

Writing Policy

Owston Park Primary Academy



Rationale

At Owston Park Primary School, our writing curriculum is sequenced to develop the acquisition of knowledge and skills. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and the use of discussion to stimulate their imagination and develop their ideas for writing.

Our aims for writing are embedded across our English lessons. Teachers, primarily, adapt the Literacy Company's 'Pathways to Write' programme as appropriate to their year group. Our writing curriculum closely follows the aims of the National Curriculum for English 2024.

Aims

Our teachers strive to promote a love of writing and seek ways to inspire and encourage pupils to see themselves as authors. By the end of year 6, we aim for all children to be able to:

- Appreciate the importance of audience and purpose and write in a variety of forms
- Develop strategies to communicate effectively through written word
- Acknowledge that writing can be a collaborative effort
- Understand a range of spelling strategies to progress towards the conventions of the written word
- Apply vocabulary, grammar, punctuation and spelling accurately and confidently for a range of contexts and audiences
- Recognise that drafting, evaluating and editing are vital parts of the writing process
- Experience 'pride' in precise, well-presented work

Our approach

All children will be provided with equal access to the English curriculum and will receive quality first teaching on a daily basis using adaptive teaching

Nursery

In Nursery, children strengthen their fine and gross motor skills which supports the development of their writing. We therefore include a range of opportunities for children to develop these skills, for example; using tweezers to pick up items; using water and paint brushes to make marks outside and manipulating playdough. We value that at this stage, children are emergent writers and will make marks in their play before moving onto forming letters and words. Therefore, the class environment, including the outdoor area, is set up so that children can access a range of materials to mark make with, e.g. paintbrushes, pencils, chalk and water.

As children begin phonics sessions, children are encouraged, during their play to apply their newly taught phonics skills and to 'have a go' at writing. Every attempt at mark making is valued.

Reception

Reception children continue their writing journey, practising their fine and gross motor skills and using the phonics they have learned to begin writing. They are immersed in language daily, through stories, rhymes and poetry. They are introduced to their weekly 'hook book' and learn the writing process through Talk 4 Writing framework, practising their oracy skills, learning language through oral repetition, analysis and independent application.

Year 1

Children in year 1 continue the Talk 4 Writing journey in Autumn half-term, progressing to the Pathways framework in Spring. Teachers still use the Talk 4 Writing strategies when appropriate and beneficial for the children.

Years 1-6

Our writing units always focus on high quality texts and begin with a 'learning hook' to promote engagement from the children as well as motivating them to learn. The children are given many

opportunities to write daily in many contexts and across a variety of genres: shopping lists in emergent handwriting in Reception to diary entries, autobiographies and Powerpoint presentations in year 6.

The 'Pathways to Write' programme from The Literacy Company is a proven methodology built around units of work which develop spoken language, vocabulary and reading and writing skills. Our writing – from Year 1 to year 6 – is taught using the Pathways to Write scheme which is based on beautiful and thought-provoking picture books and texts to engage children in writing.

The programme teaches children to master the skills of writing by focusing on particular techniques throughout a unit of work. As a result, the children are given many opportunities to practise and apply these skills until they have mastered them. As they become more confident, children are taught to write in different contexts, for different purposes and to apply language rules and traditions for effect. The units are progressive, introducing new skills each half term whilst using previously taught simultaneously.

Progression

The 'Pathways' units have been designed to aid and guide progression, as well as the tracking of skills throughout each year group, using a series of Gateway, Mastery and Feature Keys that are aligned to the National Curriculum's requirements for writing. *Gateway Keys* outline skills that have been previously taught, *Mastery Keys* introduce the children to new skills and, finally, *Feature Keys* address the genre requirements of a unit.

Each 'Pathways' unit journeys to a final extended writing outcome where the children's success relies on their application of the Keys. However, contained in the journey are many 'short burst' writing opportunities, where the children can explore a wide variety of genres and practise specific mastery skills through shared, guided and independent writing.

Children are expected to apply their writing skills and knowledge in cross curricular lessons; teachers provide further extended writing opportunities to ensure children can write for sustained periods of time and at length. Furthermore, during all writing activities, high expectations and standards of writing in terms of composition, word selection, spelling, punctuation and grammar are expected across all subject areas.

We believe it is essential to provide time for the children to reflect on their writing, evaluating and editing their work to make improvements. We encourage peer assessment where the children share their work with each other, providing feedback against the Keys. Writing toolkits including working walls, dictionaries, thesauruses, vocabulary lists, genre features, sentence scaffolds and model texts are easily accessible.

Celebrating achievements

Each week, any 'Young Authors' are celebrated in assembly.

Timetabling

The children have five English lessons per week. Grammar and punctuation activities are primarily aligned to Pathways units, to allow application in context. Phonics, spelling and handwriting are taught discretely before being embedded into English lessons.

Assessment

Writing is teacher assessed against year group expectations. Writing is moderated internally and externally within the trust.

English teaching and learning is monitored through learning walks, pupil observations, book scrutiny and data analysis.