

# BREDHURST CHURCH OF ENGLAND (VC) PRIMARY SCHOOL

## WRITING POLICY

March 2025

(Review Date: March 2026)



### BREDHURST VISION

To learn and grow through the guidance and love of God

## OUR MISSION STATEMENT

At Bredhurst CE Primary we value diversity and promote equality of opportunity for all.

Religious education should enable every child to flourish and live life in all its fullness. (John 10:10)

It will help educate for dignity and respect, encouraging all to live well together.

## OUR VISION

Our Vision is inspired by Matthew 13 : 31-32, The Parable of the Mustard Seed

*Jesus said, "What shall we say the kingdom of God is like, or what parable shall we use to describe it? 31 - It is like a mustard seed, which is the smallest of all seeds on earth. 32 - Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade."*

*The theology behind this parable is embedded across all our learning*

## OUR ETHOS

At Bredhurst, we aim to be proactive in helping each child to achieve the key elements to well-being in childhood and later life. These are:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

## OUR CORE VALUES

The 'Spirit of Bredhurst' encompasses our core Christian values

- Self control
- Perseverance
- Inclusion
- Respect
- Inspiration
- Trust

These are displayed in each classroom, the entrance, the hall and the playground and are referred to regularly in Worship and in class lessons.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## WRITING POLICY

### STATEMENT OF INTENT

At Bredhurst C of E Primary School, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach; this links closely to the way we teach reading. Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our reading, writing and the topic that we are covering in History and Geography. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning. Our children are encouraged to see themselves as real writers, writing for meaning and purpose, to enjoy writing and understand the impact of the written word on the audience, taking ownership of their writing.

### AIMS OF THE TEACHING OF WRITING

In our teaching of writing, we aim for all children to:

- Appreciate that writing is a universal method of communication
- View writing as a process over which they have control
- Enjoy playing with language and write for pleasure
- Write appropriately for specific real or imaginary audiences where possible
- Write for a variety of purposes
- Make judgements about the tone, style, format and vocabulary appropriate to the writing's purpose, audience and genre
- Write clearly, legibly and accurately with attention to punctuation, spelling and grammar
- Recognise that drafting, incorporating significant revision into their writing and proof-reading are integral parts of the writing process
- Achieve independent writing of a high quality

### OBJECTIVES

At Bredhurst School, we believe that

- Speaking and listening with confidence are significant factors in developing effective writing
- Reading and writing are closely connected and mutually supportive; we read as writers and write as readers
- Writing is best framed within recognisable text-types or genres
- Writing should be designed to meet the needs of real or imagined audiences

- Writing tasks should be prepared through preliminary talk and teachers should model writing for their pupils when appropriate
- Children should be given the opportunity to collaborate with other children both to compose and to revise their writing
- Writing skills can be improved through reflection
- Children should be closely involved in assessing their own development as writers
- More effective writing is dependent upon increasingly informed grammatical and linguistic choices

The teacher's response to the child's composition (e.g. praising aspects of the content) is crucial in developing confidence and motivation.

The skills of transcription (i.e. handwriting, punctuation and spelling) must be thoroughly planned for and taught.

## **ORGANISATION AND LEADERSHIP**

Reflecting the leadership structure across the rest of the curriculum, English is led by Miss Rebecca Meade.

## **TEACHING APPROACHES**

Within a writing environment, the close relationship between writing and reading needs to be exploited. We will provide a wide variety of texts which cater for children's diverse interests and needs, and act as a stimulus to their own writing.

## **WRITING IN THE EARLY YEARS FOUNDATION STAGE**

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. Handwriting and early writing is supported through the Little Wandle letters and sounds SSP programme, where letter formation and spelling are introduced from the beginning. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing.

A wide variety of opportunities are provided for children to engage in writing activities. Amongst these are:

- Shared writing
- Role-play
- Labels
- Recipes

- Lists
- Making books
- Writing letters
- Menus

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English.

A variety of resources are used to encourage the development of the fine motor control which is essential for good handwriting. These include playdough, cutting, threading and tracing. Children also develop gross and fine motors skills through using Write Dance and BEAM activities.

