



## Yeadon Westfield Junior School English Writing Policy

Written in consultation with staff. English Leader: Helen Swallow	January 2025
Review date:	January 2028
Ratified at Governors' Committee:	TLPS Spring 2025

**We welcome our duties under The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of all stakeholders including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race; religion and belief, sex or sexual orientation.**

**We recognise the Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified across all areas of school life, including Policies.**

**We believe that every person has a fair and equal opportunity to succeed, regardless of their age, gender, ethnicity, ability or cultural or religious background, sexuality or disability. We embrace all aspects of global citizenship and community cohesion, promoting British Values throughout all aspects of school life, actively tackling prejudice or extreme views.**

**This school is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.**

**Yeadon Westfield Junior School is required to keep and process certain information about its staff members and pupils in accordance with its legal obligations under the General Data Protection Regulation (GDPR). The school may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, other schools and educational bodies, and potentially children's services. This policy is written in line with our agreed policy for GDPR.**

## **Rationale**

At Yeadon Westfield Junior School, our aim is that our pupils will become confident and willing writers, able to communicate their feelings and intentions in clear, effective and appropriate language, whilst enjoying writing for themselves and others. We are dedicated and determined to ensure that our pupils have the skills they need to become independent and reflective writers, writing a wide range of literature and text types.

## **Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our aims are to ensure that all pupils:

- are encouraged to write with confidence and enjoyment for a wide range of purposes.
- produce lively, thoughtful writing in a variety of forms.
- sustain and develop ideas in interesting ways. They will organise these ideas appropriately for the purpose and the audience.
- use adventurous vocabulary and use specifically selected words for effect.
- use grammatically complex sentences to extend meaning.
- demonstrate spelling which is generally accurate. This includes polysyllabic words which conform to regular patterns.
- use a full range of punctuation at the end of sentences and within sentences to mark clauses and to create suspense.
- write in a fluent and joined legible style.

These aims will be developed throughout the curriculum, not just in English lessons, to allow children to apply their writing skills in all subjects.

## **Implementation of policy**

### **Teaching of Writing**

We will create an environment where writing is seen as an essential element of the curriculum. This will include display walls where, for example, common words and adventurous vocabulary are collected for pupils to apply to their own writing together with, openings, conjunctions and other resources to help pupils improve their writing.

Teachers model different texts in meaningful contexts with a purpose and audience for writing, both narrative and non-narrative writing, including poetry, to draw out special features of structure and style so that children can experiment with these formats themselves. (See Appendix 1 for writing process outline). We create opportunities for children to write from a range of stimuli and to draw upon a variety of sources, including personal experiences, imagination, stories and information. Teachers encourage children to work collaboratively by sharing in the writing process as authors, advisors or as proof readers. Children are taught to peer and self-mark and to edit and revise their own and other pupil's work. Teachers make pupils aware of writing as a process, giving them strategies to help them achieve success at each stage in the process, including self appraisal and assessment. Pupils are aware of their targets and what they need to include in order to achieve these targets. They understand the steps to success they need to include in their work and are given constructive feedback in order to help them move forward. Pupils draft then edit and revise their work following the teachers' or peer advice. Teachers help pupils to acquire skills in hand writing, spelling, punctuation and grammar using objectives in the National Curriculum. They help pupils to recognise Standard English as the conventional form of language and use this in their writing, whilst acknowledging regional differences in spoken language. Staff will always demonstrate an excellent use of Standard English when speaking, teaching and

marking. All punctuation and grammar objectives are taught within and through writing lessons and during a specific Punctuation and Grammar lesson as well.

English work takes place in the pupil's English book. All grammar, punctuation and spelling work is completed in the book as well as draft writing and editing. The children write on the left hand side of a double page when drafting, enabling the teacher to comment on the opposite page and leaving space for the child to edit and revise work without rewriting the piece. Copies of the steps to success are stuck on the right hand side page to allow the pupils and teachers to assess how the pupils are progressing against the steps and their own personal targets.

Extended writing (also known as "Big Writing") will take place at the end of each unit of work. One finished extended piece will be produced and kept in a writing portfolio in Years 3 and 4 and in a Writing Journal in Years 5 and 6.

Every child receives 4 x 1 hour specific writing lessons a week and a focussed punctuation and grammar lesson. These lessons may also be taught in 2 hour blocks across a whole morning.

### **Resources**

Each classroom has a 'box' of resources that the children can access which may include word banks, My Try Dictionaries, verb cards, conjunction cards, adjective cards etc. Each set of resources is specific to each's classes needs. All pupils have a set of green 'improvement' pens for editing and re-drafting writing.

### **Assessment and Recording**

Children's progress in writing is assessed by teaching staff, in liaison with teaching support staff if applicable. Informally, teachers are assessing writing progress in writing on a daily basis. Teachers assess big writing pieces every half term against writing grids developed from the end of KS2 writing frameworks and national curriculum objectives. These grids help teachers to assign summative grades in the Autumn, Spring and Summer for writing which are inputted onto Sonar, on online tracking system and recorded on excel assessment grids. The grades are on a four point scale: PScale – working at KS1 level, WTS – working towards the expected standard, EXS – working at the expected standard, GDS – working at the greater depth standard. These grades are discussed in Pupil Progress meetings and subsequent actions (changes to teaching, interventions etc) are then planned in and reviewed at the next data collection point.

### **Monitoring**

The monitoring of writing is carried out by the English Subject Leader and SLT. The specific monitoring needs are generated from analysis of KS2 SAT results and in-school writing data collated on Sonar. Areas of strength and development are fed-back to staff and then re-monitored and evaluated where appropriate.

### **Inclusion**

At Yeadon Westfield Junior School our curriculum for writing will develop an enjoyment of writing and a commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in the writing curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

Name of subject leader: Helen Swallow