



Abingdon Primary School

Respectful, Responsible and Resilient Learners

Writing Policy

Updated: September 2024

To be reviewed: July 2025

Our intent:

At Abingdon Primary School we aim for all children to be passionate and excited about writing. We strive for our children to be equipped with the skills and knowledge needed to be an enthusiastic and successful writer. By the end of their primary school journey, our children will be independent, successful and ambitious writers who have the ability to write in a variety of different styles and are not afraid to make mistakes.

We want our pupils to have an awareness of the wider world and be immersed by high-quality texts which inspire and motivate our children. We aim to provide an exciting learning environment which is rich in vocabulary and full of opportunities for children to explore their creativity and imagination through writing and reading.

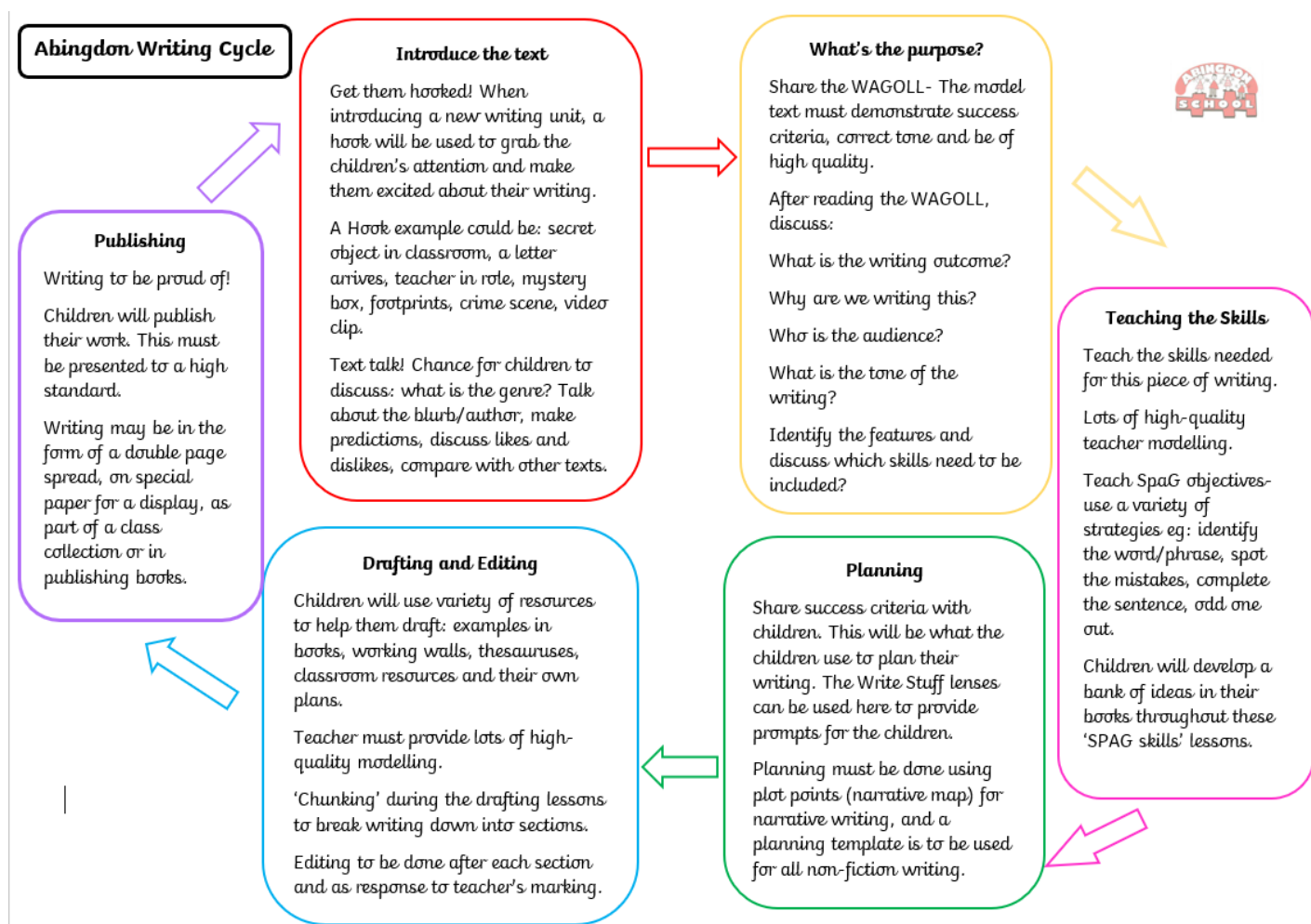
We aspire for our children to leave Abingdon Primary School as:

- Creative writers who have the skills and knowledge needed to write engaging and purposeful pieces of work with a clear awareness of audience and tone.
- Children who view themselves as authors who become immersed in the full writing cycle of creating ideas, planning, drafting and editing their writing whilst taking risks and being open to making improvements along the way.
- Children who have a vast bank of interesting and exciting vocabulary and a thirst to gain more.
- Children who take pride in the appearance of their work and write using neat, joined handwriting.
- Capable spellers who use known strategies to spell words accurately.
- Learners who use a wide range of punctuation effectively
- Children who can understand and give good justification as to why punctuation and grammar is needed.

