


Burnt Tree Primary School



Writing Policy

Signed by Chair of Governors	
Date	16/04/2024
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Introduction

At Burnt Tree Primary School, we view the acquisition of language skills to be of the utmost importance and so the teaching of all aspects of English is given high priority. Writing is integral to our children's whole language experience; it is a crucial part of thinking and learning. This policy outlines the purpose, nature and management of the teaching of writing at Burnt Tree. It states how we deliver the writing elements of the English National Curriculum and the Early Years Foundation Stage.

Aims

This policy aims children:

- Appreciate that writing is a universal method of communication
- View writing as a process over which they have control
- Enjoy playing with language and write for pleasure
- Write appropriately for specific real or imaginary audiences
- Write for a variety of purposes
- Make judgements about the tone, style, format and vocabulary appropriate to the writing's purpose, audience and genre
- Write clearly, legibly and accurately with attention to punctuation, spelling and grammar
- Recognise that drafting, incorporating significant revision into their writing, and proof-reading are integral parts of the writing process
- Achieve independent writing of a high quality

EYFS

Burnt Tree Primary School follow the strategy framework for writing using the Development Matters statements.

- In Nursery, children learn pencil control through learning gross motor skills. They then move onto fine motor skills. Different activities take place to practise pencil control, including the use of foam, sand and gloop. Children use iPads to practise letter formation on the program 'Hairy letters'. Teachers use 'Dough Disco' and 'Squiggle While you Wiggle' to teach pencil control. Children learn how to form letters and how to write their own name. This takes place daily through 1:1 and group sessions.
- In Reception, children practise writing every day 1:1 or in small groups, this is in addition to the phonics lesson. They learn how to label, write names and words then write sentences with meaning. During continuous provision, the children are given opportunities to write creatively showcasing what they know and what they have learnt.

Key stage 1

During Key Stage 1, children follow a phonics scheme (Read Write Inc) which includes writing elements.

- In Year 1, children have the opportunity to write in their phonics lessons. They are encouraged to use capital letters, full stops, phonics to spell words and finger spaces. Phonics sessions take place on a daily basis, they complete their work in their phonics writing book. Following an engaging 'hook' activity or 'hands on' event, children also have English lessons where different genres of writing are taught through the context of a quality text. Over the year, children write across other areas of the curriculum such as in topic and science, when appropriate.
- In Year 2, children have the opportunity to write during their phonics lessons. Children also experience writing during English lesson, following the same guide as Years 3 - 6. An exciting 'hook' or 'hands on' event for writing begins the writing journey. Children have the opportunity to develop their writing skills through grammar and punctuation lessons, vocabulary building lessons, Alan Peat sentence lessons, planning lessons and writing lessons, inspired by a half-termly quality text.

Key stage 2

Writing Journey

During Key Stage 2, children follow a set writing journey. At Burnt Tree, the development of language and vocabulary is vital, as for many of our children, English is not their first (or home) spoken language. Each year group has a range of age appropriate, high quality texts, covering poetry, description, non-fiction and link to themed events throughout the year, which engage and inspire all learners. In order for our children to grasp a good understanding of a range of writing genres, we ensure that for each writing genre, we follow this journey:

- A 'hook' for writing, or 'hands on' event is experienced in order to set the context for the writing journey, engage the children and give them the experiences in preparation for their writing.
- Reading of the focus linked text, with digital literacy if appropriate, takes place. A whole-class comprehension activity may be used at this point to ensure that children have grasped a good understanding of the text
- Identifying the features of the genre, including showing the children, 'what a good one looks like' so that high expectations are modelled from the very start of the writing journey.
- A vocabulary building lesson to build and develop vocabulary that is going to be used in their sentences/writing.
- A discrete sentence lesson or lessons, which follow the Alan Peat sentence types on sentence strips and focus on the key grammar features for each year group. This also gives children the opportunity to practise think – say- write- read, which is an important approach in supporting the children to build and develop compound and complex sentences using new vocabulary they have been introduced to.
- The children complete a first draft, using success criteria which are differentiated and allow for a personalised writing target (given by the teacher from their previous independent piece of writing), to complete their first attempt at the writing genre. They apply taught grammar and sentences that they have built up during the week.
- After marking by the teacher, the children actively identify where they can make improvements and developments to their writing.
- Following our marking policy, the children look for blue highlighting as a guide to where improvements need to be made. (Autumn term) Children then respond to the blue highlighting using a purple pen, on a purple strip, which is then attached to their first draft.
- Finally, the children are given another opportunity to complete their 'final' piece. This is completed in their 'Purple Polished Pieces' books, which showcases their final piece including improvements and edits that they have made.
- Writing is then marked using two stars (children) and a wish (teacher), using self or peer assessment, in line with our marking policy.

