



## **Barton Church of England (Voluntary Aided) Primary School**

### Writing Policy

#### Aims of the writing policy

At Barton (VA) Primary School we place a high importance on children developing a lifelong love of writing and an appreciation of literature. We aim to provide a rich and inspiring English curriculum which includes a wide range of quality text types. We believe it is vital for children to develop the skills and knowledge, not only to be Secondary School ready, but to go on to become confident and effective communicators for the rest of their lives.

Barton Church of England (VA) Primary School aims to develop literate pupils who:

- have a strong command of the spoken and written word, expressing themselves with clarity and confidence in any context
- acquire a wide vocabulary and understanding of grammar, punctuation and knowledge of conventions for writing
- develop competence in composition and transcription
- are able to spell quickly and accurately through applying knowledge of phonics, morphology and orthography
- develop a legible handwriting style and an ability to use word processing skills.
- write clearly, accurately and coherently with confidence and fluency, adapting the content and style of what is written to suit the purpose and audience
- understand a range of text types and genres
- are able to plan, revise, edit and evaluate their own writing.

#### Pedagogy

We ensure our English lessons are interactive, capture the child's interest, giving them the desire and reason to write for a variety of purposes and audiences. Writing is taught through a combination of approaches:

Barton Church of England (VA) Primary School	Page 1 of 8
Reviewed by Standards – Spring 2025	Writing Policy

- Drama and role play activities: to practise and rehearse language structures.
- Immersing pupils in quality texts to provide good models of writing.
- Whole class modelled writing: to make explicit the writing process.
- Guided writing: to teach specific groups of pupils with precision and to address next steps in learning.
- Collaboratively (i.e. with a partner or small group): to generate ideas; to evaluate the impact of writing on the reader; to give constructive criticism and feedback.
- Cross curricular writing: providing opportunities to apply skills taught in literacy to other curricular areas.

## Statutory Requirements

The statutory requirements of the teaching and learning of English are set out in the National Curriculum in England (2014), English Programmes of Study, Key Stage 1 and Key Stage 2 and in the Communication, Language and Literacy (CLL) sections of the Early Years Foundation Profile 2021

## Medium Term Planning and Progression

### Progression

Using the English Curriculum 2014 Programmes of Study, we have developed a clear progression of expectations at the end of each year group, summarised in our Progression Documents for Writing, Spelling and Grammar, respectively (2021). This ensures progression across the whole school in English and provides a clear outline of age related expectations across the three key stages in the primary setting.

### Medium Term Planning

Units of work are selected on the basis of the needs of each cohort. Careful consideration is given to the choice of texts which will engage and motivate all learners. A variety of genres, including fiction, non-fiction and poetry are covered to create a balance across the year. Authentic opportunities to write are identified across the curriculum in other subjects to embed the skills learned in English.

### Three Phase Planning Model

In most instances, teachers use the 3 or 4 phase planning model:

#### Phase 1: Read & Respond

Familiarisation with genre; reading and responding; speaking and listening, drama to support comprehension and orally rehearse grammar/vocabulary; short-burst writing in response to reading

Barton Church of England (VA) Primary School	Page 2 of 8
Reviewed by Standards – Spring 2025	Writing Policy

Phase 2: Analyse- grammar in context

WAGOLL- identify grammar and vocabulary features; create success criteria/toolkit; short-burst writing to practise grammar and imitate toolkit; “box it up” to explore text structure

Phase 3: Shared Writing Independent Writing

Plan and draft writing. Scaffolded application of grammar & other features of toolkit; edit and review. Share with intended audience & gather feedback- did the writing meet the needs of the audience and the intended purpose?

Phase 4: Independent Application

Write a second piece using the same genre and toolkit-independent application of grammar features. Assessment and identification of next steps.