Teaching and Learning at Abingdon:

Writing is a key life skill which allows children to express their creativity, communicate with others and progress well in the wider curriculum. Children at Abingdon will be taught the essential skills needed to be a successful writer. These include: holding and using pencils and pens correctly, using neat, joined handwriting, using a range of sentence types, correct use of grammar and punctuation, having an awareness of the audience and using an appropriate tone, spelling words correctly and being able to edit and evaluate writing.

The Writing Cycle



At the start of every writing unit, use an exciting and engaging hook to capture the children's attention and generate excitement and purpose around the writing. We always use a high quality 'WAGOLL' to inspire the children. This also clearly shows the writing outcome. We teach spelling, punctuation and grammar through our writing lessons. During these lessons, children build up skills and sentences which they can use in their own writing pieces. After being equipped with a bank of knowledge from the SPaG focussed lessons, children then go on to 'plan, draft, edit and publish their own independent writing. Publishing can be done in a variety of ways: to be made into a display, to be published on the school website, to be part of a class book, or to be written up in their independent writing books.

Independent writing

The last week of the writing cycle allows children to plan, draft and edit their own independent writing. Children will use skills, and knowledge gained in the previous lessons to guide them in creating their own independent pieces of work. This writing must be completely independent so that teachers can make accurate judgements from it. Once a first draft has been written, teachers will conduct an in-depth mark of this work. Teachers should give relevant, constructive and purposeful feedback. It is important that children are encouraged to learn how to use this feedback and edit independently. Time to respond to this feedback is given and time to improve their work is done in editing lessons.

Assessment:

At the end of each term the teacher will assess the children's writing using our assessment document. The teacher will look at a range of writing pieces from each child before making a judgement. This assessment document details each year groups objectives and specifies what each child needs to achieve in order to be working towards, working at, or greater depth. Teachers will also engage in a staff meeting at the end of each term to moderate writing pieces and make an informed judgement.

Writing opportunities in the wider curriculum:

We believe that writing should be woven through the curriculum so children have opportunities to write for a range of purposes. We plan moments throughout the year where children can practise and apply, skills taught in English lessons, in extra curricular lessons. The aim of these lessons is for children to write passionately and confidently during their creative curriculum lessons.

Spelling, Punctuation and Grammar:

We follow the Spelling Shed spelling scheme which involves understanding the relationship between sounds and written symbols as well as using morphology to help spell through meaning. The carefully selected word lists and engaging activities provide our children with opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary acquisition. The Spelling Shed scheme is set in stages 1-6 and teachers will assess which stage their pupils are working at through a baseline assessment.

Spelling lessons will be taught daily for 15 minutes (x3 times per week) . Each lesson follows a review, teach and consolidate cycle. The spelling lessons are introduced systematically and always build on prior learning. A Spelling Shed homework sheet is to be sent home weekly and children are encouraged to play the Spelling Shed games at home which are added by the teachers each term.

Separate and stand-alone punctuation and grammar lessons are taught for a minimum of 20 minutes 3 times a week. Through these discrete lessons, teachers will revise, consolidate and embed key grammar and punctuation objectives using the long-term plan.

Speaking and Listening/Oracy:

We believe that the ability to speak and listen is vital to pupils' language and social development. It is an essential tool for all areas of the curriculum because speaking and listening reinforces learning and thinking. We provide our pupils need with many and varied contexts for speaking and listening throughout our curriculum.

By the time the children leave our school we aim for them to: communicate effectively with others, listen to the views and opinions of others, participate in discussions and debates, retell stories and poems and to respond to questions with confidence and relevance.

Circle times are an important contributor to developing children's speaking and listening skills as they allow children to practise and apply taught skills whilst discussing a range of topics in a safe environment. Circle times at Abingdon are done weekly within PSHE, this gives our children many opportunities to constantly develop these skills.

At Abingdon, we use DEAL strategies across the curriculum to help children develop their speaking and listening skills. Many opportunities to develop these skills are also incorporated into The Write Stuff lessons in English. We also incorporate 'Talk Tactics' into lessons where possible – both in English and across the curriculum.



We have introduced stem sentences to support the children with the structure of high-quality talk in different subjects.

The impact of our curriculum:

After each independent piece of writing, we assess the children based on the National Curriculum Objectives. We use checklists to assess what children have achieved during a piece of independent writing. This checklist is then used to inform end of term data.

We publish at least one piece of writing every half term. This ensures we have 6 pieces of independent writing to assess children against by the end of the school year.

Teachers also use key performance indicators to assess the children's progress throughout the writing units. This framework provides a reliable and valid assessment tool which is ambitious and detailed. It is also cross referenced closely to the National Curriculum, as well as building in extra and explicit smaller steps to move pupils from one stage to the next.

At Abingdon, we moderate writing often to ensure consistency between assessments. This is done in staff meetings, with phase group partners and across local authority clusters. We believe this is an integral part of the assessment process as it is important that teachers have a solid understanding on the teacher assessment framework so they can make accurate judgements.