



# Otterburn Primary School

## Primary Writing Policy

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#### ○ Statement of intent

Otterburn Primary School recognises the effect that a fluent, legible and coherent writing style can have on a pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced literacy curriculum which encompasses focussed writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes and audiences.

The school has created this policy in order to ensure that:

- All pupils are able to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions required for writing, as well as reading and spoken language.
- All pupils can write clearly, accurately and coherently.
- All pupils can adapt their language and style for a range of contexts, purposes and audiences.
- All pupils understand how to plan, practise and evaluate their writing.
- All staff members are aware of planning, assessment, and teaching and learning requirements for the writing curriculum.



## **1. Legal framework**

1.1. This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2017) 'Statutory framework for the early years foundation stage'

## **2. Roles and responsibilities**

2.1. The subject leader is responsible for:

- Preparing policy documents for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of writing, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in writing.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding writing skills.
- Ensuring common standards are met for recording and assessing pupil performance.
- Collating assessment data and identifying new priorities for the development of writing in subsequent years.

2.2. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' writing skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.

- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader.
- Undertaking any training that is necessary in order to effectively teach writing.

2.3. The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the writing curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of writing objectives in pupils' individual education plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

### **3. Early years foundation stage (EYFS)**

- 3.1. All pupils within the EYFS are taught to develop their writing skills and fine motor skills as an integral part of the Early Years Curriculum..
- 3.2. All writing objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings, specifically the literacy area of learning.
- 3.3. In accordance with the 'Statutory framework for the early years foundation stage', pupils will be taught to:
- Use their phonetic knowledge to write words in ways which match their spoken sounds.
  - Write some common irregular words.
  - Write simple sentences which can be read by themselves and others.

### **4. National curriculum**

- 4.1. All pupils within KS1 and KS2 are taught writing in line with the requirements of the English national curriculum.

### **5. Teaching and learning**

- 5.1. The writing curriculum is delivered during English lessons, each day for KS2, and each day for KS1.
- 5.2. If appropriate, grammar is delivered as a separate lesson to allow time for sufficient practice. For the most part, grammar will be taught as an integrated part of writing lessons.

- 5.3. Grammatical errors are highlighted on written work by classroom teachers, and discussed orally with pupils where necessary.
- 5.4. Classroom teachers use high-quality texts suggested in 'The Power of Reading' teaching sequences programme. As appropriate this programme is supplemented by other resources which model effective writing skills to demonstrate good practice.
- 5.5. Classroom teachers encourage pupils to discuss their writing orally with their peers and as a whole class before beginning their written work.
- 5.6. During writing lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.
- 5.7. Children respond to feedback, edit and refine writing during "COW Time" (Correct our Work) Pink pen is used.
- 5.8. To widen pupils' vocabulary and improve understanding, classroom teachers employ the following methods:
  - Using displays of key words linked to topics and subjects
  - Practising using the correct vocabulary orally
  - Dedicating lessons focussed on word patterns and choices
  - Encouraging the use of dictionaries and thesauruses
  - Reading examples of text to explore vocabulary
  - Providing feedback on written work in line with the marking policy.
  - Providing targeted small group work and one-to-one support, where required
- 5.9. The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:
  - Setting tasks which can have a variety of responses.
  - Providing resources of differing complexity, according to the ability of the pupils.
  - Setting tasks of varying difficulty, depending on the ability group.
  - Utilising TAs to ensure that pupils are effectively supported.

## **6. Teaching handwriting**

- 6.1. Pupils are taught to recognise and appreciate patterns and lines.
- 6.2. Pupils are supported in finding a comfortable and effective grip for holding their writing implement.
- 6.3. Pupils are encouraged to hold their writing implements correctly, away from the point to ensure the line of vision is not interrupted.

