

# Bricknell Primary School



## Writing Policy



September 2022

## Curriculum Intent

Writing has an important place in education and in society. It is an essential skill and the ability to write with confidence and accuracy is a tool which will support a child through life. It is our intent that our children understand the social functions of writing in order to use different genres of writing appropriately by considering its purpose and matching it to its audience. Furthermore, it is our intent that every child develops a progressive understanding of grammatical conventions, the way in which punctuation aids understanding and how to apply spelling rules. It is also our intent that all children have a joined, legible and increasingly efficient handwriting style. Through our teaching of writing, we intend to impart pupils with the knowledge, understanding and skills they need in order to reach their potential as individuals

At Bricknell Primary School, the teaching of writing within the English curriculum has been carefully considered to enable our pupils to become confident and creative writers. Our highly skilled subject leaders have carefully worked to create a Progressive Skills Document where objectives for each year group are progressively mapped out to ensure our pupils are given the acquired skills and knowledge the further their education journey into KS3. The Writing Progressive Skills document is fully compliant with the National Curriculum.

Our aim is to provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital they need to make aspirational choices about their own futures, overcoming any barriers. In order to achieve this, our curriculum is underpinned by the principles highlighted in our Aspiration Curriculum.



Within the Writing Progressive Skills Document, our progressive objectives identify what pupils should know by the end of each year group and link to prior learning. These enable teachers to identify and plug

gaps in pupils' knowledge and skills. Within each subject, pupils will develop a deep understanding of key concepts and second order concepts. These key concepts have been carefully considered and identified as the core knowledge and skills required to successfully achieve in all areas of the curriculum. The Key concepts are revisited and developed as the pupils move through the school to ensure the knowledge, skills, behaviours and attitudes are firmly embedded within the long-term memory. These key concepts compliment work carried out across the school in line with Aspiration Curriculum. The expectation is that, by the end of primary school, children will know and understand these key concepts and have the writing skills to be socially and emotionally equipped to enter KS3.

In addition to first order concepts, the subject leader has identified subject specific second order concepts. These can be used across all aspects of English to organise the substantive knowledge and skills which are taught.

### **Key concepts:**

These are explored through different text types appropriate to the age and ability of the child.

<b>Composition</b>	Children are taught the structure of different types of text.
<b>Transcription</b>	Children are taught to write legibly and with increasingly accurate spelling.

### **Strands**

Within writing sessions, children are taught a range of skills in order for them to develop as confident writers.

<b>Planning</b>	Looking at real texts, children are taught different features of types of text and how to plan both orally and written.
<b>Structure</b>	Children are taught to write cohesively within a range of texts.
<b>Vocabulary</b>	Using awareness of the reader, children are taught to use a range of adventurous language.
<b>Grammar</b>	Children are taught to construct sentences which are grammatically correct.
<b>Punctuation</b>	Children are taught to use accurate and increasingly higher level punctuation including punctuation to create specific effect.
<b>Spelling</b>	In accordance with their age and ability, children are taught different spelling strategies to improve their writing.
<b>Handwriting</b>	Children are taught to form letters correctly in accordance with their developmental stage.

Writing is taught on a daily basis through a structured writing sequence. In daily writing sessions, children are taught different skills with an aim to develop a child who writes with accuracy, confidence and increasing creativity.

**In Writing, by the end of EYFS children will:**

Be able to write recognisable letters, most of which are correctly formed. They will be able to spell words by identifying sounds in them and representing the sounds with a letter or letters. It is expected that they will also write simple phrases and sentences that can be read by others. Children will show good control and co-ordination in their small movements. They will handle equipment and tools effectively, including pencils for writing.

**By the end of Key Stage 1 children will:**

Be able to write narratives, both real and fictional. Children will write using past and present tense mostly correctly and consistently. Children will demarcate sentences using capital letters, full stops and question marks most accurately. Children will spell most common exception words correctly. Handwriting will show consistency in letter sizing.

**By the end of Key Stage 2 children will:**

Be able to write for a range of purposes and audiences showing increasing manipulation of sentence structures. Children will be able to use a range of devices to build cohesion within and across paragraphs. They will select and use grammatical structures that reflect what the writing requires. They will use a range of punctuation and maintain tense throughout a piece of writing. Children will spell most words correctly or will be able to use resources quickly and efficiently in order to support spelling. Handwriting will be consistently joined in line with the school policy.

Any child working below their age-related expectation will receive a tailored curriculum with personalised objectives taken from the Curriculum Assessment Toolkit. This will enable all children to build the skills and knowledge needed to bridge the gap between themselves and their peers enabling them to reach their full potential.

