



Scampton Church of England Primary School

POLICY FOR THE TEACHING AND LEARNING OF WRITING

Introduction

Our aim at Scampton Primary School is to inspire our children to become enthusiastic and confident writers in a range of genres, both fiction and non-fiction. They are supported to recognise the impact well organised and carefully planned writing can have on a reader. In addition to appreciating the joy that imaginative, creative writing brings to the reader. Through engaging in meaningful writing contexts our aim is for all pupils to become fluent, creative and technically skilled writers who have the knowledge and understanding required to adapt their writing to suit a range of different purposes and audiences.

Intent (Why we have planned our Writing Curriculum)

- **The overriding intent behind our writing curriculum is that children will leave Scampton School with a passion to write and the skills to write confidently for a wide range of writing types.**
- Teachers are dedicated to developing a pupil's competence in both transcription (spelling, handwriting, sentence construction) and composition (the genre of writing, fluency, purpose, audience, planning, writing and evaluating writing).
- In EYFS children are taught to write primarily through FFT phonics. However, they receive regular English lessons where they are exposed to high quality texts, rich in language, which are used to develop their vocabulary and inspire them to develop their oracy skills.
- In Key Stage 1 children continue to use FFT phonics to develop their writing transcription. A high importance is given to transcription in the infants in English lessons and in other areas of the curriculum. We use on the spot feedback and correction to embed transcription skills.
- From year 1, we have devised a two year rolling writing curriculum to accommodate our mixed age classes.
- Our English writing curriculum is taught through a **text** explicitly chosen for the enriching vocabulary and the grammatical skills it models. **This text is used to inform teaching of grammar and vocabulary.**
- **Our English writing knowledge and skills progression document** clearly outlines which areas of the National Curriculum to focus on and the genre outcome to be produced with each text read.
- By mapping out what to teach each term and the writing outcomes we have ensured children access a wide range of text types, themes and genres of writing in addition to repetitive coverage of the national curriculum which ensures secure development.
- Children will learn all the National Curriculum grammar objectives each term for their academic year. Initially, teachers will scaffold support and gradually withdraw this as the year progresses in order to teach, secure and perfect long-term understanding.
- We have a progressive approach to the planning of writing. From year 2, children begin to learn the expectations for each genre of writing and these are built upon as the children progress through the school.



Implementation (How we plan writing)

- **The English writing knowledge and skills progression document** explicitly outlines the expectations for new learning, for each genre. Teachers are expected to refer to these when planning. **The new learning expected to be taught should be taught through the text.**
- In Key Stage 2, for each genre of writing taught, teachers plan opportunities for the following components of writing: planning, drafting, sharing, evaluating, revising and editing. **Each component is explicitly taught and modelled in the autumn term.** (Where children are not developmentally ready for this adaption should be made.)
- From year 2 children are given opportunity to **plan** their work. This includes planning of rich, advanced vocabulary and new and previously taught grammar.
- Teachers should plan for lessons so that children have the opportunity (when it is developmentally appropriate) to **edit** and **re-draft** their work. Where possible editing is completed above the writing they wish to change in green pen. Where a significant amount needs editing or re-drafting this should be completed at the end of their work and clearly indicated where it should go with an asterisk.
- In Key Stage 1 green pen is introduced to each child when they are developmentally ready to use it effectively.
- **Non negotiables** are a list of expectations pupils are required to use accurately in their writing which should be amended independently above the mistake in green pen.
- Teachers should reflect on **non-negotiables** periodically and update them accordingly. Non negotiables expected of each child is dependent on their current learning level.
- Explicit time and opportunity to look for opportunities to find **non-negotiables** should be given in each writing lesson. Where children miss **non-negotiables** this should be identified by 'NN' in the margin and children should be encouraged to find this independently or with open questions.
- Each class is required to have a vocabulary tree which displays rich **vocabulary** inspired by the class text studied or from discussions in explicit vocabulary sessions. Children are required to use this vocabulary to enhance their writing.
- Children identified as SEN are given further support to ensure they benefit from the English lessons or where needed their curriculum or expectations are adapted to ensure they receive quality first teaching and make developmental progress.
- Where possible teachers are encouraged to live mark and give verbal feedback so the progression of their writing is impacted.



Impact

Assessment in writing are undertaken as follows:

- Children are required to complete the independent writing outcomes outlined in the **English writing knowledge and skills progression document**.
- Internal and external moderation of writing occurs three times during the academic year.
- Children will leave Scampton School inspired by literature and knowledgeable of the components to write for both fiction and non-fiction purposes so when they progress to secondary school they can write effectively in a wide range of subjects.