



Writing Policy

What is this policy for?

This policy sets out how we teach writing in line with the legal requirements of the National Curriculum 2014. It describes how our provision for writing allows all pupils to develop key life skills that let them express their ideas and opinions.

The vision for writing

It is our intent at Becket Primary School to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. We want a culture where children can be confident in the art of speaking and listening to communicate effectively and to enjoy and be enthusiastic about writing. Our intentions in writing are for children to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work

Within the primary phase, writing is a key skill that underpins most subjects. Writing is, where possible, linked to the topics so that learning is meaningful and engaging, with a real purpose and audience. Our spiral writing curriculum is sequential, taught systematically and explicitly.

Children will have the opportunity to write a variety of different genres to recognise and use different language and structures and understand where these genres are used in reality.

There is an expectation that specific and extended writing opportunities are provided throughout the writing process, together with the core skills of handwriting, grammar and spelling.

When is writing taught and learned?

Writing is one of the components of the English curriculum and is addressed both as part of daily English lessons, as well as being embedded within cross-curricular learning. English is woven into the core of every school day during which children learn, develop and refine writing, reading and spoken language skills.

Grammar, punctuation and spelling skills (GPS) are also taught through the writing curriculum, both as part of English lessons and as stand-alone focused activities to enhance understanding of the English language, within specific and wider contexts. We try and link GPS to context and children's individual learning as much as possible.

Handwriting is taught in line with our handwriting policy.

How is writing taught and learned?

Each year group teach objectives outlined in the National Curriculum. This is done by having a WAGOLL (What a Good One Looks Like), and exploring and unpicking the features from this. The



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WAGOLs are high quality fiction or non-fiction texts that promote vibrant vocabulary. The writing then follows a process of planning, writing, editing and redrafting. Throughout their time at school, children should have the opportunity to write all genres – fiction and non-fiction. Children are given a purpose and an audience for writing.

What do we learn in writing?

The National Curriculum's programmes of study for writing at Key Stages 1 and 2 consist of two dimensions: transcription and composition, including grammar, punctuation, spelling and handwriting.

Handwriting is taught through standalone sessions and as part of modelling during all taught writing. Please refer to our Handwriting policy for more information. In KS2, children have the opportunity to be awarded their Handwriting Pen License when all their writing is consistently neat and joined.

How do we measure success in writing?

Formative assessments will be informally carried out during English lessons and cross curricular sessions to help inform immediate teaching and plan for following lessons. Summative assessments are undertaken in line with the MAT assessment timetable.

Results of statutory tests at the end of KS1 and KS2 are reported to children and parents at the end of the year. Pupils and parents are kept informed throughout the year whether they are working at, above or below age expectations. This information is shared through parent consultations and mid / end of year reports.

Budget and resources

The items for writing, such as paper, pens and pencils are all bought out of the central stationary budget.

Safety and risk

To avoid any strain to newly developing muscles during writing, children are taught how to sit and hold writing equipment comfortably to find their own unique writing position. Triangular grips are made available to children with the relevant need.

Care is taken to ensure children are able to write in a safe learning environment where risk taking is promoted. Staff carefully consider the children in their class, taking into account any personal experiences, when texts and examples are chosen to ensure modelled examples are appropriate.

Community involvement and collaborations

Throughout the year there are a variety of writing opportunities in which children may participate. These include World Book Day, our Multi-Academy Trust writing competition and writing letters to members of the community if appropriate.

Class assemblies and displays model our high expectations of writing, with children often using their own compositions for performance purposes.



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The school policy, curriculum materials and any linked documents are available for public scrutiny on the school website.

Monitoring and Evaluation

The English team will monitor the standards of teaching and learning. This will occur through a range of activities of monitoring planning, observation of lessons, work sampling and pupil interviews.

Information gathered is shared with the leadership team and through the link governor for English.

Policy written: November 2020

Policy reviewed: November 2023

Next Review date: November 2025

Ratified by the Local Governing Body: December 2023