**Implementation**

At Bricknell Primary School, our curriculum is carefully mapped out into a long-term plan by our highly skilled subject coordinators. This enables links between subjects to be identified and carefully planned for to support pupils' retention of knowledge and skills. Early writing and phonics are taught following the Read Write Inc phonic programme. Units of writing are carefully planned and taught using a structured writing sequence which contains key elements of grammar, punctuation and spelling appropriate to the year group. Throughout the teaching sequence, the children are given the opportunity to analyse high quality writing examples of a particular text type, practise different writing skills and they complete the unit with an independent piece of writing specific to a text type. Throughout the unit, teachers and support staff also look where children

need extra assistance and offer swift intervention sessions to provide the children with the skills to produce high quality writing.

Children who are taught following the writing sequence will follow the teaching sequence outlined below.



### **Impact**

A wide range of strategies are used to measure the impact of our Writing curriculum. The impact of learning is measured through formative and summative assessment. Children are assessed against key performance indicators at the end of each teaching sequence. These are kept in the front of each child's English book and easily visible to both children and teachers. English books are scrutinised by the English team on a termly basis in order to assess strengths and weaknesses in specific teaching sequences. Teacher assessments in writing are submitted on a termly basis and

children who are not achieving in line with expectations are given further intervention sessions in order to address any misconceptions and to allow children to progress with their learning. Teachers from across the Constellation trust meet on a termly basis in order to moderate writing and to ensure that judgements are accurate and fair. These meetings are attended by moderators who have undergone training with the STA and work as moderators across the city.

Our subject leaders will also monitor the effectiveness of the Writing curriculum through carrying out regular subject 360 evaluations. These evaluations are quality assured by the senior leadership and governors.

The effectiveness of the Writing curriculum is also monitored through pupil and parental voice throughout the course of the year.

### **Extra-curricular**

Children are offered a wealth of extra-curricular activities and it is ensured that all pupils have equal opportunities to access these. Children are encouraged to write beyond the classroom in a variety of ways. Different extra-curricular clubs encourage writing in the form of letters, posters, scripts and poems. Children take part in school, local and national writing events and real purpose writing. The Graduate Learning Programme enables children to take their English studies to a higher level and to work beyond the classroom in consultation with families and the community.

### **Cross curricular connections.**

Writing is an integral part of our curriculum. It is a transferable skill and much of the focus on ensuring that the basic skills are embedded allows that children apply their knowledge and understanding of writing in a range of different contexts. Writing is adapted to the content and form of our curriculum appropriately.

### **Equality**

Children will not be discriminated against in terms of gender, race, religion or disability. All children will have the opportunity to participate fully in classroom and outdoor English lessons. Activities and reasonable adjustments will be made to ensure this.

