



**Stonesfield Primary School**  
Learning together to achieve our best

**WRITING POLICY**  
**September 2022**  
**Review: September 2024**

*Good literacy skills, the ability to read, write and communicate confidently, are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests.*

Professor Becky Francis EEF 2021

**Intent: what is our Writing curriculum aspiring to achieve?**

At Stonesfield Primary School we recognise that writing is integral to all aspects of life. It is the ability to effectively communicate ideas, information and opinions through speech, the printed word and text in a wide range of contexts. Successful writers understand the social function and characteristics of writing in order to use different genres appropriately, matching it to their audience and purpose. Writers also need to understand and accurately apply the conventions of syntax, spelling and punctuation. It is a complex process that's given high priority at our school, and we mindfully endeavour to ensure the children develop a lifelong, healthy and enthusiastic attitude towards writing.

**As a school we are committed to:**

- Developing children, who are creative, independent and confident writers who see themselves as successful writers too.
- Ensuring all children make good progress with their writing.
- Ensuring writing is purposeful and enjoyable.
- Offering a broad and balanced writing curriculum covering a wide range of writing genres with different audiences and purposes for writing.
- Providing children with the necessary writing skills to be a competent writer– spelling, grammar, handwriting and punctuation.
- Ensuring children have a clear understanding of the writing process: plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria.
- To work in partnership with parents and carers in order to develop each child's full writing potential.

## Implementation: what do we do to deliver our intent?

High standards in teaching and learning are produced by:

- Reflective staff with excellent subject knowledge who evaluate their teaching and the curriculum regularly against evidence-informed practices and are open to feedback and change;
- Applying The Science of Learning (cognitive science): cognitive load, retrieval, interleaving, instruction, deliberate practice;
- High levels of challenge;
- Strong focus on vocabulary and high standards of oracy;
- Stimulating classroom environments which provide support and encourage independence.

High standards in writing are produced by:

- Daily Phonics sessions in Early Years and Key Stage 1, whereby the pupils learn 'harder to read and spell' words, new phonemes, improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing (See separate Phonics Policy).
- Using a range of high-quality texts and extracts as models for writing.
- Providing a language rich environment that promotes a culture of reading and writing.
- Teaching children the craft of writing so they have the confidence and skills to write well for a range of purposes and audience.
- Teaching the basics well – spelling, grammar, punctuation and handwriting - to liberate creativity.
- Fostering in children the confidence, desire and ability to express their views and opinions both orally and in writing.
- Valuing and celebrate diversity in culture and language.
- Teaching children to Plan, draft, revise and edit their own work, and learn how to self- and peer-assess against the success criteria.
- Developing a technical vocabulary through which to understand and discuss their writing.

### Provision

Every pupil will access:

- Daily ELS phonics lessons in Early Years and KS1 with writing activities built into the sessions.
- Whole class English lessons from Year 1 upwards following a *Learning Journey*.
- Discrete spellings lessons to cover the appropriate spellings and patterns for their phase.
- Letter formation work in phonics and handwriting in EYFS and Year 1. From Year 2 onwards children are taught to join using the Nelson Handwriting scheme.
- Cross-curricular writing opportunities.

### Planning

Teaching staff delivering phonics sessions will follow the Essential Letters and Sounds phonics scheme with fidelity, using the lesson presentations, assessment opportunities and interventions as they have been trained to. This includes the reading a decodable text session at the end of each week (see separate Phonics Policy).

Teachers planning whole class English *Learning Journeys* will use the school *Learning Journey* planning frame (See Appendix 1). These units are based on a high-quality text and driven towards a written outcome with a purpose. Where possible and appropriate, they are linked to the term's learning topic. Children are shown how to explore a model text, firstly as a reader, and then the text is unpicked and

all aspects of the piece examined together. This process supports children to understand the grammar and composition needed in their own writing. During the *Learning Journey* children will plan, draft, edit, improve and publish their work covering a variety of genre across the school. At the start of each *Learning Journey* a 'road map' of the unit is stuck into English books (see Appendix 2). This helps the children see what they will be learning and what outcome they are working towards. This 'road map' is also displayed on the English Working Wall in the classroom. As the class work through the *learning Journey* key vocabulary, examples of work and modelling of new skills are added to the board as a reference and support when they write independently. Photos of complete *Learning Journeys* will be added to class floor books at the end of the unit.

Teachers use the texts, outcomes and purposes mapped out for their class each term to ensure our writing curriculum covers a range of different genres and allows the children to build on their previous writing experiences as they move through the school. The spelling, punctuation and grammar is also set for each unit so we can ensure all the content in the National Curriculum is covered and children are given lots of opportunities to embed and refine new knowledge and skills.

