



**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.*

<b>Title of Policy</b>	<b>Writing Policy</b>
<b>Date Adopted by the Governing Body</b>	<b>September 2023</b>
<b>Review Date</b>	<b>September 2025</b>
<b>Signed by the Chair of Governors</b>	

## **Intent**

At Bampton CE Primary School we want children to be inspired to write for a variety of reasons and to enjoy writing. We also believe to achieve high quality writing the skills required need to be explicitly taught. Therefore, we strongly believe that the teaching of the skills to achieve high quality writing must be embedded through English lessons but that opportunities to apply these skills to write effectively for a purpose need to be provided across the curriculum, not just in English lessons. To create high quality writing children need to understand what makes writing effective and therefore need to be shown examples of a wide variety of high quality texts and examples. Effective transcription (spelling and handwriting) and composition (articulation of ideas and structuring them in speech and writing) are essential skills children need to be taught. The ability to write down ideas fluently relies upon effective transcription, including quickly developing a fluid handwriting style. 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 need to be given regular opportunities to plan, draft, revise and evaluate their own writing.

## **Implementation**

### **EYFS**

In EYFS the teaching of writing builds on high quality provision for the teaching of spoken language and therefore many purposeful opportunities are planned to continue to develop children's spoken language, including discussions, role-playing and story mapping. The children will be taught the tripod grip and correct letter formation with ample opportunities to practice these skills. Handwriting will be taught in small groups to allow live marking and feedback to support rapid development of correct pencil grip and correct letter formation to avoid children forming and practising poor habits. (see Handwriting Policy). Children are taught how to apply their phonics to spelling and how to proof read their work and tick or fix spellings. They will be taught the Hold a Sentence strategy. They will record these elements of the Read, Write, Inc phonic session in their phonic book. The Opening Doors approach will be used to support the teaching of early writing skills. Weekly opportunities for purposeful cross curricular writing, including planning opportunities for writing to be developed in play-based learning activities, allows for writing to become embedded into activities throughout the classroom and the outdoor area. Children are encouraged to develop confidence, use the learning environment and their growing skills to become independent writers by the end of EYFS.

### **Read, Write, Inc**

These sessions include the following elements:

- Speed Sounds
- Spelling
- Story Book
- Hold a Sentence

Spelling and Hold a Sentence are recorded in children's SPaG book.

### **KS1 & KS2**

Children will access a writing lesson using Text based planning following the Opening Doors principles by Bob Cox. <https://searchingforexcellence.co.uk/>

# Principles for Richer English



Children have an English book where outcomes of English lessons are recorded. Handwriting, including correct letter formation, is practised in the English book in order for children to maintain a consistent standard of presentation. The text-based planning sequence builds towards providing children a purpose and audience for an independent writing task. This is written in their Independent Writing book. Children will be given time to proof read and edit this piece of work. This piece of work may be “published” as a final draft but it is not an expectation for every piece of independent writing. Simply copying up final drafts with no further purpose, can be a waste of learning time.

## Spelling, punctuation and grammar

Children have a SPaG book (Spelling, Punctuation and Grammar) and these elements are planned progressively to be taught both discretely and also as part of the text-based planning. The use of dictation to practice and apply SPaG elements builds on from “hold a Sentence” taught in RWI. The No Nonsense spelling scheme is used as a resource for teaching spelling progressively from Y2 onwards. Children are also taught how to spell the common exception words and words listed for year groups in the English National Curriculum appendices. Children are taught to proof read and edit for spelling, punctuation and grammar. Teaching staff will mark and give feedback to support improvement in the accurate application of children’s spelling, punctuation and grammar in their written work.

## Writing environment

The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels.

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 support for children in writing independently.

## Marking, Feedback and Assessment (see separate Policy for further details)

Handwriting needs to be subject to live marking so misconceptions can be picked up immediately and avoid practising incorrect formation or joins. All English work needs effective marking or feedback in order to move learning forward.

## 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.

## Impact

The impact of our writing curriculum is measured against National Curriculum expectations. Exemplification materials and moderation, both in house and within Trust and Partnership networks, ensures the consistency of judgements. Children report that they are inspired and excited to write for a variety of purposes, including writing for pleasure.