

Writing Policy 2025



Newlands Junior School
We are Proud

At Newlands we view the acquisition of language skills to be of the utmost importance and so the teaching of all aspects of English is given high priority. Writing is an essential life skill, both for children's future progress in school and for their ability to fulfil their ambitions and potential in adult life. We aim that children leaving Newlands will have developed fluency and individual style whenever possible, together with enjoyment and a sense of satisfaction in their achievements as writers.

Adaptive Teaching

The National Curriculum provides a broad and balanced education for all children. Throughout all teaching and learning at Newlands, we provide opportunities that enable all pupils to make good progress. We do this by setting suitable challenges and responding to each child's individual needs, as well as choosing activities to suit each year group and lesson. Teaching is adapted to meet the needs of all pupils. Appropriate support, whether adult support or the use of manipulatives or other extra learning resources, is given to any child that needs it to move their learning forwards.

We believe that:

- Writing is integral to whole language experience; it is a crucial part of thinking and learning.
- Writing is a craft learnt best through our own writing, rather than exercises out of context
- Writing is best framed within recognisable text-types or genres
- Teachers should model writing for their pupils when appropriate
- WAGOLs should be shared and analysed to allow children to aim high
- Children should be given the opportunity to work together to compose and to edit writing

Aims for writing

The school aims to develop literate children who:

- View writing as a process over which they have control
- Enjoy playing with language and write for pleasure
- Write for a variety of purposes and audiences in a variety of genres
- Write clearly, legibly and accurately with attention to punctuation, spelling and grammar
- Understand the importance of drafting, proof-reading and editing in the writing process
- Achieve independent writing of a high quality
- Are motivated, confident, resilient writers who are able to apply their skills to other areas of the curriculum as well as the next stage of their education.

Intent

At Newlands we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time with us. By the end of their time at Newlands, all children should be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school.

We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process, through correcting and perfecting. We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we encourage a home-school partnership which enables enhancement of the skills being taught in school.

Implementation

We teach writing as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, staff target support for LA pupils to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as Writers Toolkits, Word Banks, Key Word lists or a greater level of modelling. HA pupils are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact their writing has on the reader and by using a higher level of vocabulary and grammar features.

Spellings are taught according to the rules and words contained within our Spelling Scheme. Teachers can provide weekly spellings for children to learn each week, with spelling tests being used to monitor the impact of our spelling scheme. However, the use and spelling of words within pieces of writing is a far better way of monitoring the success of spellings. When correcting and perfecting longer pieces of writing, Y6 children are encouraged to identify incorrect spellings in their own writing and correct them. In Y3, Y4 and Y5 staff will identify incorrect spellings and children will be expected to correct them.

Grammar and punctuation knowledge and skills are taught as stand-alone lessons in order to embed and develop understanding or to consolidate skills. Teachers teach the required knowledge and skills and then link them to genres of writing being studied. We also use Alan Peat's Exciting Sentences to further enhance the use of grammar and punctuation within different genres of writing.

Impact

We encourage our children to enjoy and value the curriculum we deliver. We want learners to discuss, reflect and appreciate the impact writing has on their learning, lives, development and well-being. Learning environments across the school will display writing in a positive and inviting way. Whole-school and parental engagement is encouraged through the sharing of engaging pieces of writing and the celebration of success at all levels. We want to ensure that writing is loved by teachers and pupils across Newlands. This will be done by encouraging children to write for a range of different purposes, in a variety of genres. We encourage Newlands children to record their writing in a variety of ways. Progress in writing is demonstrated through outcomes and the record of coverage in the process of achieving these outcomes. A variety of evidence for these outcomes can be seen published in children's topic books, big writing journals, on big sheets, in photographs, on the school website and through the use of a variety of ways of recording using multi-media on iPads and laptops. Progress in writing is demonstrated through:

- Pupils enjoying writing across a range of genres
- Pupils of all abilities being able to succeed in all English lessons through adaptive teaching
- Pupils having a wide vocabulary that they use within their writing
- Pupils having a good knowledge of how to adapt their writing based on purpose and audience

- The % of pupils working at ARE within each year group will be at least in line with national averages
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- No significant gaps in the progress of different groups of pupils

Teaching and Learning

Successful learning in English should come from knowledge and well-planned teaching, which is a balance of instructing and encouraging the pupils' own contributions. This is demonstrated by a range of teaching strategies used by the teacher, including:

- Demonstration
- Modelling
- Scaffolding
- Explanation
- Targeted questioning
- Initiating and guiding explanation
- Discussing and challenging ideas generated by children
- Developing critical and reflective responses to texts

Within English, teachers plan for whole class, group, paired and individual work.