Writing across the curriculum

At Burnt Tree Primary School, we understand the need for writing at length. Children need to learn how to write a range of genres, using a variety of techniques for audience and purpose. From Years 2-6, all children complete extended writing within the writing journey in their English lesson. In addition to this, we also understand the importance of applying taught writing skills across the wider curriculum. Across the year, opportunities for children to write through history, design technology and geography are planned. These writing sessions allow children to use and apply any skills or genres that have been taught in the English sessions.

Grammar

Learning grammar is an integral part of learning how to write and therefore grammar is practised on a daily basis. At Burnt Tree Primary School, we teach grammar as part of the writing journey. In some cases, more difficult grammar skills are taught as a separate lesson.

To show that children can apply their grammar knowledge to a question, children complete two grammar style test questions, appropriate to their year group, at the start of all English lessons. Grammar testing is completed termly from Years 2-6. Grammatical terms are learned and practised in each year group.

Challenge

Pupils are challenged through the use of chillies where appropriate as well as a wider range or more challenging success criteria. Within an area of the writing genre, children will be given further opportunities to write across a range of activities. When working with the whole class, teachers will adapt their questioning to ensure all children are challenged.

Pupils with SEND/ EHCPs

Teachers include all pupils fully in their daily literacy lessons. All children benefit from participating in modelled, shared and guided sessions. However, a pupil whose difficulties are severe or complex may need to be supported either through further differentiated resources or activities, or children may take part in phonics lessons until they are able to more fully access English lessons. In addition to this, focused interventions are planned for children who need support e.g. with spelling or sentence dictation.

Spelling

At Burnt Tree we use 'Spelling Shed' as a tool for learning the spelling of words. Spellings follow age appropriate rules and link with National Curriculum expectations. Spellings are set every Friday and are tested the following Friday. Spelling rules are explicitly taught and interactive games on 'Spelling Shed' allow the children opportunities to practise them. Spelling 'bees' are celebrated in our weekly key stage celebration assemblies.

Marking and editing

Across the school, children's work is marked on a daily basis and 'close the gap' questions are given when needed. From Years 2-6, teachers mark using 'Review Blue' and 'Good to be Green' following each piece of extended writing in the autumn term. Teachers will mark mistakes in spelling, grammar and punctuation using blue highlighter. (Autumn term) Good aspects of the writing will be highlighted in green. Children then have the opportunity to edit and improve their writing using this marking. Children use WILFs for each piece of extended writing and are expected to self-assess against it, using two stars. A personalised 'wish' is then given to the children from the teacher. This is expected to be addressed by each child in the following piece of writing. See marking policy for further details.

Assessment and record keeping

Children are assessed in line with the school's Assessment Policy using a variety of means. Writing is moderated across school regularly, as well as across other schools to ensure the clarity and accuracy of teacher judgements.

Celebrating writing

Celebrating writing is so important to children across the school. It's a chance for children to see what 'good writing' looks like and to celebrate the work they have completed. Every term, 'good writing' is chosen to be displayed in the corridors for each year group, linked to the theme or focus. These show features that have been included and model the high expectations we have of our children.

Within each classroom, a teacher can choose to display 'good work' which may be a child's writing.

In addition to this, teachers also have the opportunity to select children for the, 'Star of the Week' assembly, if they have produced work which is of a continued high standard or in making progress steps in their learning. Excellent presentation of work, including handwriting is also celebrated in our weekly key stage celebration assemblies.