



Frambury Lane, Newport, Saffron Walden, Essex, CP11 3PU

Writing Policy

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At Newport, we value the importance of the written word as an important form of communication which allows children's emotions to be expressed, their thoughts to be clarified and their experiences to be shared; it also allows children to state their opinions and explain their explanations.

As one of the hardest parts of English to master, it incorporates many skills and can be frustrating to individuals. However, with the right encouragement, stimulus and environment, along with praise, children can gain pleasure, confidence and motivation to want to become writers.

Throughout their years here, we develop fluency, legibility, high expectations and ensure that writing is given a high profile; this is shown in many ways:

- We provide children with a variety of reading materials and writing styles in order for them to understand how writing is organised.
- We provide opportunities for children to write for real purposes and a range of audiences.
- We allow children to present their writing in a range of ways when writing in different genres.
- We model conventions of written Standard English to support children in their learning.
- We provide the children with a range of opportunities, including drama and role play, to help them understand how reading, writing, speaking and listening are linked.
- We provide children with resources to enable them to become independent including: dictionaries, thesauruses, spelling 'try' books, laminated prompts, Magpie books, RWI charts and working wall displays – these all help children to develop their skills in the content of the writing.

The skills of speaking, listening, reading and writing are considered when planning and assessing work and assessment extends beyond the English curriculum into other areas to evaluate and reflect the pupil's ability. The 'Themed' curriculum allows pupils to develop skills: to motivate others, to express an opinion, debate a point, observe and experiment, recording skills and find and classify information.

Spoken language work is implicated in all social, emotional and intellectual activities within the school. Class teachers offer experiences which provide a balanced selection of activities aimed at developing spoken and written skills. The writing experiences we offer pupils aim to extend and develop the skills they already have and introduce new ones appropriately. Resources within school can be used to create a positive environment and support the pupils in their development.

Class approach:

Children are taught using the principles of the HFL (Herts for learning) schemes of work, which incorporate grammar and all elements of the genres including: fiction, recount, report, instructions, explanations, persuasion & discussion (KS2 only). Non-fiction modules are designed to ensure whole school coverage of the six non-fiction text types and these align to curriculum areas eg science, geography. Three aspects of poetry are addressed in each year: vocabulary building, structure and poetry appreciation. Opportunities for recital and performance occur regularly throughout the year. As children progress through the school, fiction units vary in focus; these build from simple plot structures to characterisation and creating atmosphere.

Children are taught creatively through rich texts which support their learning of the writing styles. Specific grammar for the year group are taught separately and embedded through the units to ensure the skills are progressive across the year groups. The teaching sequence of writing is used using the three phases: reading, spoken language and writing, leading to a quality written outcome.

Assessment

Assessment of writing is continuous and progress is tracked using TT (Target Tracker). In house moderation sessions take place amongst teaching staff to ensure judgements are robust and are standardised across the school. These are led by the English Lead and the Headteacher.