



Barley Fields Primary School

Writing Composition Policy

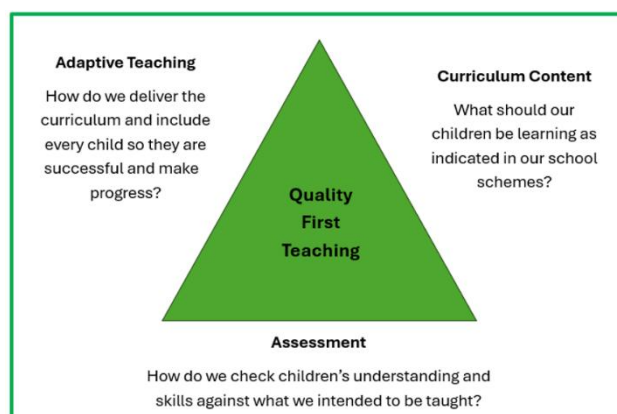
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1. Curriculum Statement

At Barley Fields Primary we have designed our curriculum based on a curriculum model by John Tomsett (2023).

Quality first teaching is the primary function of our school and we use a teaching model that includes an inter-relationship of three pedagogical aspects: **Subject Content, Adaptive Teaching and Effective Assessment.**

Subject content for writing is coherently planned and progressively sequenced for all subjects and meets the statutory requirements of the National Curriculum and more. Differentiated layers of curriculum planning are effective in supporting teaching and learning across the school and teaching resources have been created with a consideration of the foundational knowledge, vocabulary and skills children need to achieve well. Planned lesson content is sequential and extends/builds on previously taught knowledge and skills.



Intent: This is what we want for our children.

At Barley Fields Primary we are especially proud of our bespoke writing curriculum and the way it supports our children in their progressive journey to become creative and imaginative writers, with a high-level foundational knowledge and technical skill. Our writing curriculum is delivered through immersive experiences, designed to create excitement and motivation with audience and purpose at its core. Writing at Barley Fields isn't designed to stay on a page and we seek opportunities to bring it to life. Our children can be: story-tellers, poets, journalists and even villains! We aim to ensure our children leave Barley Fields as enthusiastic, confident and competent writers. We promote the fact that writing is a process, and to produce an effective written piece, children will have opportunities to plan, edit, re-draft and publish their learning. This is in line with our culture of growth mind-set.

We provide a high-quality writing curriculum so that all children:

- Acquire the spoken language they need to effectively express themselves through their writing
- Use their reading and knowledge of texts to compose and structure their writing in a variety of ways, for a variety of audiences and purposes
- Progressively develop the technical skills of grammar, punctuation and spelling
- Are physically ready to write fluently and legibly for each stage of their writing journey

We aim for our writing curriculum to be current and research informed. As such, it is regularly adapted to meet the needs of all learners and reviewed in response to best practice. We have worked with guidance from the EEF and the National College to understand and apply adaptive teaching in the classroom which underpins all our teaching practice and pedagogy.

Our curriculum characters have been designed to represent the curriculum end points as children progress through school. Our children are regularly exposed to the core skills and knowledge needed to develop as a writer with the use of the school curriculum character – Ravi the Writer.



2. Roles and Responsibilities

English Leadership Team

The English leads in each key stage are responsible for:

- Formulating and updating the Writing Composition policy when appropriate
- Ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible
- Assisting in the development and review of the curriculum map – long term scheme of learning and medium-term scheme plans.
- Ensuring the writing composition curriculum progression ladders are shared and understood by staff.
- Monitoring and evaluating the implementation and impact of the Writing Composition curriculum
- Ensuring appropriate resources are available and regularly updating them within the limits of the school budget and according to needs
- Keep up to date with new developments in Writing and attending relevant CPD
- Disseminating information, as it is received from any external source to staff and children
- Encourage other members of staff in their teaching of writing composition and give support where appropriate
- Ensure that Writing Composition maintains a strong profile within the school, through displays etc
- Liaison and partnership working with the PRST English Working Party

Teachers

- Responsible for planning and delivering the Writing Composition curriculum in line with the school long term and medium-term schemes of learning
- Delivering high quality, interactive and adaptive teaching which facilitates children's progress.
- Accurately assessing children's progress and attainment in line with school expectations.

3. Teaching Pedagogy

At Barley Fields Primary School, we have moved away from the traditional differentiated approach to teaching and learning and we have adopted the adaptive teaching model, which emphasises high challenge for all.

We aim to encourage all children to reach their full potential through the provision of varied opportunities and responding and adapting our teaching to the children's individual needs. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

Writing is taught regularly in specific, meaningful and effective contexts. Our curriculum covers a range of text types that consider four main purposes for writing: writing to entertain, writing to inform, writing to persuade and writing to discuss.

We do this by:

- Engaging children in the writing process through carefully selected writing hooks
- Immersing the children in reading or spoken opportunities linked to the purpose and audience
- Reading examples to 'magpie' language and features to develop toolkits and working wires
- Planning, modelling and sharing writing to demonstrate the thought processes and actions of a competent writer
- Providing opportunities for children to write with increasing independence in a variety of ways
- Encouraging the children to edit and re-draft so that their writing achieves the purpose, appeals to the audience and is technically accurate
- Inspiring the children to bring their writing to life through publishing or performing and using technology when appropriate

We primarily adopt principles from three pedagogical approaches to the teaching of writing within our curriculum.