## Short Term Planning

- Objectives are identified for each lesson and in collaboration with the pupils, a toolkit is built of language features, sentence structure and other devices and techniques associated with the chosen text type to guide the children in their own writing.
- The toolkit is summarised on the working wall for reference, for example, word banks, glossaries and an example of the WAGOLL.
- Independent work can be differentiated in a variety of ways, for example, paired work, spelling support cards, adult support, guided groups, resources used, expected outcomes.
- Each lesson content is summarised on an interactive white board or similar presentation format.
- A plenary to identify and assess pupils’ learning outcomes.
- Provision for vulnerable pupils is carefully monitored to ensure that early intervention takes place and that impact is evident.

## Teaching of Phonics, Spelling, Punctuation and Grammar (SPaG)

**Spelling:** Spelling is taught in line with the National Curriculum 2014.

EYFS and KS1

Phonics is taught using the Little Wandle programme and supporting resources, equipping pupils in the skills of segmenting and blending. Children are encouraged to make phonetically plausible attempts to spell words. It also supports the development of a bank of common exception, tricky and high frequency words that do not correspond to phonetic decoding

Barton Church of England (VA) Primary School	Page 3 of 8
Reviewed by Standards – Spring 2025	Writing Policy

KS2

Spelling is taught through:

- discrete spelling lessons in order to investigate and define spelling rules and conventions, including statutory spellings for the appropriate year group
- Assessment occurs through weekly spelling tests
- Opportunities in school time are identified to support the learning of spellings that is taking place at home.

## Punctuation and Grammar:

Punctuation and grammar are integral to all phases of the teaching sequence. Throughout each unit of work key pieces of punctuation and grammar are explored. See SPaG Progression Document for content pertinent to each year group.

## Marking and Feedback (see separate Marking and Feedback Policy)

Distance Marking Folder (DMF) for Review Marking

Each folder will have an English summary sheet showing all the children in the class and the days of the week across the top. In addition to this summary sheet, there must be an individual sheet for English upon which specific Learning Objectives (LO) are listed and misconceptions described. A completed example is shown below.

Each piece of work that is not independent should have one of the following letters recorded in the folder to denote the level of support that was available:

- G (guided) or
- S (supported)
- VF (verbal feedback)

The level of support will also be shown on the piece of work in the book, alongside the underlined date and LO. Thus, the letters used on the cover sheet in English each day in the DMF will match the corresponding piece of work in each pupil's book.

Where possible, each adult will work with a focus group. It is their responsibility to monitor and record in writing (e.g. post-it notes), or directly into the Distant Marking Folder, what they observe with regards to each pupil's understanding and progress in that lesson against the LO. Teachers and TAs may negotiate the best method for recording observations. Any pupils shown as 'blue' on the cover sheet should have a note on the weekly LO sheet identifying their learning needs.

Expected

Where children have achieved expectations, there is no need to add further comment, although the adult may wish to indicate something to work on at a later date or to be incorporated into further

Barton Church of England (VA) Primary School	Page 4 of 8
Reviewed by Standards – Spring 2025	Writing Policy

planning. Non negotiables may be alluded to. On the overview sheet, these children will be indicated with a green highlighter mark. *Effort* towards achieving a task can also be reflected in the use of a green mark. However, in this instance, a comment should be recorded identifying how the child's learning will be progressed and thereby showing how to close the gap in their understanding.

Below Expected

Any child who has not achieved at the expected level, will be shown on the cover sheet in blue. Adults will need to have noted concerns and misconceptions in writing and added this information to the DMF for the teacher to refer to and use in planning further lessons and support.

Greater Depth/Greater Attainment related to their ability

Greater depth/attainment is indicated by a yellow highlighter mark. In addition, children who have exceeded expectations could be rewarded with a gold star, an 'excellent work' card and a comment in their book. In UKS2, the teacher may choose to negotiate a substitute for the gold star according to the pupils' motivations, for example a smiley face. The rest of the school will limit itself to the star, comment and card combination described above.

