

Brackenwood Infant School



WRITING

		Name	Signature	Name	Signature
Date Adopted					
Review Date					

Writing Policy

OVERVIEW

At Brackenwood Infant School, we are committed to ensuring all children become successful writers during their time at our school. We understand that learning to write is a complex process that begins with language comprehension and incorporates an ability to read. The teaching of writing sits alongside the teaching of phonics and reading and the development of children's speaking and listening skills. Through our structured and systematic teaching of writing, our children will become confident and competent writers. They will be equipped with the writing skills they need to successfully navigate their path in life and to shoot for the stars.

INTENT

At Brackenwood Infant School we intend to:

1. To apply a rigorous and sequential approach to developing speaking and listening skills and the teaching of reading, writing and spelling.
2. Achieve high standards in writing by developing writing strategies and skills including: handwriting, spelling, composition, vocabulary, grammar and punctuation.
3. Have an effective programme for teaching phonics based on a high-quality synthetic systematic approach that will support our teaching of writing.
4. Have in place a structured and concentrated approach to the teaching of phonics, reading and writing so that it is central to children's success in learning to read and write.
5. Adopt a consistent whole-school approach and make every minute of every lesson count.
6. Use high quality and expert teaching that follows the carefully planned and tightly structured approach to teaching phonic knowledge and other essential reading and writing skills.
7. Introduce children to high quality texts that are engaging and rich in vocabulary to inspire and encourage children's own writing.
8. Provide a wealth of varied opportunities for children to write across the curriculum as well in explicitly taught writing lessons.
9. To have the same high standards for children's writing in all areas of the curriculum.
10. Ensure high quality formative assessment and interactions make an important contribution to learning.
11. Rigorously monitor and assess children's progress in writing and identify those who require extra support and intervene at an early stage.

IMPLEMENTATION

1. We will use systematic phonics and other appropriate strategies in line with the school's phonics policy to support children's development in writing.
2. Children will be given opportunities to apply in their writing what they have learnt in phonics and reading.
3. There will be a strong focus on developing the children's capacity to listen, concentrate and discriminate between sounds.
4. Teachers will be highly trained in the principles of phonics so that they can identify the learning needs of young children and recognise and overcome the barriers that impede learning.
5. The curriculum will give children rich opportunities to talk and listen to a wide range of contexts and fiction and non-fiction texts. This will contribute to developing their familiarity with books, stories, rhymes and their knowledge of the meanings of words increasing children's vocabulary.
6. Each half term, teachers will plan an independent writing opportunity within their Wider Curriculum context. The genre of this writing will be based upon the preceding term's Read to Write second writing outcome thus ensuring that children have the opportunity to practise and consolidate prior learning.
7. Teachers will follow the Read to Write scheme of work to ensure high quality, consistent teaching of writing with an appropriate progression of skills. However, each teacher will ensure that the termly Read to Write units of work are adapted to meet the learning needs of all children within their class.
8. Well-structured resources will be used appropriately, either individually or in combination, to support the teaching programme.
9. Handwriting will be taught using the letter formation guidance for lower and upper case letters given in The SoundTrain phonics programme.

10. Progression from print to cursive handwriting will be taught using the guidance available at www.teachhandwriting.co.uk (Route A, Choice 3).
11. The assessment of individual children's progress in writing and their phonic knowledge and skills will be frequent and detailed to identify quickly the children who are failing, or in danger of failing, to keep up with their peers. Effective provision for those who are struggling will be put in place early and there will be high expectations of what all children should achieve. Assessment will be in line with the school's assessment policy and procedures.
12. Children will be involved in the assessment of their progress and receive regular supportive feedback on their work.
13. If appropriate, children requiring further support will be provided with high quality targeted support sessions, set out in PPAR (Pupil Progress and Attainment Review) Plans.
14. Leaders will take part in ongoing professional development to ensure knowledge and practice will be kept up-to date. This information will be shared with teachers to ensure consistent quality provision for writing.
15. Provision is made for all children regardless of ability, disability, additional needs, medical conditions, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally and the school will take measures against those who do not abide by this ethos.
16. The school assessment policy and strategy is used effectively to ensure that all pupils including those with SEND are making good progress and achieving the highest standards for their ability.
17. Policy and practice is monitored and evaluated on a regular basis. Monitoring may take the form of lesson visits, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning.
18. The school leadership team have a responsibility to ensure the policy is embedded into the school provision and report to the school Governors on the effectiveness of the policy. The monitoring of the implementation of the programme, especially the quality of the teaching, and the evaluation of the impact of the programme on children' decoding and spelling skills will be given priority within our school's strategy for self-evaluation.

IMPACT

The development of speaking and listening, reading and writing will be the top priority for our children. The teaching of writing will successfully incorporate all the necessary elements of the writing process, including handwriting, spelling, composition, grammar and punctuation. All children will be equipped with the skills needed to become confident and successful writers. All children will make good progress in writing from EYFS to the end of KS1 regardless of their needs and/or starting points.