- 6.4. The importance of neat and clear presentation is clearly communicated to pupils; successful teaching of this leads to pupils taking pride in the appearance of their work.
- 6.5. Pupils are encouraged to have the correct seating position when learning; the bottom of the back needs to be in contact with the back of their chair.
- 6.6. Pupils in KS2 are encouraged to write quickly, whilst maintaining clear and accurate presentation.
- 6.7. Pupils are taught to write on a range of textures such as whiteboards, and different types of paper.
- 6.8. Teachers display examples of correct handwriting in the classroom, along with examples of the highest standard of work by pupils.
- 6.9. New members of staff who will be involved in teaching handwriting will receive a copy of this policy as part of their induction training.

## **7. Practising handwriting**

- 7.1. Pupils are encouraged to practise their handwriting skills in KS1 in designated handwriting sessions. In KS2, children complete one session a week practising their weekly spelling list in a cursive style. In KS2 handwriting intervention groups target children who need extra practise
- 7.2. It is vital that pupils develop the correct handwriting techniques. With this in mind, teachers and TAs ensure that any errors are pointed out.

## **8. Left-handed pupils**

- 8.1. Left-handed pupils are always seated to the left of a right-handed pupil in order to avoid competition for space.
- 8.2. Left-handed pupils are provided with left-handed pencil grips to help them hold the writing instrument correctly (if needed)

## **9. Planning**

- 9.1. Planning of the writing curriculum is focussed on:
  - Providing pupils with the skills to develop an understanding of grammar and knowledge of linguistic conventions for writing.
  - Developing pupils' abilities to write clearly, accurately and coherently, adapting their language and style in, and for, a range of contexts, purposes and audiences.
  - Developing pupils enthusiasm for and enjoyment of writing.
- 9.2. The school creates long-term, medium-term and short-term plans for delivery of the writing curriculum – these are as follows:



- Long-term: includes the topics studied in each term during the key stage
- Medium-term: includes the details of work studied each term
- Short-term: includes the details of work studied during each lesson

- 9.3. The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.
- 9.4. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- 9.5. All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- 9.6. In the school, writing is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.
- 9.7. Teachers will use the key learning content in the DfE's statutory guidance 'English programmes of study: key stages 1 and 2', published in 2013.
- 9.8. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- 9.9. Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.
- 9.10. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

## **10. Assessment and reporting**

- 10.1. Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.
- 10.2. An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.
- 10.3. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.
- 10.4. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 10.5. Assessment will be undertaken in various forms, including the following:
  - Talking to pupils and asking questions
  - Discussing pupils' work with them
  - Marking work against the learning objectives
  - Pupils' self-evaluation of their work and of their peers' work

- Classroom tests and formal exams

- 10.6. Teachers attend termly meetings with the subject leader to discuss the progress of pupils and regularly monitor the progress of pupils during lessons. When doing so, they consider the following questions:
- 10.7. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- 10.8. In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.
- 10.9. Summative assessments are also completed on a half-termly basis and reported to the subject leader for analysis.
- 10.10. Standardised tests will be used once a year, towards the end of the academic year, to measure each pupil's attainment in all areas of writing. These results will be compared with an 'average' for all pupils of that age.
- 10.11. Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards writing and understanding of the key concepts.
- 10.12. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.
- 10.13. The progress of pupils with SEND will be monitored by the SENCO.

## **11. Resources**

- 11.1. The subject leader is responsible for the management and maintenance of writing resources, as well as for liaising with the headteacher to purchase further resources.
- 11.2. Working walls are used in each classroom as part of the writing lesson and are updated weekly in line with writing lessons. They are useful to the children, rather than displaying work they have completed.
- 11.3. Writing equipment and resources will be easily accessible to pupils during lessons.

## **12. Equal opportunities**

- 12.1. All pupils will have equal access to the writing curriculum.
- 12.2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing writing lessons.
- 12.3. Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

- 12.4. Cultural and gender differences are positively reflected in lessons and the teaching materials used.

### **13. Monitoring and review**

- 13.1. This policy will be reviewed on an annual basis by the subject leader.
- 13.2. The subject leader will monitor teaching and learning in the subject at Otterburn Primary School, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- 13.3. A named member of the governing body is briefed to oversee the teaching of writing, and meets regularly with the subject leader to review progress.
- 13.4. Any changes made to this policy will be communicated to all teaching staff.

Date Agreed: Autumn 2022

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