



English Writing Policy

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1. Vision and values – rooted and grounded in love

Our school vision is based on the writings of Paul to the Ephesians. This highlights three principles which form our decision making. We seek for all people in our school community to:

- Feel grounded and rooted in love
- To grow in breadth and depth of understanding
- To be filled with the fullness of life

Our school has adopted seven values and seven attributes which form the basis of the work we do, particularly in relation to our curriculum. It is these values and attributes that all of our subjects focus on instilling in our pupils.

Values: courage, compassion, thankfulness, forgiveness, wisdom, justice, truthfulness

Attributes: knowledge, perseverance, collaboration, curiosity, comprehension, reasoning, creativity.

At Abberley we believe writing is a vital tool to ensure children are given the best life chances. We are determined that all pupils receive the highest possible standard of provision, in order to develop their writing abilities.

2. Intent

Through writing we seek to develop children's enjoyment of literature, composition and exploration of challenging texts. We recognise the importance of nurturing a culture where children take pride in their writing, they can write clearly and accurately and adapt their language and style for a range of contexts. We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

By the time children leave Abberley, they will have mastered a range of skills that will support their future development. These include:

- To be good communicators – language will be modelled daily to encourage speaking and listening. Children are exposed to a variety of different genres and vocabulary through specifically well-chosen texts.
- To be enthusiastic, lifelong learners where reading and writing skills will be part of their everyday life and they will have the confident and well prepared for Secondary School
- To understand how to keep themselves safe and be respectful in their communities by carefully selecting genres of books that expose children to the lifestyles, challenges, and cultures of different communities.
- To develop their talents by being creative and imaginative in their writing
- To be independent, resilient learners who enjoy challenges and take risks in their writing

3. Implementation (including timetable allocation)

Our skills progression shows how our expectations and teaching of associated skills develop during the course of study at Abberley Parochial Primary School:

<https://www.abberley.worcs.sch.uk/attachments/download.asp?file=5478&type=pdf>

A large portion of teaching and learning with regards to writing takes place in the classroom with opportunities to benefit from the school and surrounding areas to develop vocabulary. Written tasks take place at a desk to ensure that presentation remains in line with the school's handwriting and presentation policy. From KS2, children are always encouraged to write neatly, with correct letter formation and with cursive handwriting.

Learning is recorded in pupils' exercise books where writing is clear, accurate and coherent adapting their language and style in and for a range of contexts, purposes and audiences.

In Year 1 and 2, writing is taught through a carefully structured approach that combines regular handwriting practice with a sequence of lessons designed to develop skills across multiple genres. Alongside regular handwriting practice, children follow a well-planned writing curriculum that introduces them to a range of genres, such as stories, recounts, and instructions. Each unit guides children through the writing process, from planning and drafting, helping them to develop their vocabulary, sentence structure, and creativity. This approach equips children with the skills to become confident and versatile writers as well as learning to apply the appropriate grammar, punctuation and spelling rules.

In Key Stage 2, writing is taught through a structured sequence of lessons that enable children to gradually build their knowledge and skills across multiple genres. This careful planning allows children to develop the ability to craft creative and mature pieces of writing, with a focus on narrative, non-fiction, and poetry. The teaching of grammar, punctuation, and spelling is seamlessly integrated into these lessons, making it meaningful and purposeful. As children progress, they learn how to apply these technical skills effectively within their writing, enhancing both clarity and creativity. This approach ensures that children become confident and proficient writers, capable of expressing their ideas with precision and flair.

Children have regular opportunities to practise their writing skills across other areas of the curriculum, such as history, science, and geography. This allows them to apply their grammar, punctuation, and composition skills in a range of contexts, deepening their understanding and helping them write with purpose. It also supports the development of subject-specific vocabulary and knowledge while reinforcing their writing abilities.

Allocation

EYFS	2 hours and 30 minutes per week
Year 1	3 hours per week (approx.)
Year 2	3 hours per week (approx.)
Year 3	3 hours per week (approx.)
Year 4	3 hours per week (approx.)
Year 5	3 hours per week (approx.)
Year 6	3 hours per week (approx.)

4. Impact (including monitoring of standards)

Termly book reviews and learning walks ensure that our curriculum is being covered and that the standard of learning enables all pupils to progress, access the learning and be challenged in their thinking.

Each term, one piece of redrafted writing and one piece of original writing is produced per child to assess them against the school writing standards. This is assessed by class teachers and standardised with colleagues in half termly standardisation meetings.

These meetings are conducted to ensure all judgements regarding attainment and progress in writing are accurate and consistent across all year groups. Pupil's progress in writing is monitored through our school tracking system based on teacher assessments against our curriculum content and skills progression and analysis of this is included in our termly pupil progress meetings which may lead to intervention strategies of a varied classroom practice being adopted to support those pupils.

