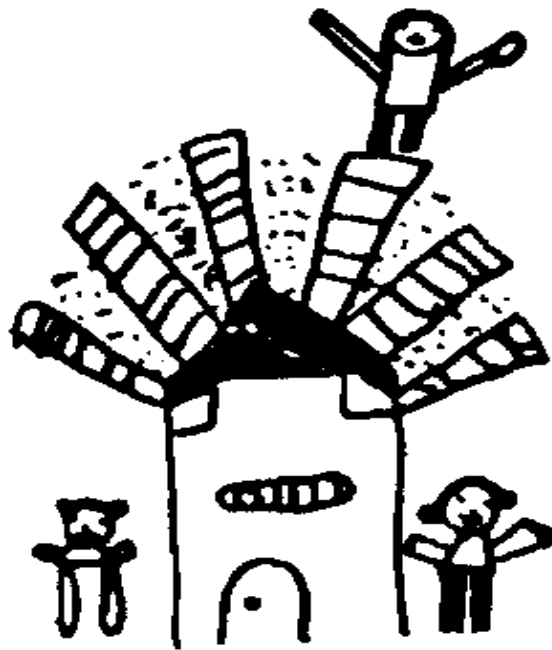


WILLIAM BOOTH
PRIMARY SCHOOL



WRITING POLICY
Written Summer 2024

Curriculum Intent for Writing

At William Booth, we believe in creating purposeful and authentic contexts within which children will feel empowered and develop a love of writing. Our curriculum has been designed with reading at the heart, which gives children the toolkits they need to write effectively for different purposes.

Our writing approach has been developed over time through consultation with staff and children.

To enhance the writing experience, we believe in the power of oracy to establish firm foundations; if children can say it well they can write it. We also believe that a blended approach to the teaching of writing, using both digital and traditional face-to-face lessons, allows all learners to access Quality First Teaching and be successful authors.

Implementation

Writing in the Early Years

In her book 'What comes before Phonics' Sally Neaums (2017) highlights how 'Becoming literate with ease and success depends upon a range of knowledge, skills, understandings and attitudes that are developed before, and underpin explicit, formal, literacy teaching. These include; Speaking, Physical activity (including running and climbing), Meta-linguistic awareness (thinking and talking about language), an understanding of the functions and forms of print, the ability to symbolize and Phonological awareness (hearing and distinguishing sounds).

In Nursery, we spend time developing all of these skills through a combination of taught, adult led sessions and through our continuous provision and high quality environment that immerses our children in quality print and books along with providing many opportunities to practise their emergent writing.

The children start in Nursery with phonics sessions 2 or 3 sessions a week. These sessions develop children's pre-phonics skills and their listening and attention by exploring Environmental sounds, Instrumental sounds, Body percussion (e.g. clapping and stamping), Rhythm and rhyme, [Alliteration](#), Voice sounds and Oral [blending](#) (saying the sounds for d-o-g and blending them together to say dog) and segmenting (e.g. saying the word dog very slowly and hearing the sounds in the word - d-o-g').

From the start of the reception year onwards, the school follows the Sounds Write Phonics programme which has been validated by the DofE.

In their Reception year children receive daily Sounds Write phonics lessons, which consist of learning sound – symbol correspondence and using blending and segmenting skills to read and write simple words and later, to read and write sentences. As the year progresses, they become increasingly independent in their sentence writing, using their phonics skills to write dictated sentences as well as ones they have composed themselves. Children are also introduced to 'Common exception' (or special) words.

In addition to phonics sessions children in reception receive 2 to 3 'book talk' sessions a week, linked to their curriculum theme. These sessions are oracy based and it is here that they practise speaking in full sentences, learn new vocabulary and develop the composition skills that they will later use in their writing.

The children receive regular writing challenges from the 'Fairy King' who visits the classroom daily asking the children for help with little tasks. This inspires them to write letters and notes back to him in their Continuous Provision, again practicing their independent sentence writing.

The high-quality environment in EYFS provides many opportunities for children to write for different purposes from shopping lists in the home corner to little notes to their friends in the message centre, to

signing up to have a go on the bikes outside. We ensure that opportunities for writing are everywhere with skilled staff tuning into children in order to develop their writing skills whatever the individual child's next steps might be.

'Helicopter stories' are a very important part of EYFS and these continue into Year 1. Children have their stories scribed for them and then these stories are acted out with the whole class at the end of sessions. This not only supports the children's composition skills, but also develops their confidence, builds self-esteem and their oracy skills. The whole process fosters a joy of story telling and enables the children to feel like authors in their own right.

