



**WARREN
WOOD**
PRIMARY SCHOOL

Writing subject policy

Key Document Details:

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Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

Our Vision

To be the most respected family of schools - trusted to provide the highest quality of educational experiences in our communities.

We believe that by working together, rather than in isolation, we can accelerate school improvement and embed our vision in our academies. In working and collaborating towards our common strategic objectives, we can create more opportunities for lifelong success for our students.

The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

Put simply we strive to:

- Develop and retain the best employees that know how to provide the best educational experience

- Support, motivate and reward our employees to go above and beyond for our students
- Be responsive to our students' and employees' needs so they are prepared for a rapidly changing world.

Our Mission

We want every one of our students, teachers, or Governors to be the best that can be. We will work tirelessly to support them to reach their potential.

At Warren Wood Primary , we aim to give our children a writing curriculum which enables them to become confident, creative and independent writers who are well able in articulating their own ideas. We support our children to develop transferable skills which they can use across the wider curriculum and throughout their lives. We use high quality texts as the key stimuli for writing as well as educational visits, film, art and music to link writing to real life experiences and thus providing a contextualised, meaningful curriculum. Our aim is that Warren Wood writers leave with a strong independent writer's voice and the technical skills necessary to communicate clearly in the modern world.

Curriculum

Intent

At Warren Wood Primary , we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the skills they need to become life-long learners; English learning is key in this.

We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach.

Our writing curriculum ensures that children develop both their transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) skills. Across our writing curriculum, a range of purposes for writing are sequenced so that children make progress in different styles of writing (for example narrative writing, informative writing and persuasive writing.) Writing units span three weeks focusing on a particular type of writing. This structure ensures children have time to refine and embed their writing based on feedback and responsive teaching.

By focusing on four core purposes of writing: to entertain, to inform, to persuade and to discuss, we ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning.

Our intentions in writing are for children to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work

Implementation

In reception, children write daily in Phonics lessons in addition to opportunities throughout the whole curriculum. Composition is completed during small group writing sessions.

In Key Stages 1 and 2, children:



- follow the national curriculum through a text-mapped curriculum devised by the school.

- have five 45-55 minute writing sessions each week.

Each writing cycle runs over three weeks and includes the following steps:

Hook and text immersion

1. Immersion (linked to the class novel): discussing and investigating the features of the text and generating ideas for writing

Genre/text type & SPaG

2. Grammar, punctuation or literary devices: focused teaching and practice in the context of the shared text and genre outcome
3. Text and genre deconstruction: unpicking text structures and genre features

Writing, editing and publishing/performing

4. Planning: story mapping and text organisation
5. Co-construction: shared and modelled writing
6. Writing: independent writing
7. Editing: focusing on the technical aspects of writing
8. Redrafting: rewrite to develop authorial voices and language choices
9. Performing or Publishing

Some of these steps occur more than once within the cycle; this supports children to build their knowledge of the text type, grammar and punctuation in discrete chunks before completing their final piece. This ensures they have multiple opportunities to practise the key elements of the unit of work.

Oracy skills are central to our writing curriculum. Children are given multiple opportunities to orally rehearse their own writing, and analyse the impact of authorial choices from the class text.

By using an '**I do**' (teacher modelling), '**We do**' (co-construction and partner work). '**You do**' (independent work) approach throughout each step of the cycle, we support children to develop as confident, independent writers.

Impact

Children leave Warren Wood as happy, confident writers, who have the key skills and knowledge necessary for the next stage of their learning.

The impact of our writing curriculum will be measured through:

- The subject lead ensures that the National Curriculum requirements are met
- Pupil outcomes are monitored through deep dives, where evidence is gathered in the following ways: pupil voice interviews, book scrutinies, drop- ins, discussions with staff etc.
- Assessing children's knowledge of key component learning as set out within schemes of work
- Assessing children's understanding of grammatical vocabulary and rule
- Summative assessment of grammatical knowledge and spelling using GAPS tests (3 x per year)
- Moderation and scrutiny of pupil's books and professional dialogue between teachers to assess the quality of children's learning

- Sharing good practice among staff
- Marking of written work in books against the school's marking policy
- The writing lead identifies clear next steps, which are determined by a cycle of monitoring, evaluating and reviewing
- Teacher assessment of writing using independently written pieces to provide evidence of national curriculum skills and understanding
- Monitoring of progress from year to year ensuring pupils remain 'on track' from their starting point

Spelling, Punctuation and Grammar

The teaching of spelling, punctuation and grammar is embedded within reading and writing lessons so that children learn these skills and use them in context. Explicit teaching of grammar and punctuation in meaningful contexts is a core component of our writing cycle. Our curriculum is carefully sequenced to ensure that children build a secure understanding of grammatical features and learn to apply them effectively in a range of contexts. However, spelling is also taught explicitly in each year group. In Key Stage 1 and Year 3, spelling is a focus of Phonics teaching, which is taught using Twinkl Phonics materials. In Key Stage 2, children follow the PiXL spelling programme.

Handwriting

We teach children to use a continuous cursive style of handwriting using the Twinkl handwriting scheme. They start with individual letter formation and correct pencil grip in EYFS. Children begin to join when their letter formation is secure; usually, from the end of Year 1. Children are expected to produce neat, joined, legible handwriting at all times.

Supporting SEND Children Across the Curriculum including the Evergreen Centre.

We adapt the curriculum and learning environment for pupils with SEND: Warren Wood Primary Academy & Evergreen Centre prides itself in being inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

1. Ensure that all pupils have access to the school curriculum and all school activities.
2. Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
3. Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
4. Assess arrangements are considered and monitored by the SEND Team.
5. Pupils to gain confidence and improve their self-esteem.
6. To work in partnership with parents/ carers, pupils, and relevant external agencies in order to provide for children's special educational needs and disabilities.
7. To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical, or emotional)

8. To make suitable provision for children with SEND to fully develop their abilities, interests, and aptitudes and gain maximum access to the curriculum.
9. Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
10. To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
11. To give every child the entitlement to a sense of achievement.
12. To regularly review the policy and practice in order to achieve best practice.
13. To ensure that we provide a language-rich environment and use resources such as Widgit to create communication boards for some pupils.
14. Lessons are adapted as appropriate to ensure that every child can reach their potential in speaking and listening, reading and writing.
15. Abridged or simplified versions of texts are used to support understanding.

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use different teaching styles, and resources and plan different levels of work in the classroom to cater to the various ways children learn.