In summary, the attainment of each child in each lesson will be acknowledged on the DMF cover sheet. For the majority of children this will be a simple green mark on the cover sheet as described above. Any child who falls either side of 'expected' will have additional comments made about their achievements, either indicating what needs to happen to close the gap or the ways in which they have excelled.

## Spellings and Marking progression: from EYFS to Year 6.

Phonetically plausible spellings are acceptable from our younger pupils, although tricky words and Common Exception Words are taught and learnt. All classes have access to appropriate word or spelling lists for their age group/needs. The following shows how "sp" is followed up in sequential order throughout the school:

Sp = teacher writes out correct spelling and pupil copies correctly 3x

Sp = teacher writes out spelling and relevant spelling pattern for practice

Sp = pupil writes correct spelling in a sentence

Sp = pupil looks up spelling in dictionary and self-correct

## Handwriting

We expect all handwriting, across the curriculum to be of an excellent standard. Handwriting should be clearly legible, formed correctly, effectively joined and beautifully presented. We refer to the National Curriculum for English with regards to specific objectives.

Children should take pride in the work they produce.

Barton Church of England (VA) Primary School	Page 5 of 8
Reviewed by Standards – Spring 2025	Writing Policy

## EYFS

Activities are regularly planned to improve gross and fine motor skills so that the children are able to manipulate a writing instrument. Children are taught to write each letter, as lower case and capital, starting and finishing in the correct place. They will also learn to write their own name and numbers 0 to 10.

## Year 1

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

## Year 2

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

## LKS2

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

## UKS2

Pupils should be taught to:

Barton Church of England (VA) Primary School	Page 6 of 8
Reviewed by Standards – Spring 2025	Writing Policy

- write legibly and fluently, using joined up letter formation, with increasing speed
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.

### Assessment (see separate Assessment Policy)

Assessment is key to developing writing skills and informing planning. As a small school, we acknowledge that it is vital to moderate our own judgements of pupils' writing. This is done internally in the first instance and then in conjunction with other local schools. We make reference to the Government's Exemplification Documents to secure judgements.

Below is an example of the type of English assessment that will be carried out:

Subject	Pre-Assessment	On-going assessment	End of unit assessment
English writing	Autumn 1 Week 1: Discreet tasks/lessons to assess: <ul style="list-style-type: none"> <li>• Non-negotiables</li> <li>• Handwriting</li> <li>• GPS content from previous year</li> <li>• GPS content to be taught in coming term</li> </ul> Include an opportunity for extended writing ('cold task').  Based on a book/interesting hook - engaging! Use to inform/adjust upcoming lessons/planning.	Distance Marking as per policy. Amend plans according to daily assessment Interventions to be organised in response to marking.	End of term assessment - Phase 4 independent extended writing task to assess taught content from this term.
Cross curricular writing	N/A	Assess writing content as per English writing. Assess curriculum content as per subject guidance. 1 piece of work per unit to be cross-curricular extended writing.	N/A

## Monitoring and Evaluation

Subject Leader:

- Ambitious writing targets are set annually. Data drops occur termly. Subject leader and Headteacher analyse data and, during Pupil Progress meetings, in conjunction with class teachers, gaps are identified and interventions are agreed. Units of work and medium term and short planning are amended accordingly.
- Teachers regularly moderate independent writing together in staff meetings and with other local schools.
- Headteacher, SLT and Subject Leader monitor planning, marking, quality of teaching and learning regularly.

Teachers and Teaching Assistants:

- Teachers collaborate with support staff to plan and assess intervention programmes together. The SENDCo is available for support if needed, particularly for those with additional needs.
- Targeted support is provided to specific groups linked to analysis of performance data and book scrutiny.

Reviewed by Standards Committee 19<sup>th</sup> March 2025

Barton Church of England (VA) Primary School	Page 8 of 8
Reviewed by Standards – Spring 2025	Writing Policy