



Britannia CP School  
Policy for Writing

### **Aims**

#### **At Britannia we aim to:**

- Ensure progression of writing skills across the school.
- Provide meaningful writing experiences using the contexts inspired by quality core texts and the Lancashire National Curriculum Support Materials.
- Inspire pupils to write through exciting shared experiences.
- Model high standard writing to secure high expectations and inspire writers.
- Ensure children are taught and recognise the range of social functions that writing can perform e.g. persuade, instruct, inform, and entertain.
- Develop a clear understanding of the structure and language features associated with different genres of writing.
- Enable children to demonstrate the ability to choose the appropriate form and content to suit the purpose and audience.

### **Teaching and Learning**

- High quality texts are used to challenge, enthuse and engage children.
- Core texts, where possible, link to the Lancashire National Curriculum Support Materials to enhance learning.
- There is a clear progression in the teaching of writing which includes the familiarisation of the text type through reading, the identification of structure and language features, modelled writing, shared writing, supported composition, guided writing and independent writing (see further explanation below).
  - Progression of teaching writing includes exploring features, planning, drafting, assessing and editing.
  - A form of modelled or shared and guided writing should take place in every session.
  - Use Lancashire National Curriculum Support Materials to provide meaningful writing experiences through contexts.
  - Use of drama in English sessions following the Lancashire National Curriculum Support Materials to improve speaking and listening skills and build confidence and self-esteem.

### **Modelled Writing**

The teacher talks aloud the thought processes as a writer. They have complete control over the writing and make explicit the structure, language features, spelling and punctuation of the text type as appropriate.

### **Shared Writing**

This is a collaborative approach; pupils contribute their ideas and thoughts for the teacher to select the most appropriate. The teacher needs to give reasons for the choices made.

### **Supported Composition**

The children work in pairs to provide the next sentence of the text. This may follow from either modelled or the shared writing process.

### **Independent Writing**

All children are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if children are to develop their skills as writers within different genres.

### **Three Outcome Structure**

Outcome 1 – teachers ‘scaffold’ writing during English lessons on a particular genre.

Outcome 2 – children are given time in another session to implement the genre in independent writing.

Outcome 3 – children write using the genre structure taught and write cross-curricular.

### **Spelling**

Children in EYFS and Key Stage One learn to spell through daily streamed phonics sessions following Read, Write Inc Phonics. From Year 2 onwards the Ruth Miskin Read Write Inc. Spelling program is followed (introduced September 2016). This is based on proven strategies of teacher modelling followed by partner work, to embed learning. The programme covers all the word structures and spelling requirements for Years 2 to 6.

### **Handwriting**

The whole school follows the Nelson handwriting scheme. Pupils are encouraged to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing. Handwriting is a cross-curriculum task and is taken into consideration during all lessons. In Foundation Stage, handwriting is addressed during daily phonics sessions and pupils also have three focused handwriting sessions each week.

### **Assessment**

Teachers use formative assessment on a daily basis to assess the needs of the individual child and to move learning on through verbal feedback. At the end of each term, teachers use Target Tracker to establish the next steps in each child’s learning. Teachers in Year 2 and Year 6 also use the interim framework to assess whether children are at Age Related Expectations.

### **Moderation**

Regular moderation with all teachers takes place in all classes on a termly basis and this is also extended to cluster moderation meetings with local schools.

### **Monitoring**

The teaching of writing takes places regularly with headteacher and subject leader observing lessons, giving feedback and scrutinising books. Planning is also used as a tool for monitoring.

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Updated: 1/9/2022