



# Writing Policy

October 2018  
Review October 2020

### Why do we teach?

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

### What do we teach?

The programmes of study for writing at key stage 2 are

- transcription (spelling and handwriting – See SPaG and handwriting policy).
- composition (articulating ideas and structuring them in speech and writing).

Writing down ideas fluently depends on effective transcription. That is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

### How do we teach?

Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. A variety of text types are covered at Brook House across the year groups in order to give children a good understanding of the above.

In order to achieve pupils' competence in the two dimensions as outlined above and when focusing on a particular text type, teachers at Brook House follow a structured teaching sequence, which is as follows:

Immerse, Analyse, Skills, Plan, Write, Review.

Children are given the opportunity to draft, edit and improve their writing using peer and teacher feedback following modelling by the teacher.

### How do we measure progress?

Children are assessed against the National Curriculum using our school tracking system. Writing assessments are completed at least six times a year across all year groups to ensure progress is monitored. As well as formal assessment, children are

regularly given verbal and written feedback and praise in writing within lessons, 'Wicked Work' assemblies and on displays throughout school.

### Roles and Responsibilities

The role and responsibilities of the subject leader

- To support and guide the classroom practice of teachers and support staff
- To ensure coverage, continuity and progression in planning
- To monitor and evaluate the effectiveness of English teaching and learning
- To update documentation where necessary
- To provide parents with information about English teaching and learning
- To produce action plans
- To liaise and consult with outside agencies where appropriate
- To review regularly the contribution made by English to a meaningful curriculum