

# Writing Policy



**Mowmacre Hill**  
Primary School

**This policy was written in Autumn Term 2018**

**This policy is renewed annually and so will be renewed:  
Autumn Term 2019**

**Print Name** \_\_\_\_\_ **(Chair of Advisory Board)**

**Signature** \_\_\_\_\_

## **Introduction**

This policy reflects the school's aims and objectives in relation to the teaching and learning of writing. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Early Years Foundation Stage framework and the National Curriculum. This document is the outcome of consultation and review undertaken by the English subject leader with the staff.

At Mowmacre Hill Primary School we use the new National Curriculum for English (2014) as the basis of our English programme. We deliver this through using The Core Mastery Model (Messenger 2013), Mowmacre Hill Spelling Programme and Read Write Inc Phonics programme.

## **Rationale:**

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society.

A mastery-based curriculum model is concentric: knowledge and skills are presented as foundational and become the prior knowledge all students share. Mastery and proficiency aren't necessarily required to move forward – like a stone thrown into a pond, the core ripples and widens, allowing multiple opportunities to practice, refine, and grow skills by building on their knowledge base.

At Mowmacre Hill we teach writing as 'layered learning'. Children will have the opportunity to practice and refine their writing skills in a variety of writing tasks which are taught to ensure that the purpose of their writing is at the centre of their learning. Through understanding the purpose and audience of writing, children practice, refine and extend their writing skills in contextual writing opportunities. Once a skill is mastered it is applied in a number of writing opportunities to ensure that the skill is fully understood and deep learning takes place.

## **Aims**

At Mowmacre Hill Primary school, our aim is to encourage the children to see writing as a meaningful activity which is essential in the world outside of school. Children are introduced to a wide range of quality texts, in a range of forms and for a range of purposes and audiences.

We aim to encourage all pupils to:

- *be competent in the arts of speaking and listening, making formal presentations, demonstrating to each other and participating in debate*
- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *develop their cognitive skills, imagination and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purpose;*
- *make progress to becoming a correct speller, using neat legible joined handwriting;*

- *read easily, fluently and with good understanding*
- *develop the habit of reading widely and often, for both pleasure and information*
- *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- *appreciate our rich and varied literary heritage*
- *write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- *make fair critical responses about their own English work, that of their peers and that of popular authors and poets;*
- *reach their full potential by extending their work in each of the above areas of the curriculum.*

The above aims are consistent with our school's aims and take account of the Early Years Foundation Stage Framework, the National Curriculum Programmes of Study and End of Key Stage level descriptions.

## **Management**

### **Role of English Subject Leader**

- The English subject leader is aware of standards across the school and focuses support on those areas which need it.
- The English subject leader is the lead teacher in the school for the subject area; responsible for action planning for the subject's direction and development within the school.
- Monitors English throughout the school through discussions with staff and pupils and feedback to staff on planning.
- Manages and orders resources which are needed within school to aid the teaching and learning of English.
- Aids teachers with queries regarding English in order to help them to teach the subject more effectively.
- Signposts and allocates CPD as a result of analysis of need or by request of staff members.
- Ensures that that the policy is upheld.

### **Monitoring**

- The school monitors the teaching of writing using the following strategies:
- lesson observations by the Phase Leaders and SLT;
- monitoring teachers planning of writing;
- pupil interviews;
- evaluating pupils' progress through assessment;

## **Differentiation and Inclusion**

In accordance with the school's policies on SEND and Equality, all children are entitled to access handwriting at an appropriate level for their age and development. Activities are differentiated where possible both for the less able and more able. Differentiation is through resources used, the difficulty of the task, support given and outcome. Notice is taken of targets within a pupil's PPP. Provision is made when necessary for pupils to extend their experiences beyond that of the majority of the class by providing further challenge

### **Equal opportunities**

The aim is to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations in all areas of school life. All pupils are expected to achieve the highest standards possible regardless of race, culture, gender or disability. School staff are fully committed to ensuring all pupils regardless of their differences have the opportunity and support necessary to enable them to achieve their full educational and social styles.

### **Role of the Advisory Board**

The purpose of the Advisory Board is to ensure the implementation of the Early Years Foundation Stage Framework, the National Curriculum and to review the policy. Additional meetings may be held to discuss English priorities across the school and to gain an overview of the teaching and learning of English.

Policy Review Writing Policy Autumn 2018

This policy was written by the English Leader.

It is due for review during the Autumn Term of 2019.

Signed ..... Chair of Advisory Board