing experiences.
- Give feedback, support and encouragement.
- Encourage independence and confidence through the development of skills and experiences.
- Ensure all pupils understand age-related grammar, spelling and punctuation, teaching this discretely and within English lessons.
- Celebrate writing, have high expectations and embrace a sense of pride in work produced, including displaying children's work in the classroom and around school.
- Assess and monitor children's writing progress.
- Teach shared, guided and independent writing.

EYFS

In EYFS writing will be cross curricular with lots of opportunity for discussion, role playing and story mapping. The children will be taught correct letter formation and will have ample opportunities to practice this skill. As the year goes on, they will start to spell words by using their phonics knowledge and identifying the sounds in them, before moving on to writing sentences. Children will be taught about capital letters, full stops and finger spaces and be encouraged to use these. Regular opportunities for free writing will be embedded into the activities throughout the classroom and the outdoor area as well as more structured English lessons, allowing for children to apply the skills they have been taught.

KS1&2

English Lesson Sequence: Each year group have a yearly overview of the writing genres, both narrative and non-fiction, that they will teach. These have been planned to ensure correct coverage of the key genres as well as building on skills from year to year. Units will take between two and four weeks to complete, and the outcome of each unit will be an Extended Write which will be used to assess the pupil's skills against the agreed success criteria. Every narrative unit is linked to a carefully chosen text that acts as a stimulus for teaching the identified genre.

A WAGOLL – What a good one looks like – is created and shared based on the genre of text being taught and supports pupils to identify and mimic the identified features in their own writing. Non-fiction units are also taught through a quality WAGOLL that may be based on a stimulus text or may be related to another curriculum area.

KS1

In KS1 children will have daily writing lessons which provide them the opportunity to write for a range of purposes. In Year 1 and for the first term of Year 2 children will follow the 'Get Writing' scheme alongside their Read, Write, Inc phonics lessons. This scheme follows a structured approach allowing children to apply their phonics knowledge into their writing as well as practicing and developing their spelling, grammar and vocabulary skills and knowledge.

The writing will be factual, imaginative or based upon children's own experiences. Alongside this there is opportunity for cross curricular writing, taking account of trips, visitors to school, investigations and real-life experiences. Children's work is discussed and used to draw attention to purpose, style, presentation, grammar, punctuation and spellings; this is used for target setting. Regular opportunities are given for independent writing which support staff in assessing how effectively children are applying the skills they are learning.

From the beginning of the Spring term writing will be linked with a core high quality text, using this as a basis to develop their skills further and create more independent pieces of work.

KS2

In KS2, children extend their experiences in writing to write for a wider range of purposes and audiences. In addition to specific text types taught in English lessons, writing opportunities are provided in Topic, Science and RE. As in KS1, regular opportunities are given for independent writing which support staff in assessing how effectively children are applying the skills they are learning. We believe that through accessing and writing a range of text types children will help our pupils:

To develop our pupils as writers we: -

- A high-quality text is chosen, with links to topic work where possible.
- A 'hook' lesson is delivered to get children engaged; some examples of these are receiving a letter, finding a character from the book, a video, something going missing from the classroom, a visitor, a scavenger hunt.
- We explore the text thoroughly, looking at key vocabulary, grammar, plot, settings and characters

- Use of drama, discussion and retelling of the story is used
- A text type that will be focused on and is introduced through sharing a WAGOLL – what a good one looks like – with the class
- Teachers will use a range of strategies to support children with their writing including; modelling and shared writing
- A sequence of lessons is planned and delivered teaching skills linked to text type that is being focused on; this will often include the following;

Imitate – Children hear, map, step and speak a text, learning the sequence of events and some of the associated language. Children also learn about the text type, and complete deepening activities to immerse themselves in the text.

Innovate – Children change elements of the text to begin to make their own text. Depending on the age and experience of the children, this may be initially modelled by a teacher as a whole class activity.

Invent – Children create their own texts, using all they have learnt in the “imitate” and “innovate” stages.

- Children will end a topic by writing an independent piece of work bringing together all the skills they have been taught

Spelling, punctuation and grammar

Initially, children are taught to write individual letters and attempt to spell phonetically. Children in Reception and Year 1 follow the Read, Write Inc programme. Children in Year 2 through to Y6 follow the No Nonsense spelling programme which supports the learning of words linked with spelling patterns as set out in the National Curriculum and includes high frequency/common exception words.

Dictionaries, including children’s personal spelling logs, and thesauruses are used in class and children are taught how to use them effectively, including as a tool to aid their ability to self-correct and revise work.

