



Mountbatten Primary School

Writing Policy



1	Summary	Writing			
2	Responsible person	Charlie Hardwick			
3	Accountable SLT member	Jamie Wegg			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	SLT			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	Autumn 2023 – Governing board.			
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10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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1. Writing

Our aim at Mountbatten Primary School is to encourage children to be independent writers who write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Pupils will be taught to apply their writing skills across all curriculum subjects and themes which have been carefully developed around quality, challenging texts. We intend to provide a high-quality education in writing and teach children to speak and write fluently so that they can communicate their ideas and emotions to others.

Our Writing curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that ‘all the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.’

To ensure that pupils develop a secure knowledge that they can build on, our Writing curriculum is organised into a progression model that outlines the skills and knowledge to be taught in a sequentially coherent way. Spelling, punctuation, grammar and genre types are all mapped out to ensure that pupils build on secure prior knowledge.

2. Writing sequence

- During their first year of school, children are strengthening their fine and gross motor skills which in turn support the development of their writing. We therefore include a range of opportunities in the provision for children to develop their fine and gross motor 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 where they 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, for example they can use paint, pencil, chalk and sand.
- As children begin phonics sessions, children are encouraged during their play and in adult led activities to apply their newly taught phonics skills and to ‘have a go’ at writing. Every attempt at mark making and writing is valued.
- To encourage children to practise their phonic skills and to write in their play, motivating purposes for them to write for are provided alongside a range of interesting resources for them to use.



Fluent writing depends on transcription (spelling and handwriting) and composition, which involves knowledge about the topic and discourse knowledge about how to write effectively. In Year 1 there is explicit teaching of foundational skills, including spelling and handwriting, sentence construction, control of grammar and use of vocabulary. This secures the knowledge needed for successful writing. Pupils' accuracy and automaticity in transcription are developed early on and secured in Year 1 so that older pupils are able to pay attention to the higher-level processes of composing, planning, writing and revision.

The writing sequence for Year 2 – Year 6

All learning will start with revisiting prior knowledge and making meaningful connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. The first lesson is used to immerse the children in their new book for the half term or the new genre of writing that they will be covering. This lesson is to get the children engaged with the new book/new genre and to give them some background to the theme or characters of the story before they start to read it and use it as a stimulus for their writing.

With the modelled text, children first box it up, looking at each paragraph stating what is happening and summarising the main points. They then highlight and annotate the modelled text with all the features they recognise. Children become familiar with the text, picking out key features including genre and specific vocabulary, figurative language, punctuation, and grammatical devices. They also discuss audience and purpose.

Following on from this, children will learn the genre specific features and use this knowledge for short burst writes. Children will then gather vocabulary to support short burst writes. After this process, children will plan and generate ideas for their writing, through a variety of different avenues.

Once this is complete, children and the class teacher will create a shared write as a class with a focus on features from the modelled text. Children will then plan their independent write, remembering to link this to the grammar and punctuation elements.

These skills are then applied into a final piece of writing, where children are given the chance to independently write. Finally, children are given the opportunity to edit and improve their work.

3. Working walls

Working walls for Writing are in each classroom. They are used throughout the process for children to refer to always when planning and writing their independent writing.



4. Assessment of Writing

- Children's writing is assessed by class teachers at the end of each unit. This is documented using the writing standards in the front of books and used to inform termly teacher assessment which is recorded on Insights.
- Book scrutinies are carried out as per the monitoring timetable to assure the assessment judgements are accurate.
- Writing moderation takes place each term with SLT and with Venn schools annually.
- Subject co-ordinators attend network meetings where samples of work are assessed.

5. Handwriting

The handwriting style used at Mountbatten is based on a semi-cursive style. It is simplistic, but very clear, and it does not have the 'loops' or 'lead ins' which are features of more complex handwriting styles.

The handwriting scheme is to help children develop fluent, clear and legible handwriting. Letter and number formations are displayed in every classroom. Sentence strips are used so that children see consistent handwriting on their journey through school.

Handwriting is taught in all year groups. Joined handwriting is expected from Year 2 (greater depth) Secure joins will be evident in Year 4 to Year 6. Interventions take place where necessary.

6. Spelling

At Mountbatten, once the children are secure in phonics, the children are taught our spelling curriculum. We follow a mastery approach to the teaching of spelling through the programme 'Pathways to Spell'. It is a programme designed to deliver the statutory content of the Primary National Curriculum for spelling in key stages 1 and 2. Through weekly teaching of spelling objectives and development of a whole school approach to word transcription, vocabulary development and proof-reading, the programme aims to develop children as proficient spellers.

7. Grammar

Grammar is taught discreetly and links directly with writing sessions All children must be taught the grammatical terminology for their year group and this will be evident in their writing books.

8. Cross curricular opportunities

At Mountbatten Primary school, we do not see English in isolation but connected with all other areas of learning. The children are encouraged to develop and apply their Writing mastery skills in all other subjects and wherever possible a cross curricular approach is taken which allows children to further practice their mastery.

9. Inclusion

The needs of all children are considered carefully when planning and teaching Writing at Mountbatten Primary School. We want children to reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in English in liaison with the SENCO.

When pupils are working significantly below their peers, we adapt work to enable all children to be successful in their learning.

10. SMSC

Through English, we will promote Children's spiritual development by;

- Providing opportunities for children to explore feelings and emotions through role play, storytelling, responding to different texts and communicating their attitudes and beliefs in class discussions and debates.

Children's moral development by;

- Providing opportunities for pupils to research and explore a broad range of views and the reasons for these views.
- Children will form their own opinions on these views and use their speaking and listening skills to respond, either challenging or demonstrating their support for them.
- Asking open-ended questions that require children to consider their moral standpoint and discuss these views with their peers.

Children's social development by;

- Teaching the essential lifelong skills of writing and communication that will allow them to actively take part in a culturally diverse society.
- Providing opportunities to engage in exploration, problem solving and decision making when completing writing-based tasks.
- Providing opportunities for children to develop the skills necessary to participate as contributing members of a group.
- Delivering the Writing curriculum in a way that allows the children to develop their creativity and raise their self-esteem.

Children's cultural development by;

- Focusing on traditional texts, texts from other cultures, and exploring the wider community, city, country and world through research.
- Providing the opportunities for the children to reach out through social media to the wider community.



- Providing opportunities to perform to parent/carers and the wider community.
- Celebrating children's success in Writing.