



Nutley C E Primary School Writing Policy

This policy was adopted 25.3.25
This policy is due for review 25.3.25

INTRODUCTION:

This document is a statement of the aims and strategies for the teaching and learning of writing at Nutley C E Primary School.

AIMS:

Our aims are based on Our Vision:

'We believe that everyone is an individual, valued for who they are.

We encourage our school community to reach their full potential in a happy, safe and caring environment.

Providing a foundation for lifelong learning, we build resilience and hope for the future, based on Christian values.

A small school, with a big heart – we aim to make a positive impact within our community and in the wider world.'

In reception through to Year 6, children are taught writing within their classes. Through differentiation and the support of Teaching Assistants, all children will receive high quality teaching and appropriate support in order for every child to reach their full potential. Children that have a Special Educational Need or Disability (SEND) may also be withdrawn in order to receive intervention that focuses on the child's more specific individual needs. Higher attaining children are also identified and challenged appropriately, ensuring they are engaged and excited by their learning. A clear lesson objective is a feature of all English lessons, with Success Criteria used to guide learners; working walls may support learning in the classrooms and evaluative marking is used, as detailed in our Book Policy. Assessment informs planning and reference is made to the National Curriculum. The use of computing enables children to use and apply their developing skills in English in a variety of ways and we encourage children to use ICT as a resource for learning, whenever appropriate. We use rich and varied texts for pupils to draw on in their writing which should link with their topic, encouraging writing to be cross-curricular. Our English lessons also include the teaching of phonics, reading and grammar and punctuation: for more detailed information on the teaching of these please see the policies for these areas.

WRITING EXPECTATIONS:

At Nutley C E Primary School, we aim to develop our children as writers in the following ways:

- Treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired.
- Provide experiences where the children can acquire confidence and a positive attitude to writing.
- Develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences.
- Use guided writing sessions to model writing skills, teaching children how to compose, amend and revise their writing.
- Teach children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning.
- Teach children how to edit and improve their work, with a differentiated approach that is appropriate for their year groups.
- Teach grammar and punctuation in the context of children's own writing, as well as through discrete lessons (see Grammar and Spelling policy for further information).
- Teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- Teach strategies for spelling to enable children to become confident and competent spellers (see Grammar and Spelling policy for further information).

The children in our schools should:

- Experience a wide range of writing activities, to include both chronological and non-chronological writing.
- Relate writing to their own experiences and environment.
- Discuss their writing frequently, talking about the various types and purposes of writing.
- Be aware of the need to write legibly and to use layout and space effectively to aid the reader.
- Experience grammatical vocabulary such as: sentence, verb, tense, noun, adjective, pronoun etc. both in the context of their own writing and through specifically designed activities.
- Read examples of 'good' writing in various forms and begin to recognise the criteria for such writing.
- Have experience of and become accustomed to drafting and redrafting their work.
- Write in response to a wide range of stimuli.
- Become increasingly aware of the correct modes of punctuation and spelling through the learning of rules and some rote learning of common exceptions.

We also aim for children to:

- Achieve a writing ability at least comparable with their age-related expectations.
- Develop their creativity, accuracy and own 'author's voice' in their writing.
- Enjoy, and have experience of, a wide variety of genres, including those of their own and other culture.

HANDWRITING :

Good presentation is emphasised at all times and through all forms of writing. We recognise a strong link between good handwriting and good spelling. Developing a flowing style means a child is more likely to become a good speller. Wherever possible, we use handwriting practice to support spelling. We use the Berol Handwriting Scheme to support us with a consistent approach to handwriting. Children in Year 2 are expected to begin joining their letters. In KS2 children are encouraged to join their letters as much as possible, alongside the Berol Handwriting Scheme.

REPORTING TO PARENTS:

Reports are completed before the end of the Summer Term. Parents are given opportunity to discuss their child's progress formally on two occasions in the school year and to meet with teachers should they want to discuss the report – in October and March. Teachers use information gathered from both formative and summative assessments to help them comment on pupils' progress.

PARENTAL INVOLVEMENT:

Opportunities are offered to parents/carers to help them understand the changing approach to the teaching of Literacy and English through the following means:

- Information for new parents to the school
- The School Prospectus.
- Information via the Newsletters
- The School website
- Invitations to see the children's books at open afternoons

HOMEWORK:

Writing allows many opportunities for homework. The main principle is that homework set should always relate to that which the children are doing in class. Homework should not be set as isolated activities. All children should be given opportunities for home reading and learning spellings as part of their homework schedule. Further guidance about the amount that should be set and other issues is available in our homework policy.

MONITORING AND EVALUATION:

The Head Teacher and Subject Leader share the responsibility for monitoring the standards of writing. This is done through classroom observation as well as monitoring of children's books, discussions with children and through planning documents. Moderation of writing will be carried out regularly during staff meetings, and termly with Pioneer Federation Schools or with wider schools in local alliances (e.g. Year 6 moderation for SATs).

ROLE OF THE WRITING SUBJECT LEADER:

- The subject leader will take the lead in policy development and organisation of teaching designed to ensure progression and continuity in writing throughout the school.
- Support colleagues in their planning, assessment and own professional development.
- Arrange training and give advice to staff when needed.
- Monitor progress in writing and advise the Head Teacher of action needed.
- Keep up to date with developments in writing and disseminate information to colleagues as appropriate.

EQUAL OPPORTUNITIES:

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.