- Talk for Writing
- Read, Write Perform
- Short Burst Writing



The children in Nursery to Year 6 follow detailed medium-term schemes of learning covering the writing curriculum content. These are underpinned by an understanding of effective teaching pedagogy for quality first teaching in writing and ensure progression in the development of skills such as grammar, spelling, punctuation and handwriting.

4. Curriculum Progression

Early Years Foundation Stage

In the Early Years, we recognise that language is the bedrock of thinking and learning and therefore it is a priority within our curriculum. To write, children need to be able to compose orally. This underpins everything we do in all areas of the curriculum. Whilst we recognise the importance of children being able to form recognisable letters by the end of the key stage, we understand the importance of building foundational skills through whole body movements, sensory exploration and pre-handwriting shapes. Our phonics curriculum feeds directly into their writing composition as children master how to segment for spelling, link sounds to letters and spell some high frequency words from memory.

Key Stage 1

Building on from Early Years, children in KS1 continue to develop their ability to compose orally before writing. We recognise the importance of children embedding the foundational skills in writing such as: how to compose simple sentences orally, how to hold a pencil correctly and form letters and numbers, how to spell key words. Our writing curriculum is book led so that children hear the writing of successful authors. Our phonics curriculum feeds directly into children's writing composition as they master how to segment for spelling, link sounds to letters and spell some high frequency words from memory within the phase they are working in. Writing is often brought to life with real-life purposes and audiences and children are introduced to varied text types such as: writing to inform, entertain and persuade. Through regular formative assessment and feedback, children are supported and encouraged to reflect on their writing and begin to make changes.

Lower Key Stage 2

In LKS2, we are committed to fostering a love of writing that builds on essential skills developed in KS1. We aim to develop children's understanding of spelling, punctuation, grammar and sentence structure to build a strong foundation. Children are encouraged to communicate their thoughts, experiences and imagination in a variety of writing forms. We ensure that children continue to write for different purposes and audiences. Through regular formative assessment and feedback, children are supported and encouraged to reflect on and improve their writing. Peer and teacher feedback helps children to identify their strengths and areas for improvement.

Upper Key Stage 2

In Years 5 and 6, children continue to develop their writing skills for a range of purposes and audiences. Writing is often brought to life with real-life purposes and audiences and children write and publish their writing with this in mind. Children are supported to develop a unique writing voice, and we promote creativity whilst ensuring children maintain their technical accuracy. Children are provided with a wealth of reading materials to support their writing: children take inspiration from authors and use models to inform their own writing.

Children follow a structured writing process: planning, drafting, revising, editing and publishing. Self and peer assessment procedures are promoted to enhance drafts before publishing. There are opportunities for modelled writing, shared and guided writing and independent writing. All of this is enhanced with the use of technology.

Children continue to develop their proficiency in grammar, punctuation and spelling (GPS) and are encouraged to choose the most effective vocabulary for the task at hand. Children explore and write a range of different text structures and features.

5. Assessment

Assessment forms an integral part of teaching and learning in the Writing Composition curriculum. This is done formatively as part of the adaptive teaching model in school; observing children working, listening to their responses to questions and by examining the writing produced in relation to the expectations set out on our curriculum maps and toolkits. Older children are encouraged to edit and redraft their own writing, to follow 'toolkits' for success and to assess and evaluate their own work and the work of peers.

Teachers assess the children's work in writing both by making informal judgements as they observe them during lessons and by completing formal assessments of their work, gauged against specific end points set out for each year group using the assessed writing grids system. Teachers meet regularly both internally and across the Trust to review individual examples of work against age related expectations.

Summative assessments are reported termly for whole school analysis and tracking of pupil progress.

6. Inclusion - Equal Opportunities and SEND

All children will be treated equally and will be given equal access to the Writing Curriculum irrespective of gender, ethnic origin, disability, culture or socio-economic background. All children will be treated with respect and spoken to in a positive manner.

The Writing curriculum will be adapted according to the needs of the children. If a child needs specialist equipment or software to access the curriculum, the school will, when practically possible, source the appropriate equipment.

If a child has an EHCP plan and is not able to access the curriculum at the same level as his/her peers, then provision will be made for the child to access the curriculum at their own level.

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

6. Resourcing

There are a range of resources to support the teaching of writing across the school. All classrooms have a range of fiction and non-fiction texts and the curriculum uses a range of 'hooks' both visual and written to engage children in writing activities. From Year 2 onwards children have access to iPads for personal research and support. iPads are also used for publishing work with the use of green screening, book creator apps and other technology used to bring writing to life.

7. Monitoring and Evaluation Arrangements

The monitoring of the standards of children's work and the quality of teaching in Writing is the responsibility of Key Stage Leads. To monitor and evaluate the curriculum provision and outcomes in Writing the subject leads will:

- Support teachers by explaining the progressive curriculum map, discussing the key concepts and skills in writing, co-planning, team teaching, observing and giving feedback.
- Monitor the delivery of the curriculum against the progression contained in the medium term schemes of learning.
- Advise the SLT on writing resource provision.
- Work co-operatively with the SENDCo to provide support for children with SEND.
- Discuss regularly with the Head Teacher the progress with implementing this policy in the school.

9. Health and Safety

- Children will be given suitable instruction on the operation of all equipment before being allowed to work with it.
- Children should be strictly supervised in their use of equipment at all times.
- Children should be taught to respect the equipment they are using and to keep it stored safely while not in use.
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

10. Policy Monitoring and Review

This policy will be reviewed at least every two years.

Any questions or concerns regarding this policy should be made to the Head Teacher or a member of the English team.