In English books, writing bookmarks are utilised to keep children aware of the writing targets they are aiming to achieve and once the child is able to demonstrate that they have met their target on three separate occasions, the target is considered to be 'met' and the child is set an additional target.

5. Curriculum overview/Planning

It is essential that planning in Writing is adapted to meet the needs of individual pupils. Assessment for learning and of learning should be used to inform teaching and learning at all stages. It is expected that lesson plans will be adapted to meet those needs.

The skills progression and content overview can be found on the school website by following the link below.

6. Subject progression

The Handwriting and Presentation policy can be found on the school website by following the link below.

<https://www.abberley.worcs.sch.uk/attachments/download.asp?file=78&type=pdf>

The skills progression and content overview can be found on the school website by following the link below.

<https://www.abberley.worcs.sch.uk/attachments/download.asp?file=160&type=pdf>

7. Assessment/inclusion and challenge

Children should receive clear feedback linked to their learning in exercise books. Marking should be in line with the school's feedback policy. Teaching assessments with reference to teacher observations and work in books are made each term and discussed during pupil progress meetings. All work in books should be marked as a soon as possible, preferably before the next lesson, to provide feedback to pupils (see marking policy).

Extended writing tasks should clearly outline a success from the piece of work and a target, linked to the assessment targets on the child's writing target bookmark.

Opportunities should be provided for the children to reflect and respond to marking of extended written tasks. Further details can be found in the school's marking policy.

Children are formally assessed at the end of Key Stage 1 and 2, taking the National Curriculum Tests. At the end of Key Stage 1, results are used to make a formal judgement to make an informed judgement regarding attainment of individual pupils in Writing.

In Key Stage 2, these formal assessments are used evaluate progress of individual pupils across the key stage and make comparisons between children and the average attainment expectations for their respective year group.

More able writers are challenged to think carefully about the effect they are trying to create from a piece of writing and reflect on what the purpose of the writing is. They are challenged with an altered task in order write from varied perspectives.

8. Cross curricular and IT links

English is how we communicate, instruct and direct. It is the method used to record out ideas, plan and present. We tell stories in all areas of the curriculum. Whilst the possibilities of cross curricula links are almost endless, these are some of the links which are established in our curriculum.

- Historical story telling
- Word processing of our own English work
- Extended writing in humanities of a variety of text types, such as newspapers, diary entries, reports, information writing and adverts
- Instruction in games and PE. Coaching each other and communication/leadership.
- Informative writing in humanities – further links with IT and creating PowerPoint presentations
- Year 6 essay writing competitions
- Debating

- Film making
- Class assemblies and script writing

9. Roles and expectations of staff

- It is the responsibility of all staff to model and encourage positive attitudes to learning and to ensure that children are always safe.

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SLT

- Lesson observations
- Moderate writing assessments and keep tracking up to date.
- Monitor the curriculum ensuring that it is broad, balanced and meets the needs of pupils.
- Monitor and assist with work scrutiny.
- Monitoring of subject development and policy documents.

Subject coordinator

- Work scrutiny in line national curriculum objectives and reporting back to SLT.
- Monitor medium term planning
- Carry out Subject Development planning and review this at regular intervals.
- Chair curriculum meetings.
- Lesson observations and learning walks of phonics, reading and English lessons.
- Subject development planning.
- Reviewing the English subject policy document.

Subject teachers

- Keeping medium term plans up to date on the school server.
- Mark the children's work and provide clear feedback with extended and creative writing targets.
- Ensure that planning provides for regular opportunities to learn outside of the classroom
- Formally assess the children's writing at four points in the year and submit these assessments for moderation to the English Coordinator.
- Use assessments to inform planning and teaching and learning.
- Refer children who are not making adequate progress to the head teacher
- Providing feedback to the English coordinator on progression with subject development objectives.

Teaching Assistants

- As directed support children who need assistance accessing the curriculum.
- Support teacher's assessment of pupils.

Other Assistants

- Support as and when required and in line with the job description.

10. Subject Development

September	Carry out subject development planning and share planning with English teachers throughout the school. Submit subject development plan to the head teacher. Consider the needs of staff re-joining the school.
January	Review work carried out in the Autumn term. Provide feedback to staff in the English curriculum meeting. Feedback on the January assessments in writing and December assessments in reading and phonics. Share feedback and discuss priorities. Consider staff development needs. Analysis of data
March	Review assessment data and Subject development plan objectives.

	Conduct pupil voice sessions
May/June	Review subject development planning and subject policy.

English coordinator: Rebecca Harvey

English appointed governor: Andrew Hayler

Headteacher: Claire Shelley

Next Review: October 2025