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## English – Writing Policy

Date of document: 2024  
Date for review: TBC  
Lead reviewer: Paul Carter  
Approval by: Governing Body

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### **Philosophy**

At Swallowfield we believe that writing is an integral part of both the English curriculum and the wider curriculum. Along with reading, speaking and listening, it makes a significant contribution to the development of children as thinkers and learners. It is essential that children become both competent and confident writers to enable them to succeed across the curriculum and throughout life.

As set out in the National Curriculum, writing can be divided into two sections: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in writing). The National Curriculum states 'It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing.' (DfE, 2013) With this in mind, it is our intention to provide a rich and broad writing curriculum that encompasses both the mechanics of writing and opportunities to develop skills to enable children to become great composers of writing.

### **Objectives**

- Nurture the children's sense of themselves as writers
- Encourage children to become enthusiastic, confident and reflective writers
- Provide purposeful writing opportunities where children write for a variety of audiences
- Enable children to independently produce high quality writing across all curriculum areas
- Encourage children to play with language and write for pleasure
- Ensure children can write using a legible, joined script.

Through the above children will, in particular, be able to:

- Write imaginative, interesting and thoughtful texts
- Produce texts which are appropriate to task, reader and purpose
- Organise and present whole texts effectively, sequencing and structuring information, ideas and events
- Write with grammatical accuracy
- Experiment with adventurous and effective vocabulary which are appropriate
- Apply their understanding of phonics and spelling rules to all forms of writing

## **Teaching and Learning**

### **Teaching Time**

- English should be taught as a discrete lesson each day from Foundation to Year 4.
- Foundation and KS1 will have daily phonics sessions. When appropriate, spelling will be introduced to these sessions.
- Years Two to Four will also have daily Spelling, Punctuation and Grammar (SPaG) sessions.

### **Learning Environment and Classroom Strategies**

- Differentiation offering all children the opportunity to make progress in English learning
- Exemplified text types and writing units
- Banks of vocabulary and working wall based display to support children's learning
- Children being engaged through a wide range of activities
- Modelled expectations available for reference
- Easily accessible reference material such as word mats, dictionaries and thesauruses
- English embedded in all curriculum areas
- Children developing an understanding of concepts and the vocabulary required to describe and explain them
- Children experiencing learning through a range of media, formats and activities
- Children having the opportunity to investigate and explore
- Opportunities for children to explore language through speaking, listening and drama activities
- Children being encouraged to discuss their work in partner and group situations
- Writing skills being modelled and exemplifications displayed
- Termly 'Big Writes' using the Ros Wilson format to encourage creative writing

### **Spelling**

Spelling is an essential skill that children need to master so that they can become fluent writers.

In Foundation and Year One, phonics teaching forms the basis of spelling teaching. This is where the children learn spelling patterns and become aware of the variety of grapheme-phoneme correspondences. In addition to this key words, which do not follow a particular spelling pattern, are taught.

In Years Two, Three and Four spelling is taught by following the Twinkl spelling scheme. The scheme covers all of the statutory spelling patterns and words listed in the National Curriculum and is delivered to the children through discrete spelling lessons. Weekly spellings are sent home to practice and then tested at school.

Lists of words should not be introduced to the children without discussion. The children should be encouraged to look at the words and find patterns and then use the LOOK, COVER, WRITE,

CHECK technique. Daily practice of this routine is encouraged both at school and for homework.

**Strategy for developing spelling skills:**

**LOOK      COVER      WRITE      CHECK**

- 1) look carefully at the word, letters/shape and try to memorise them;
- 2) cover the word/letter shape;
- 3) write the word from memory;
- 4) check for accuracy

**Assessment**

Children’s writing will be assessed in both formative and summative ways.

- All pieces of writing will be marked (see marking policy) and either written or verbal feedback given to the child.
- Peer and self-assessment are useful tools which encourage the children to become reflective learners.
- Hamilton Assessment Tracker will be updated half termly. This data will then be used to inform termly G2 judgments.
- Termly ‘Big Write’ assessments are another useful assessment tool.
- Relevant statutory assessment frameworks will be used throughout the year and when making final assessment judgments.

**More Able**

More able children will be provided with opportunities to extend their writing both through editing and writing at length. Differentiation will enable more able learners to be challenged within the context of a lesson to ensure their full potential is reached. High quality exemplifications will be used and writing that exceeds expectations will be modelled throughout the school.

**SEND**

Children who are making less than expected progress with writing are quickly identified so that appropriate support can be put into place. Progress will be monitored carefully to measure the impact of the support or intervention program used. Where progress continues to be a concern, the SENDCO is consulted to plan further support (see also Special Educational Needs Policy).