



**Beverley Minster**  
C.E. Primary School

### **English Writing Policy**

'Be your best at Beverley Minster' is what we expect of everyone in our school community. Our school is a welcoming community where our distinctive Christian ethos promotes a safe, happy, healthy and nurturing environment. We strive for excellence to develop the potential of all. Together, we empower children with the confidence, independence and resilience to become life-long learners and to play a positive role in their community.

Through our Christian ethos of Beverley Minster Church of England Primary School, we believe in valuing ourselves and others. We live this out through our Christian Values of Respect, Friendship and Perseverance in order to:

**'Encourage one another and build each other up'.**

1 Thessalonians 5:11

At Beverley Minster CE Primary School, we believe that the ability to write with confidence and accuracy is an essential life skill. Writing is a complex process that draws upon more than handwriting and spelling. It is the ability to effectively communicate ideas, information and opinions through the printed word in a wide range of contexts. Successful writers understand the social function and characteristics of writing in order to use different genres appropriately, matching it to audience and purpose. Writing also requires the writer to understand and accurately apply the conventions of syntax, spelling and punctuation. We aim to equip children with the skills necessary to achieve this, throughout the curriculum.

### **Aims**

Our aims are for all children at Beverley Minster to:

- Write with confidence, clarity and imagination;
- Understand and apply their knowledge of phonics and spelling;
- Understand how to write in a range of genres (including fiction, non-fiction and poetry), using the appropriate style, structure and features;
- Plan, draft, revise and edit their own work, and learn how to self- and peer-assess against the success criteria;
- Develop a technical vocabulary through which to understand and discuss their writing;

- Develop their imagination, creativity, expressive language and critical awareness through their writing.

Our school values of respect, perseverance and friendship underpin all our teaching.

### **Action and Implementation**

Writing at Beverley Minster Primary School is taught and celebrated in a range of ways, and is taught daily across the school across a range of subjects. We aim, wherever possible, to create cross-curricular writing opportunities, as we believe that in order for children to see themselves as successful writers they need to be involved in writing for a purpose. We follow the National Curriculum (2014) which ensures that a range of genres are covered, including narrative (e.g. extended stories, stories by the same author, myths and legends, adventure stories and traditional stories), non-fiction (e.g. persuasive texts, non-chronological reports, information texts, recounts, reports and letters) and poetry (e.g. rhyme, nonsense rhymes, shape poems, acrostic and descriptive poetry). Genres are taught and learnt considering the:

- purpose
- form
- audience

We believe good writers:

- enjoy writing and find the process creative, enriching and fulfilling;
- read widely, recognise good writing, and understand what makes it good;
- are aware of the key features of different genres and text types;
- learn about the skills of writing from their reading and draw upon its models in their own work
- have 'something to say' (a purpose) and know how to say it for the specific audience;
- know how to develop their ideas;
- know how to plan and prepare for writing;

- make informed choices about what they are writing, as they write (for example, about vocabulary, grammar, text structure, etc.);
- understand how to reflect upon, refine and improve their own work;
- can respond to the constructive criticism of others.

Our journey of writing starts with immersion in a particular genre to ensure all children have a shared understanding of the particular genre before the writing process begins. This develops confidence and the opportunity to teach grammar and sentence structure in a real context.

Writing is taught in a range of ways:

### **Modelling Writing**

The teacher talks aloud the thought processes as a writer. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuation, rehearsal, proofreading, editing, word selection, sentence construction and paragraphing.

### **Shared Writing**

This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas.

### **Supported Composition**

The children work in pairs or groups to write together or to be supported to write independently to provide the next sentence of the text. This may follow from the modeled or the shared writing process.

Pupils work together to support each other to edit their work.

### **Independent Writing**

Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit and assess their work, applying the skills they have learnt throughout the unit of work in that particular genre.