From Year 2 upwards spelling is taught in discrete lessons following the Read, Write, Inc spelling scheme.

Handwriting is taught through phonics, spelling and handwriting sessions. In EYFS and Year 1 letter formation is taught using the Essential Letters and Sounds mnemonics. From Year 2 children are taught to join using the Nelson's Handwriting scheme which continues into KS2 (see separate Handwriting Policy).

### Learning Environment

Each classroom will have a stimulating learning environment which encourages children to be independent by displaying their class learning journey and key vocabulary. In EYFS and KS1 a phonics wall frieze and 'harder to read and spell' words will also be displayed. On tables or around the classroom, children will have access to sound mats, word mats, dictionaries, and alphabet strips as appropriate for their age and stage.

### Parental Engagement

Parents have an important role to play in their child's learning and their attitude towards writing can influence the learning of their child. The school will encourage parents to support their child with any writing and spelling tasks on the homework grid. We will communicate information about the writing curriculum and how best to support their child's writing at home, through a 'Meet the Teacher' evening in September.

We will update parents on their child's progress in writing through termly parents' evenings and a written end of year report.

## **Impact: how do we ensure that children are learning?**

Assessment for Learning is fundamental to raising standards and enabling children to reach their potential. Assessment in writing takes place daily using a range of informal strategies and verbal discussions with children.

Assessment of learning is formally completed every term using an unaided, independent piece of writing, alongside teacher's on-going observations and the child's independent written work. Teachers use the school writing assessment grids to highlight objectives the children have achieved. The

assessment grids have been designed to match our teaching, so we are only checking the children against what has been taught each term. By the end of the year children will have completed all the objectives and will need to be competently demonstrating they meet them to be on track.

Each term we moderate writing as a staff and once a year we moderate with other schools in our partnership to ensure our judgements are sound. We use the EYFS, KS1 and KS2 writing exemplifications from the Department of Education to support us, alongside the Hampshire exemplification materials for years 1, 3, 4 and 5.

Children's progress is monitored using progress matrices. This data is used by the class teacher, English subject leader, SENCO and headteacher to review children against age related expectations (ARE) based on their key stage starting points. Children who are not on track or are vulnerable to falling behind are identified during pupil progress meetings. Barriers to learning are identified, targets are set focusing on next steps, and interventions are planned and delivered.

The English Subject Leader will work closely alongside teaching staff across the school to implement this policy, providing appropriate CPD, coaching and planning advice.

The English Subject Leader is responsible, alongside the headteacher, in monitoring standards in writing. The Governing Body will appoint a Link Governor who is responsible for monitoring progress against the English action plan and reporting termly to the Governing Body.

#### Related Policies

Phonics Policy

Early Years Policy

Reading Policy

Handwriting and Presentation Policy

1. Department for Education: Statutory framework for the early years foundation stage  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)
2. Department for Education: English programmes of study  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)
3. Letters and Sounds: Principles and Practice of High Quality Phonics  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190599/Letters\\_and\\_Sounds\\_-\\_DFES-00281-2007.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)
4. EEF Improving Literacy in KS1  
[Improving Literacy in Key Stage 1 | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1)

**Appendix 1**

**NAME OF TEXT English learning Journey    Class:    Year Groups:    Term:    Date:**

|   |  |  |
|---|--|--|
| <b>Year 1/2 Learning Journey</b><br><br><b>Outcome:</b><br><b>Audience:</b><br><b>Form:</b> | <b>Text Driver:</b>  | <b>Key Writing Statements:</b><br><br><b>Key Reading Statements:</b> |
| <i>Overview of Learning Journey (2/3 weeks depending on unit and year group)</i>            |  |  |
| <b>Reading as a Reader</b>  | <b>Reading as a Writer</b><br><b>Teaching of explicit skills</b> | <b>Planning, drafting, editing and composing</b>                     |
|   |  |  |
| <b>Reading as a reader</b>  |  |  |
| <b>Session 1: WALT</b>  |  |  |
|   |  |  |
| <b>Reading as a writer</b>  |  |  |
|   |  |  |
|   |  |  |
| <b>Explicit teaching of skills</b>  |  |  |
|   |  |  |
|   |  |  |
|   |  |  |
| <b>Planning, drafting, editing and publishing</b>   |  |  |
|   |  |  |
|   |  |  |
|   |  |  |

Text  
photo  
here

# English Learning Journey

