



Burton End Primary Academy Writing Policy

February 2021

At Burton End Primary Academy, it is our intent to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. Arming our pupils with the ability to write with confidence and accuracy is an essential life skill that we strive to deliver through our curriculum.

To provide clear progression in writing, children need to be exploring a variety of sentence structures and text conventions drawing on this learning when composing their own writing. Using Success for All (SFA) in Early Years Foundation Stage and Curriculum Literacy for Unity Schools Partnership (CLUSP) in years 1-6 ensures we are meeting the requirements of the national curriculum, giving pupils opportunities to explore a variety of text genres across the key stages. In addition, pupils will have the opportunity to explore and acquire a wide vocabulary, a range of punctuation, grammar and spelling in context at the appropriate time. Our writing structure enables pupils to be taught the explicit skills needed, before being submerged into high quality text examples and rich vocabulary preparing pupils for their own independent extended writing.

Aims:

We want our children to;

- enjoy writing and find the process creative, enriching and fulfilling.
- be aware of the key features of different genres and text types.
- to focus on grammatical structures that children need to become great writers
- read widely, recognising good writing, and understand what makes it good.
- use the knowledge and ideas gained from their reading and transfer them to their own writing.
- confidently experiment with language and vocabulary in oral and written form.
- write for an audience or for a purpose.
- be inspired to write in response to quality core texts, exciting topics, visitors and events.
- know how to plan and prepare for writing.
- have an excellent knowledge of spelling, punctuation and grammar and apply it in their writing.
- understand how to reflect upon, refine and improve their own writing.
- respond to the constructive criticism of others.

Nursery

In Nursery pupils are encouraged to mark make as this is the very early stages of writing. Opportunities are given to pupils throughout continuous provision and a writing table is always available and pupils are encouraged to develop their mark making and writing skills.

Reception:

In Early Years, pupils follow the Success for All Programme for writing which runs parallel to the reading curriculum taught in Early Years. Handwriting is taught daily and writing is taught through phonics and Write Away which is part of the SFA programme.

Daily phonic sessions provide an opportunity for pupils to write words and sentences linked to the phonics they are learning. 4 days a week, pupils take part in Write Away. Write Away is another opportunity for pupils to write sentences linked to their topic learning. Teacher modelling and sentence stems are used to support with scaffolding pupil's skills.

Writing opportunities are also available in the continuous provision providing pupils with the ability to engage with a range of writing activities. Teachers aim to include writing in all areas of the provision.

SEND Hub:

Pupils who attend the Hub are encouraged to write daily through phonics lessons and continuous provision. A range of resources are used including Success For All in order to meet the diverse learning needs of the pupils.

Years 1-6

At Burton End Primary Academy we use the Curriculum Literacy for Unity Schools Partnership (CLUSP) to support our writing curriculum from Years 1 - 6. CLUSP provides cohesion and sequence to our writing curriculum allowing pupils to build on their knowledge in a clear and systematic way throughout each year and across their primary education. Each pupil is given the opportunity to revisit text types and text conventions over the course of the year so children can retain the information learnt and build upon it. The CLUSP curriculum is built on evidence and provides breadth, depth and excellence in the English diet for every pupil.

At Burton End Primary Academy we want our pupils to be the best readers and writer they can be therefore reading, writing and GPS skills are taught daily through a 90-minute lesson which is broken down into a 15-minute GPS lesson, 35-minute reading lesson and a 40-minute writing lesson. Timing are flexible in order to meet our pupils needs however it should be ensured that across a week this distribution is achieved.

What is the Structure of CLUSP:

At Burton End Primary Academy we want our pupils to be the best writers they can be so it is imperative that writing skills are taught explicitly as well as pupils being given the opportunity to have regular opportunities for extended writing.

Week 1 of each unit starts with the explicit skills being taught, specific grammatical structure and conventions according to this text type. Pupils are still given the opportunity to write via isolated writing encounters.

Week 2 – Pupils complete their extended writing following an extended cycle

1. Identify the context, purpose and audience
2. Immerse pupils in quality models
3. Use worked examples to instruct and model key conventions
4. Create a clear outline of the structure
5. Whole class focus
6. Internalise your text and its components

7. Record your writing, reading it aloud regularly
8. Edit your writing: As you go, for meaning, secretorially and for impact
9. Evaluate your writing against its intended purpose.

Text convention knowledge notes are written for each unit and are dual coded. These are added to pupil's books at the start of a unit so they can refer to them at any time.

Vocabulary, Grammar and Punctuation

Grammar and punctuation will be taught at least 3 times a week within the 90 minute English lesson. A combination of discrete teaching and teaching through writing are used. Within each term, new concepts are introduced, revisited and consolidated. Across each year group, pupils build upon the skills learnt as well as learning the requirements for their year group.

Within each writing unit, there is tier 2 and 3 vocabulary for explicit instruction to be used from the Curriculum Unity Schools Partnership Curriculum. This builds on the curriculum pupils are taught around history, geography and science. There is also a link to the etymology and morphology to be taught within each unit as well as idioms and colloquialisms.

Assessment for learning – ingredients for success.

Ingredients for success are what teachers and pupils will assess themselves against at the end of a unit. The high-quality model texts will include all these ingredients so pupils can immerse themselves within the skills. At the end of a writing unit, teachers will assess pupils writing against the ingredients for success, identify gaps and use this assessment data to feed forward into future planning. Generic gaps identified will be fed into the next unit whereas text specific gaps would be fed into next time this text type is taught.

In addition to this, Years 1-6 will take part in No More Marking writing assessments each year. This is an opportunity to assess pupils against pupils nationally as well as collate data for the cohort.

Moderation

No More Marking will be used as part of the moderation process for writing to compare with national expectations and outcomes. The Trust also provide moderation opportunities for each year group which teachers will attend. Within School, termly moderation will take place for each year group. PiXL moderation writing resources will be used to support with consistency and expectations. Moderation files will be collated over time with examples of writing at pre Key Stage, working towards the expected standard, working at the expected standard and working at a greater depth at the expected standard for each year group.

Cross curriculum writing

We aim to plan for cross curricular writing opportunities to enable pupils to demonstrate their writing skills, vocabulary acquisition and understanding in other areas of the curriculum. The CUSP curriculum provides the stimulus – the reason for writing, the content and knowledge needed. The CLUSP curriculum provides the model – high quality examples of the text type to enabled pupils to apply their knowledge to the text type.

SEND and Inclusion

Pupils at Burton End Primary Academy will be given equal access to writing opportunities. Differentiated activities and tasks will be given to support the needs of all pupils. This will include different lines in books, scaffolding tasks and activities.