The teaching and learning of writing varies across the age range in school. In the early years emergent writing is encouraged through the use of different writing

materials, including felt tipped pens, crayons, chalk, sand, magnetic letters, big brushes, water, paint and computers, as well as writing in the role-play areas, such as postcards, menus, invitations, labels etc... Alongside this, children take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible script.

As children progress throughout the school, they are given many opportunities to write independently and to apply the skills they have learnt and practised in shared and guided writing. Wherever possible, writing is made meaningful by being planned for a specific purpose or in response to a particular experience. Each lesson should have an opportunity for pupils to develop their understanding of grammar, vocabulary and sentence structure. Pupils will be expected to build sentences, drawing on what they have learnt and building on developing their understanding of purpose and audience. Each lesson must also provide an opportunity for pupils to apply their understanding of what they have been taught through independent daily writing which demonstrates application of the skills.

### **Guidance - unit of work**

Units of work should be planned, by the teachers to last between 2 and 3 weeks, at the most. This will enable children to investigate the genre and style, then through a variety of activities, which will enable children to produce a final edited piece of writing which can then be used for moderation.

### **Extended Writing**

It is expected that children will bring all their learning together to produce an extended final extended piece of writing at the end of each unit. This is aimed to build stamina and resilience. All children from Year one to Year six will be required to carry out an extended write each week, which will be based on the hook (e.g. book, poem, text or linked to project work) that is being used in English lessons. Each piece of extended writing must have a purpose and audience which in turn determines the structure, organisation and coherence of the writing. Regular opportunities are provided for extended writing across the curriculum. Independent daily writing must be planned so pupils have the opportunity and experience to enable them to build on and work towards writing a final extended piece.

### **Presentation of Work**

- The long date needs to be written at the top of the page and underlined using a ruler.
- Learning Objective and 'I cans' for the piece of writing stuck in at the start (mainly KS1) or written (KS2).

## **Spelling**

Spellings will follow the 'Spelling Shed' spelling programme in Years two to six. EYFS and Year one will continue to teach phonics.

## **Assessment and Record Keeping**

Assessment is used to inform the planning and teaching of writing. We assess using the pupil targets (matched against end of year National Curriculum expectations) for each year group which enables children to be assessed under our Assessment system. Children are expected to make good progress. In Years 2 and 6, the children are assessed against the End of Key Stage, Assessment Criteria.

Assessment against these criteria takes various formats:

- Success criteria created by the teacher and the children, which is used to self- and peer-assess;
- KS1 (and less able KS2 pupils) regular phonics tracking assessment, in which children are assessed against the Letters and Sounds phases and gaps in learning are identified;
- Teacher assessment at the end of Key Stage One (Y2) and end of Key Stage Two (Y6) based on the Interim Assessment Criteria.
- Extended cross curricular writing is assessed against writing targets.
- Independent writing (from the end of each unit) needs to be moderated to enable a clear assessment level for the data to be inputted into Sonar Tracker. Pupils should not be assessed as working at the expected level until the Spring term as they have not covered enough of the curriculum.

All children will be monitored termly including all children who have particular learning needs, including SEN and Gifted & Talented. The writing outcomes will be shared with the headteacher and SENDCo at a termly PPM- Pupil Progress Meeting, as well as through formative classroom assessment. Provisions are put into place to support identified children. Writing support is carefully chosen to meet the needs of all children, particularly those who need extra support or challenge. These include 1:1 sessions, small writing groups, reading recovery and phonics intervention groups.

## **Monitoring of the Policy**

We are aware of the need to monitor and update the school's Writing Policy on a regular basis, so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements.

We will therefore review this policy at least once every two years. It will be the responsibility of the English Subject Leader.

Writing throughout the school and how it reflects this policy will also be reviewed throughout the year in the following ways:

- SLT/staff work scrutiny;
- EYFS/KS1/KS2 external moderation;
- EYFS/KS1/KS2 internal moderation;
- Moderation with other schools;
- Learning walks;
- Observations;
- Book scrutinies.

April 2023

Review April 2025