# Elworth C of E Primary School



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# Writing Policy

| Date:  | November 2022 |
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| Review Cycle:  | 2 Yearly |
| Reviewed By:  | Miss L. Sandham |
| Approved By:  | Mrs S. Buckley |
| Next review date:  | November 2024 |
| Nominated Governor: | Mrs Hathaway |

**Intent**

English focuses on developing each child’s ability to understand and use language as an integral part of learning in all areas in order to interact effectively with the world around them, to express themselves creatively and to communicate confidently (through Talking and Listening, Reading and Writing) using a variety of skills and media.  Language and Literacy are fundamental prerequisites for thinking, learning and interacting in personal, social and work contexts throughout life. Literacy is therefore a key to learning as well as a key to enjoyment and personal growth.

***Aims***

At Elworth CE Primary School, we strive for children to develop a firm foundation of English upon which they can build and contribute as adults of the future.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

* read easily, fluently and with good understanding
* develop the habit of reading widely and often, for both pleasure and information
* acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
* appreciate our rich and varied literary heritage
* write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
* use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
* are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

**Statutory Requirements**

The programme of study for English is followed throughout Key Stage One and Two.

**Implementation**

**Teaching and learning style**

All Reception children are provided with opportunities that encourage and celebrate emergent writing. All Children will participate in both shared and guided writing sessions led by the class teacher. Opportunities for independent and extended writing will also be provided regularly, within a Narrative Immersion approach.

Teaching will use high quality texts to provide modelled examples of writing for children to follow. These texts may be learnt and adapted using ‘Talk for Writing’ strategies, following the ‘Imitate, innovate, Do-it-yourself’ model.

Clear and careful planning is important to the success of the learning and teaching of literacy. Lessons will be planned with reference to the objectives. Weekly short-term plans are recorded on weekly English planning sheets and evaluations are made. English will be taught in both designated English sessions and through cross– curricular themes. Pupils will spend time daily, being taught as members of a whole-class or a smaller ability group. The needs of the full range of pupils are met, as far as possible, within this structure, including G & T, those with SEN and English as a second language.

**English timetable**

Children in all year groups have a daily English lesson as part of their morning timetable. This may include Reading for 30-45 minutes, an element of discrete spelling teaching, followed by a writing lesson where the focus is to apply writing skills.

**Curriculum Links**

Because English is an integral part of our daily lives and manifests itself in most areas of the curriculum, links will be made with other curriculum areas at Key Stages one and two and with other areas of learning in the Foundation Stage. Extended writing opportunities will be provided across the curriculum where appropriate.

**Resources**

Well-chosen resources are a key part of success in the teaching and learning of English. Resources to support all children achieving a high standard of writing will be provided across each classroom at an appropriate level. For example, Phonics resources, working walls, target cards and Success Criteria will be used to drive the highest possible outcomes in children’s writing.

**Impact**

**Assessment, Recording and Reporting**

* Planned English learning, including AfL, is recorded in teachers’ weekly plans.
* A half-termly Medium term plan is also produced in each phase to ensure that coverage is comprehensive, consistent and leads towards clear progress over time.
* Progress within the National Curriculum is monitored by the class teacher and recorded on the school’s data system, Target Tracker.
* Children will be involved in short term intervention programmes to fill in gaps and accelerate progress. All children’s progress will be monitored at least termly and intervention planned if required.
* Teachers will use ongoing assessment through Target Tracker to inform planning for their individual groups and the needs of the children.
* A variety of methods should be used to gather material for record keeping purposes; this may include video recordings, ipad work and photographs (in accordance with parental consent)
* A written report on each child's achievements in speaking and listening, reading and writing will be sent to parents as part of an overall report on the child's progress to date in the July of each academic year. Parents will have the opportunity to discuss their children's progress in all subject areas, including English, each parents’ evening. The child's opinion of his/her own progress will also be sought;
* Children will undertake statutory assessment in Reading/Writing / Spelling, Punctuation & Grammar at Year 2 and Year 6, and other appropriate assessment tests for other year groups.
* Targets are set each term for all children in English. These are regularly referred to and reviewed regularly by the children and class teacher.
* The basic writing skills for each year group are established as a non-negotiable and referred to in marking and teaching. These include spelling and handwriting.
* Moderation of assessed writing will take place each term. This will be led by the Writing lead alongside phase teams.

**Management**

**The role of the English Co-ordinator:**

• Review and monitor planning regularly to ensure writing process is taught effectively

• Complete book scrutiny regularly to ensure high standards are evident in all books which are consistent between classes

• Review progress of groups of children and ensure that teams have planned intervention needs where necessary

• Arrange liaison with the advisory staff

• Work alongside staff to support if required

• Attend relevant courses to be aware of new ideas and disseminate these to all staff and to arrange appropriate inset for colleagues

• Be responsible for ordering English resources

• Carry out a curriculum review and relay findings to the Governors curriculum committee and staff

• Update the policy document as necessary

**Review**

The monitoring and evaluation of the English policy is the responsibility of the Writing co-ordinator who are responsible to the Head teacher and the Governors for the development of Literacy throughout the school.

This policy will be reviewed every two years or in the light of changes to legal requirements.