## **WRITING IN KEY STAGE 1 AND 2**

In Reception and Year 1, the teacher demonstrates specific writing skills, sometimes acting as scribe. The basics of how to form a letter, spell a word, leave a space or put in a full stop are demonstrated, followed later by the more sophisticated strategies of modelling the planning, drafting or proof-reading of writing. The teacher will also demonstrate writing in a particular genre by exploring features in appropriate texts and teaching a series of grammar lessons to help the children learn how to write suitable sentences before children have the opportunity to write independently.

As children move into Year 2, they are supported to plan writing tasks and modelled writing is used to develop appropriate writing features. During this year the children will become increasingly independent writers.

Writing in Key Stage 2 is planned to ensure the children explore a range of different genres of both fiction and non-fiction texts. Fiction writing is linked to the class text whilst non-fiction writing is linked to the class history or geography topic. Children are also given opportunities to practice a genre of writing by selecting their own focus for pieces of work based on other class texts in lower key stage 2 and their own choice of focus in upper key stage 2. These pieces allow children to develop their skills by writing about topics that have greater interest to them.

A series of lessons are planned and taught that explore text features, teach grammar and allow for supported and independent planning of writing. There is an increasing emphasis on editing and redrafting both individually and with a partner to make suitable improvements to a piece of work. During a term 5 or 6 pieces of writing will be completed and some writing will be published.

## **SPELLING**

### **See Year Group spelling lists**

Spelling is taught using the spelling sounds, prefixes and suffixes from the National Curriculum 2014 for each year group. Teachers plan a range of tasks to learn spelling families and rules which are then used in writing sentences and dictations. Weekly spelling lists are learned and assessed.

## HANDWRITING

### See handwriting programme for progression

Aims of Handwriting:

- To develop a sense of pride, pleasure and enjoyment in their handwriting
- To adopt fluent, legible and joined handwriting
- To adapt lettering styles for different purposes

Handwriting is modelled by the teacher and children are supported to learn precursive letter formation. In Reception, letter formation is developed alongside the Little Wandle Letters and Sounds SSP using mnemonics. Children are shown how to sit properly and to hold a pencil correctly and this is reinforced during class lessons. In Year 2, once a child is ready, they are introduced to cursive writing and letters are joined that forms common letter strings.

Children in KS1 and the Early Years use pencil. In Year 3, children are progressively introduced to handwriting pens when ready (often through awarding a 'pen licence'). By the end of year 4, all children should be writing in pen.

Children will need guidance as to the best way to orientate the paper on which they will be writing, particularly if they are left-handed. Left-handed children should sit on the left or beside another left-handed child when paired. In addition, they may benefit from the use of a pencil grip.

Particular attention is paid to handwriting in the final draft of a piece of written work.

## INCLUSION AND EQUAL OPPORTUNITIES

The ability to write is fundamental to children's development as independent learners.

All children at Bredhurst CE Primary have the frequent opportunities to write at an appropriate level through the provision of carefully planned, targeted work in their English lessons and within the wider curriculum.

Writing interventions focus on 1-1 or small group sessions for children whose phonics or spelling is an issue. However, the needs of children on the SEN register are planned for as necessary and a variety of teaching methods, based around those which are Dyslexia-friendly, are used to support the learning styles of different children. In this way, no child will be excluded from participating in writing activities. Tablets and computers are used to support the process of writing with children who find handwriting or spelling difficult. Children use Clicker 8 and by Year 6, Word.

## ASSESSMENT

Assessment is an integral part of the teaching and learning process and is used to:

- provide the children with clear and regular feedback
- assist the children and teachers in planning their next steps
- evaluate the effectiveness of teaching

Teachers use daily formative assessment strategies to ensure that all teaching is accurately levelled and challenging. At the end of each term, teachers complete the school tracking system to show children's progress towards the Age Related Expectations. Any pupils who are deemed to be underperforming are swiftly identified and participate in booster/intervention sessions, which are designed to close the gap between themselves and their peers.

### **MONITORING AND REVIEW**

The SLT monitor and evaluate the work achieved. In consultation with the governors, the leaders identify areas for development, resource needs and moderate standards across the school.