Shared reading and writing provide the opportunities for children to work together as a class unit, developing ideas, building on their knowledge and understanding and allowing the teacher to question and challenge them further.

Writing lessons may allow the class teacher or teaching assistant to work closely with a small group, using clearly planned objectives, with opportunities of adaptive teaching.

There are children of differing ability in all classes at Newlands Junior School. Through the use of a variety of different resources (including IT), children have the opportunity to take control of their own learning, within a guided and supported environment. Children can appropriately challenge themselves and extend their understanding by choosing a more demanding task, considering their vocabulary or including appropriate objectives independently. If they need to consolidate their learning, additional tasks may be given, or concrete resources may be used for support. We use teaching assistants to support children, and to enable all children within a class to make good progress. Furthermore, the use assessment for learning during lessons, enables teachers to support and intervene as necessary.

Pupils have the opportunity to experience a wide range of texts and use a range of resources to support their work. Children use ICT in English lessons where it enhances their learning. Activities such as up-leveilling vocabulary using Vocab Lab; making use of online dictionaries and thesauruses and accessing educational websites are used to support learning. We encourage children to use and apply their learning across other areas of the curriculum.

Progression

The school uses national curriculum guidance for planning. This provides guidance for teachers in understanding how to teach writing and how their children will progress through their years at KS2. Teachers assess pupils against this framework using school-designed writing assessment criteria to determine progress and achievement throughout the school year and the key stage.

Monitoring and evaluation

- The Subject Leader and Head Teacher analyse assessments termly.
- Targeted support provided to specific groups linked to analysis of performance data. (adaptive teaching)

Marking and Feedback (correcting and perfecting)

Writing is marked using a series of symbols which is shared and understood by children and communicated during active marking within writing lessons and post teacher marking - where the children correct their writing through the editing (correcting and perfecting) process.

Children correct their writing using green pens and then perfect their writing using purple where children may up-level vocabulary choices, vary sentence openers, play with sentence structures or add detail and further grammatical features/ text features to enhance their overall piece, considering their intended purpose and audience and the effect of their writing. Teachers may group children when correcting and perfecting writing to teach specific skills of the editing process. Individual correction and perfection targets may be given and these will be evident in children's final pieces of writing.

Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, disability or ability. Writing opportunities will also develop personal attributes and values promoting responsible, respectful writers who are able to reflect wisely on content and messages portrayed.

Grammar

The school aims to develop writers who:

- Understand that sentences are constructed to help give words their sense
- Are conscious of the patterns of language which can be applied to enhance meaning
- Understand that punctuation helps make sense of written texts
- Know that writers use punctuation to help communicate intended meaning to the reader

Children will receive direct and specific grammar teaching where they will develop their understanding of grammar through rapid grammar teaching and grammar for writing exercises. Children will practise identifying and using what they are taught in grammar lessons during those lessons and in their writing.

Spelling

The school aims to develop writers who:

- Identify sounds in spoken words (phonological awareness)
- Recognise the common spellings for each phoneme (phoneme/ grapheme correspondence)
- Blend phonemes into words for reading
- Segment words into phonemes for spelling
- Investigate and learn spelling conventions and rules
- Attempt a spelling before checking with the teacher
- Develop and use independent spelling strategies
- Use dictionaries and thesauruses to support writing

- Become confident and competent spellers
- Learn spelling strategies relevant to their developmental stage
- Understand that there are spelling patterns and rules which can be learnt

(See Newlands spelling progression document for breakdown of spelling rules taught in addition to the common –exception words).