### **SEND**

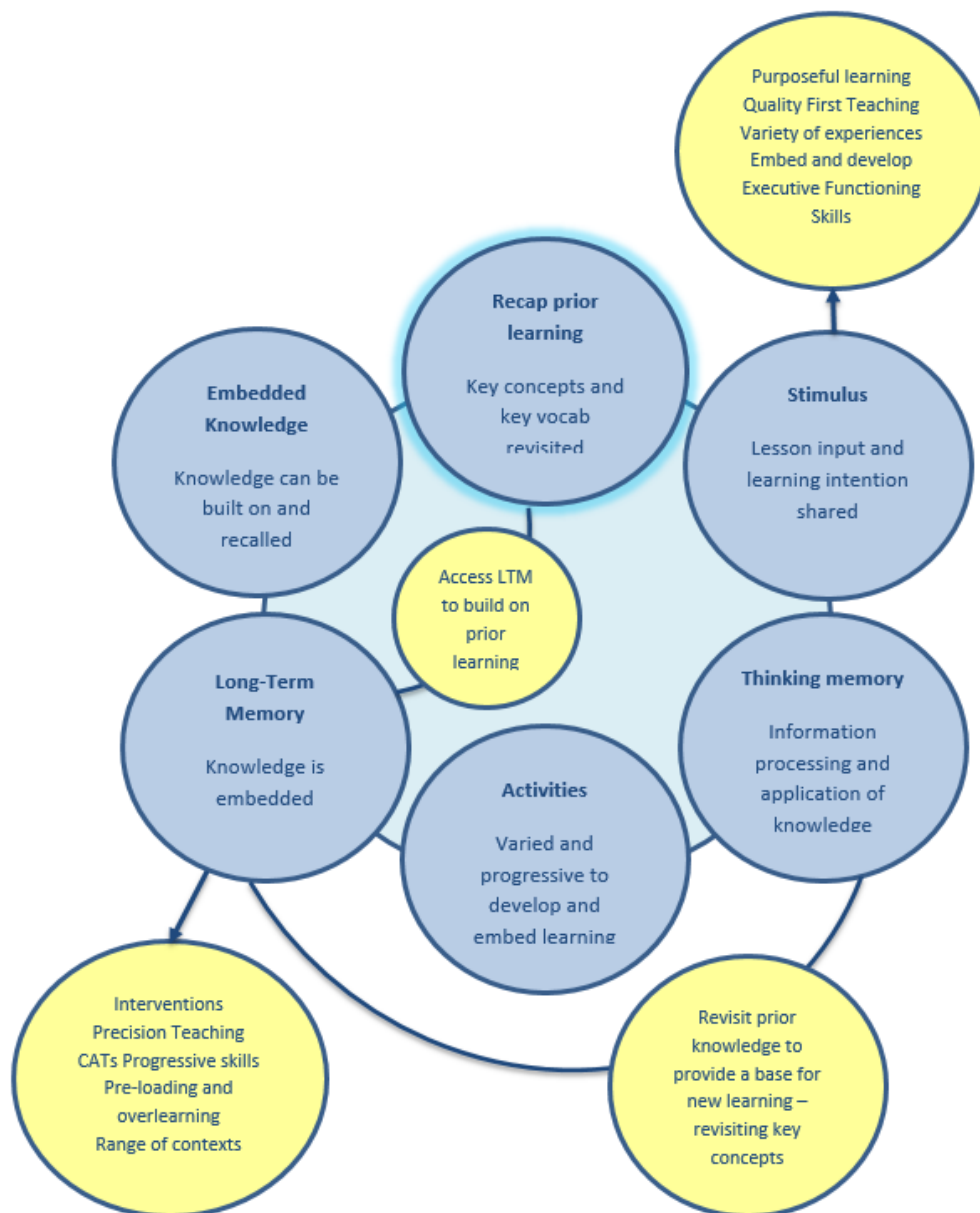
At Bricknell, we have a high SEND population and our pupils are fully immersed into the broad and balanced curriculum. However, we tailor the curriculum to meet the individual needs of SEND pupils. Where a child's need prevents them from accessing the Age Related Expectations for subjects, planning is tailored to meet the individual needs of all pupils using the CATs document. This document breaks down each objective across the curriculum to enable all pupils to achieve success at an appropriate level for their needs. This ranges from P4 to Year 6 to ensure that there is no ceiling on any child's learning. In addition to this, some pupils are given the opportunity to take part in an AQA life skills programme. This programme consists of a sequence of skills that children work towards and develop their independence. This programme has been developed by the external agency IPASS and is tailored to meet the individual needs of our pupils. Each skill, when mastered, is rewarded with a qualification and certificate. Prior to the children starting this at the

age of seven, pupils take part in the CATs scheme of work which was developed alongside a local special school. This programme aims to plug gaps and remove barriers to learning.

### Metacognition

Metacognition relates to thinking about thinking. It is a mechanism to enhance student learning, both for immediate outcomes and for helping students to understand their own learning processes. Metacognitive strategies are embedded into all areas of our curriculum and opportunities are planned to develop these skills over time. These skills include self-questioning, meditation, reflection, developing an awareness of strengths and weaknesses and an awareness of personal learning styles. Developing this metacognitive understanding is a skill for life. When learners “think about their thinking” they are more capable of independent self-improvement. At Bricknell, metacognitive strategies are learned, practiced and made into habits in order to improve learning, self-understanding and thinking skills impacting both the present and future.

Our metacognition and working memory model is shown below:



All staff have had extensive CPD, in collaboration with the Educational Psychologist, to support their understanding of child development and metacognition strategies to enable them to develop the knowledge and skills required to enable children to learn progressively over time.

### **Evaluation**

In evaluating the effectiveness of our teaching of writing, we should be aware of the following:

- What opportunities are there for children to embed basic skills?
- What level of independence has the child shown when producing writing?
- What opportunities have the children had to develop their own ideas in writing?
- What opportunities are there for children to have a voice on writing?
- Are there opportunities for children to practise different writing styles?
- How do you identify pupils who are not on track and what support is provided for those pupils?

### **Resources**

- Each EYFS and KS1 class has a Read, Write Inc sounds display and mats to support children in their writing.
- Each class will have writing mats with key spellings.
- Each child will have a current English working wall to support children with their writing: this contains a high-quality example of the current text-type.
- Each classroom has a bank of age-appropriate dictionaries and thesauruses.

### **Staff CPD**

At Bricknell Primary School, we invest heavily in CPD to ensure all staff feel empowered to deliver lessons, across all curriculum subjects, and have the ability to embed and assess the metacognition strengths of all pupils.