

Woodlands Primary School



ENGLISH WRITING POLICY & STATEMENT OF INTENT

Status:	Current	
Date Adopted by Governing body:	January 2020	
Created by Daniel Hortop	January 2020	
Review by Curriculum Committee	January 2022	2 years

Woodlands Primary School English Reading Policy

Statement of Intent

At Woodlands Primary School, we view writing as a crucial part of our curriculum, enabling children to communicate their ideas and emotions. Writing is an essential life skill, fundamental to pupil's development as independent learners so we have designed a writing curriculum which encourages children to know more, to remember more and to understand more to help them reach and exceed their potential at primary school and beyond. We have done this with a core of books at the heart of our curriculum that create a living library inside a child's mind. It is a store of classics and essential reads that help children engage at a deeper level, provide them with greater cultural capital, and allow them to enter distant and far-off lands. This is supplemented by the discrete teaching of text types so that all children from FS2 to Year have opportunities to develop and apply their writing skills across the wider curriculum.

How is this implemented across the school?

These intentions and aims are embedded across our Writing lessons and in the wider curriculum. Our rigorous and well-organised English curriculum provides many opportunities for children to develop a love of writing and discussion through our following of the National Curriculum for English 2014.

The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debates.

Impact

Teaching and Learning

Organisation

The programmes of study for Writing at Woodlands are set out year-by-year from Y2 upwards.

Children in FS2 and KS1 follow the RWI (Read, Write Inc.) Literacy programme, “a structured and systematic approach to teaching Literacy... designed to create fluent readers, confident speakers and willing writers”. For further information on this, please see Woodlands Phonics and Early Reading Policy.

To supplement RWI in Y2, children have further opportunities to develop their literacy skills in a similar way to KS2.

In KS2, a programme of study has been developed to incorporate a wide variety of quality texts and resources to drive our English curriculum and motivate our children. We have developed this through the creation of a whole-school reading spine, personalised for our children at Woodlands. It is based on the research and ideas set out in Doug Lemov’s Reading Reconsidered, focusing on the five types of text that children should have access to. These texts often demand more from the reader than many other types of books. The aim of this is to increase children’s ‘cultural capital’, developing knowledge of the wider world through books. This has been expanded to include books recommended to the year group and short films or sections of longer films.

To view our Reading Spine, please see *Woodlands Primary School Reading Policy*.

Planning and Resources

We carry out curriculum planning in writing in three phases (short-term planning, medium-term planning and long-term planning). Long-term plans are provided by the English subject leader to ensure a consistent approach to the teaching of writing.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS2	Read, Write Inc.					
Yr 1	Read, Write Inc.					
Yr 2	Read, Write Inc.		Non-chronological report Narrative (Film-based)	The Owl and the Pussycat – Edward Lear	Narrative (Film-based) SATs	The Magic Faraway Tree – Enid Blyton
Yr 3	Non-chronological report Narrative (Film-based)	The Firework Maker’s Daughter – Philip Pullman	Poetry Explanations	The Lion, the witch and the wardrobe – CS Lewis	Persuasion Newspapers	The Butterfly Lion – Michael Morpurgo
Yr 4	Non-chronological report Narrative (Film-based)	Charlotte’s Web – E.B. White	Poetry Letters	Max and the Millions – Ross Montgomery	Arguments Diary	Who let the Gods Out? – Max Evans
Yr 5	Non-chronological report Narrative (Film-based)	A Christmas Carol – Charles Dickens	Poetry Explanations	Harry Potter and the Philosopher’s Stone – JK Rowling	Persuasion Newspapers	Variak Paw – SF Said
Yr 6	Non-chronological report Narrative (Film-based)	Letters from the Lighthouse – Emma Carroll	Poetry Letters	Holes – Louis Sachar	Arguments SATs	Frankenstein – Mary Shelley

Medium-term plans are created by the English subject leader in collaboration with each class teacher. They set out what is covered on a week-by-week basis, including the areas of grammar and punctuation to be taught. Short-term plans – created by the class teacher - outline each individual lesson and include learning objectives, success criteria, teaching and key questions as well as the main activity that the children are expected to complete. Short-term planning is always linked to children's prior knowledge. Class teachers are aware of what has been taught in other classes and can link their own class' learning back to this. While we give children of all abilities the opportunities to develop their skills, knowledge and understanding, we also plan progression into each unit of work, so that there is an increasing challenge for the children as they move up through the school. This is carefully monitored by the subject leader.

Recording

All children are encouraged to work tidily and neatly when recording their work with a strong focus on the school handwriting policy being used. Recording in books should take place in most lessons, depending on the content of the learning.