Grammar and punctuation are taught both alongside the normal English lesson, and discreetly, as needed. Each English lesson will also start with a 5-minute grammar activity linked to the current focus in writing. Teachers identify areas of strengths and areas for development and plan appropriately for progression in their lessons.

Handwriting

We have high expectations in the presentation of work in all areas of the curriculum at Bampton CE Primary School and Nursery. We aim to ensure children produce clear, well formed, legible writing that is consistent and neat in appearance. Support is put in place for those who require it.

Handwriting begins as a printed style in EYFS. As children move through the school, and as their letter formation becomes accurate, they move on to cursive style (introduced in Year 1). Children practise their handwriting in their normal writing books, but handwriting books or guidelines may be used when needed to support learning accurate sizing. Teachers should demonstrate the correct letter formation and children then practice it. Handwriting should be linked to phonics and curriculum words wherever possible.

As children master joining and correct formation, the focus should then be on writing neatly, consistently and at a reasonable speed; joined handwriting should then be used in every piece of work. High expectations must support consistency in all curriculum areas. Once children are joining their writing consistently and presenting work neatly, they will be awarded a pen licence. As the handwriting expectations develop in each year group the pen licence stays with the child until the end of the academic year and then they need to earn it again each year when they meet the handwriting targets of the year group they are in.

Writing environment

The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms should have attractive and well-equipped resources for writing that children can access through a writing area or table.

An English 'Working Wall' in each classroom displays the current focus in lessons, as well as reminders of what has already been learnt to provide children with a way to further and consolidate their learning themselves. Opportunities for writing are planned for and accessible throughout the learning environment and school day across all subjects.

An interactive vocabulary display with regularly updated vocabulary linked to the focus will be up in each classroom. This will include words linked to the topic being covered, words that will be useful for the text type that is being taught as well as any new words that come up through discussions and or from books being shared by the class. These will be regularly updated as the focus changes, with previous vocabulary still available for children to access and use in their independent writing.

Impact

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- Pupils will have a wide vocabulary that they use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- Pupils will understand and be able to confidently use the correct grammar needed for their age range, including having a good understanding of the vocabulary linked to this
- Pupil will be able to use a range of punctuation, at an appropriate level for their age, within all their writing

Assessment

- Teachers assess against the planned objectives and at the end of each term they record summative assessment against the corresponding Target Tracker statements
- At the end of a writing topic children will complete an independent writing task which will be used to assess pupils and support future planning
- Regular formative assessment of pupils writing takes place across all year groups in order to allow children to progress their writing skills
- In KS2 termly, summative assessments are undertaken to assess grammar and punctuation to inform teachers of pupils' progress and gaps, which in turn supports planning for the next term
- Pupils are assessed termly against their year group spelling list and spelling rules that have been covered during the term

Marking

Feedback will be shared with pupil's both in written format and verbal, the feedback will link to the skills being covered, if verbal feedback has been shared with the pupil 'VF' will be written on the piece of work.

Written feedback: Any extended piece of writing a pupil completes should have written feedback

- Positive feedback will be written in green; it can be one word to show that a pupil has achieved something – for example, adjectives
- Areas for development will be written in pink, it can be one word to show what a pupil needs to work on – for example, punctuation.
- Pupils should go back and make the corrections with a purple polisher
- Spelling mistakes should be picked up on and the children should be given 3 choices of how to spell the word, they will use their purple polisher to circle the correct spelling and then write it into their individual spelling logs

Inclusion and Equal Opportunities

We aim to ensure the full and effective participation and progression of all pupils by:

- Acknowledging and valuing the variety of different experiences, interests, social and cultural backgrounds of pupils; using such differences constructively to raise confidence and self-esteem
- Ensuring access to learning at an individual level, through differentiated teaching and learning strategies; planning should set high expectations and provide appropriate learning opportunities for pupils from all social backgrounds, ethnic groups and for those who are disabled
- Providing texts from a range of cultures and which are free from discrimination and stereo typing
- Providing resources to support specific learning difficulties, e.g. laptops, large print texts, Braille, taped materials, recording devices

EAL – English as an Additional Language

A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language (EAL). We aim to meet all the needs of those children who are learning English as an additional language.

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. We recognise the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Teachers use various methods to help children who are learning English as an additional language. Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meanings.
- Explaining how spoken and written English have different usages for different purposes.
- Providing them with a range of reading materials, to exemplify the different ways in which English is used.
- Giving them appropriate opportunities for talking and using talk to support writing.
- Encouraging them to relate one language to another.
- Ensuring their access to the curriculum and to assessment by using texts and materials that suit their ages and learning stages, providing support through visual timetables, ICT, video visual and audio materials, dictionaries and translators (where applicable) using the home or first language where appropriate.