

East Ayton



Primary  
School

# **Traditional Values, Modern Vision**

## **Writing Policy**

Reviewed: December 2023

Next review due: December 2025



# East Ayton Primary School



## English Writing

### ***Intent***

At East Ayton, writing is embedded in our curriculum to enable children to have a wide range of writing opportunities so they can communicate their ideas and emotions effectively. We aim to ignite a love of expressing and communicating ideas through an engaging, immersive writing curriculum drawn from quality texts. We see it as imperative for children to reach their full potential in writing; a life-skill that will serve them throughout any future career they may seek or any path they may choose to follow in life. It is essential that our teaching and curriculum develops pupils' competence in these areas by providing children with the opportunity to write for a range of purposes, forms and audiences and across the curriculum to help ensure their writing is relevant and purposeful.

Through careful planning, we seek to provide the children with a platform to take ownership of their writing, completing an enjoyable and interesting process which provides them with the opportunities to explore existing texts, share their ideas through speaking and listening activities, plan for structure, content and vocabulary, work collaboratively with peers and adults to develop their writing, and work independently to produce a piece of writing in which they can see a clear and meaningful purpose. Writing is an ever-evolving skill and we encourage children to edit and improve their work often, forever striving to produce their best work. Writing, much like reading, another key driver in our curriculum, provides children with the opportunity to let their imaginations run free and transport them to other worlds in a way in which no other subject can match. It is our job to nurture and encourage this and ensure children are provided with rich and plentiful opportunities to express themselves through their writing.

Our curriculum seeks to excite, engage and enthuse children whilst simultaneously providing them with the skills required to reach their full potential in writing. Following the national curriculum, children are taught increasingly complex composition and grammar skills to include in their writing. Using cross-curricular links, these are then embedded in their work. By giving children a purpose and audience for their writing, as well as opportunities to share and publish their texts, they see the significance in the work they produce. We aim to develop pupils' spoken language through embedding oracy not just within English lessons but across the curriculum. Regular reflection is a key element in the writing journey and opportunities for drafting, editing and reviewing are central to this process. Robust spelling and handwriting instruction supports children's autonomy and allows for fluent composition. We promote the acquisition of new vocabulary and encourage its application across all subjects. We strive for our children to be able to create texts that are technically accurate but that also meet the needs of their intended purpose and audience. Most importantly we aim to create a writing environment which allows the children to experiment with their ideas, learn from one another and culture an enjoyment of writing.

## ***Aims***

- To write effectively for a range of contexts, purposes and audiences.
- To write in a range of styles for a variety of purposes and audiences, with increasing skill and imagination.
- To spell accurately by developing strategies to learn words.
- To use grammar to express themselves effectively.
- To punctuate texts accurately.
- To develop a fluent, neat and legible handwriting style.
- To experience a wide range of text types from various stimuli.
- To be reflective on their own progress and that of their peers.

## ***Implementation***

Our writing curriculum is designed to ensure our children have a consistent writing journey; a build-up of essential skills to provide them with the platform to produce their best writing. Each year group follows the six phases of writing, cumulating in a final piece which they have the opportunity to assess, edit and improve. Throughout this journey, they are exposed to high quality texts and taught the skills for how to reach these. There is an emphasis on vocabulary throughout the journey and children are provided with example texts to explore as well as the time to plan their own vocabulary to aid them in their writing. Through regular spelling lessons and daily handwriting input, children's transcription skills allow them the fluency and autonomy to focus on the composition of texts. Through shared writing, teachers model their own writing processes and work alongside the children to edit and improve their work. Children receive feedback from their teacher on how to improve their writing. Some of the writing journeys will be inspired by core texts, others will be inspired by learning in other subjects, school / local / national events or other stimuli which will ignite an enthusiasm for writing amongst our pupils.

EYFS Writing is part of physical and literacy development and starts as the sensory experience of mark making, moving onto being able to distinguish between the different marks children make. Children develop their auditory, visual and sequential memory alongside broadening their vocabulary. When children are ready, they begin to use their phonic knowledge to write words and begin to write simple sentences which can be read themselves and others. Children their knowledge of text types to create lists, captions and retelling narratives.

In KSI, children begin to read as a writer, learning the techniques needed to create and shape their own writing. They learn to write for a range of purposes, covering different genres, including stories and information texts. They are encouraged to plan and orally rehearse aspects of their writing prior to recording.

In KS2 children are encouraged to build on the work from KSI and make drafts of their writing, working collaboratively to edit their work, redraft it from feedback from either the teacher, a peer or from their own reflections prior to the publishing phase. Through all phases of the writing journey we aim to support, enable and challenge our children to produce quality writing that they can be proud of, and aspire to develop a love of writing in all.

## ***Impact***

The effectiveness of our writing curriculum is measured by the extent in which our children are able to write confidently and accurately across a wide range of genres and for various purposes and audiences. Children should leave year 6 with an enthusiasm for writing and equipped with all of the essential skills and techniques to flourish in writing for the remainder of their education and beyond. The impact of our curriculum is assessed robustly on a day-to-day basis to ensure it is providing children with the best possible foundations in which to succeed in writing.

Our approach to writing has had a significant impact on the achievement, progress, and well-being of our pupils. Our pupils are confident, competent, and creative writers who produce work of consistently high quality across a range of genres and purposes. They are able to express their ideas fluently, accurately, and appropriately, demonstrating a deep understanding of the features and conventions of different forms of writing. They are also able to use their wider knowledge of language and communication to become effective and persuasive writers in a variety of contexts, such as debate, persuasion, and discussion. Our pupils enjoy writing, are motivated to improve their skills, and take pride in their achievements. They will have a rich vocabulary at their disposal with which to articulate their thoughts and opinions. They will experience the joy and power of writing for a purpose and sharing their work with others. As a result of our focus on writing, our school has seen significant improvements in pupil progress and attainment, including in the standard of writing across the school, resulting in high levels of pupil engagement and satisfaction.