Assessment

Teachers use the National Curriculum in England to plan assessment activities linked to writing tasks, however, teachers assess children's work in Writing in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work. We use positive marking throughout the school to provide the children with their next steps towards learning (See Marking Policy).

Teachers use medium-term assessments (at the end of a unit of writing or after a longer write during a text-based unit) to measure progress against the key objectives from the National Curriculum, and to help them plan for the next unit of work. Exemplification is being created for each year group around narrative and non-chronological reports (curriculum areas covered in each year group) to help teachers make sound judgements and to ensure consistency. The assessment of each key objective is then recorded using the Insight Tracking system, using the following judgements – Below (Emerging), Just Below (Working towards), On Track (Expected) and Greater Depth. These judgements are discussed with the Head teacher and Assessment leader at pupil progress meetings, held four times a year.

Teachers make long-term assessments towards the end of the school year. These are based on children's work from across the wider-curriculum as well as in their Literacy books. The judgements made, alongside the progress they have made – using Insight Tracking for information about how the children have performed in each key objective – are then discussed with the child's parents or carers. From this, targets can be set for the next school year and these are discussed with the child's next class teacher during transition meetings.

Evidence – As an **ongoing assessment practice**, teachers and teaching assistants should collect evidence that could be used to support an effective judgement. This must be independent work by the child, i.e. something they require no teaching input to show that they have secure understanding of the topic. This could be:

- Daily work in Literacy books
- Work on whiteboards or through discussion
- Extended pieces of written work at the end of a unit or during a text-based unit
- Work from the wider curriculum

This evidence is used to inform our teacher assessments of each child which is recorded on the INSIGHT system.

Equal Opportunities

At Woodlands Primary School, we are committed to providing a learning environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teacher use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

Inclusion

At our school, we teach Writing to all children, whatever their ability and individual needs. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Gifted and Talented Children; English as an Additional Language (EAL).

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas. Teachers and classroom assistants are used support some children, and to enable work to be matched to the needs of individuals.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum and assessment expectations allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.

Target Setting

Children have writing targets which are recorded in their learning passports (FS2 and KS1 have their targets recorded on a visual display) and they should be aware of them at all times. They should be aware of their progress towards achieving each target and know what they need to do to improve and make progress.

Targets at Woodlands relate to the key Writing objectives from the National Curriculum. The class teacher is responsible for monitoring progress against the pupil target and this is monitored by the subject leader.

Marking

The quality of marking is crucial. When the teacher makes a comment in a pupils' book it should refer back to the learning objective, or be linked to a target or focus that the teacher has discussed with the child. It will always involve ticking the LO met / LO partly met / LO not met box so that the child is aware of how successful they have been in their learning. Marking should be both diagnostic and summative and school policy believes that it is best done through conversation with the child but acknowledges that constraints of time do not always allow this. Class teachers are expected to 'deep mark' any extended pieces of writing, usually occurring towards the end of a writing unit, providing areas of success and next steps.

When appropriate the children themselves can mark exercises which involves routine practice with support and guidance from the teacher. Where appropriate children are encouraged to annotate exercises with corrected/modelled answers (in line with the school marking policy). This fosters independence in the children (who can seek help if they are unable to locate and correct their errors) and also ensures that pupils receive prompt feedback.

Role of the subject leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject
- To plan and regularly update the English Subject Action Plan
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within the National Curriculum and that these are integral to the programme of study and secure at the end of each age phase
- To monitor books to ensure curriculum coverage and evidence of objectives being taught and learnt securely.
- To ensure staff receive prompt feedback and make sure that staff achieve the development points that they are given.
- To monitor planning and the quality of Literacy teaching
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the English curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.
- The subject leader will attend relevant training for curriculum leaders and share information with staff.
- To ensure CPD is in place through working with the head teacher/ leadership team and at staff meetings.
- Assessment - The leader will also monitor staff use of the INSIGHT Assessment tracking system. Evidence will be kept from year to year.
- To work closely with the Lead Governor for English (providing appropriate support and challenge)

and ensure that they meet with the subject leader at least three times every academic year (once every old term).

The English leader is released regularly from their classroom in order to work alongside other teachers. This time is used to monitor and evaluate the quality and standards of Reading throughout the school and enables the leader to support teachers to develop practise in their own classrooms.

Displays

The school promotes the displaying of Writing in all classrooms and in the hall / corridor areas. In classrooms, this should be in the form of a working wall, alongside displays that show writing at a greater depth for each year group. This can influence how children feel about their environment, convey standards and promote high expectations. Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests.

How does Writing contribute to other areas of the curriculum?

The skills that children develop in Literacy are vital to every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school. It is expected that all children write to the same standard in the wider curriculum as they do in their Literacy books, so any grammatical features or punctuation types taught should be applied across the entire curriculum.