In the summer term when most children can write simple sentences, children in reception start to follow a writing sequence similar to the one followed by subsequent year groups.

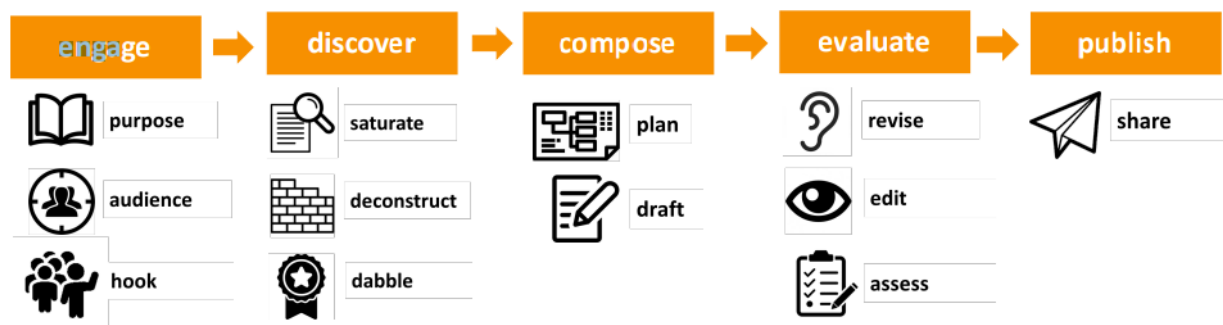
Phonics in Year 1 and 2

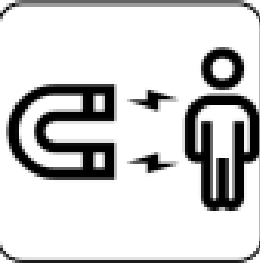
In year 1 children continue to be taught through daily Sounds Write sessions which move into the extended code section of the phonics programme where they learn alternative spellings for sounds and the different sounds for spellings. This is embedded though out year 2 and into KS2.

The Writing Sequence in Key Stage 1 and 2

- Teachers spend approximately 3 weeks on a purpose (entertain, inform, persuade or discuss) depending on the text type.
- Clear curriculum intent documents show the content to be taught in each year group for each purpose.

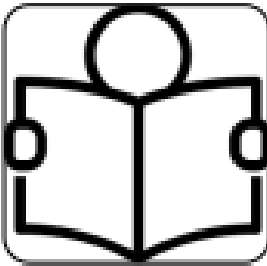
At William Booth we follow the Transform Writing Process which is consistently applied across key stage 1 and 2. The implementation document gives explicit guidance for teachers on how to approach each phase of the writing process.





Engage

In this stage, children are **HOOKED** into the unit with a launch activity. This could be a trip, some drama work, a high quality text, a video stimulus etc. The **PURPOSE** and **AUDIENCE** are explicitly shared with the children to make the unit authentic. The success criteria is also explicitly shared with children and the writing journey is mapped out so children understand how their writing will develop



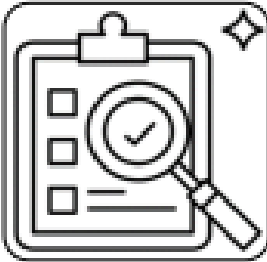
Discover

In this stage of the process, children are **SATURATED** in high quality models. They explore them in reading and oracy sessions. They analyse texts and **DECONSTRUCT** them at the word, sentence, paragraph and whole text level. They then **DABBLE**. This is where the teacher instructs children in how to imitate the key features of the text in shared, guided and independent writing sessions.



Compose

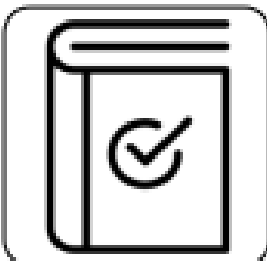
In this stage, teachers model how to **PLAN** the writing using a format appropriate to the text. Children then plan their pieces in detail. When ready, children then begin to **DRAFT** their pieces. At this stage teachers will be giving lots of live feedback and modelling writing in shared and guided writing sessions.



Evaluate

It is important that children are given opportunities to revise and edit their writing. These are two different processes:

- **REVISING** changes what the writing sounds like.
- **EDITING** changes what the writing looks like.



Publish

Once work has been drafted, edited, revised and redrafted, a final 'Take Care' draft should be published. This should be celebrated and shared widely.

Spelling

In KS2 we have adopted the Sounds and Syllables programme which dovetails with Sounds Write. It's a phonetic approach that draws on a lot of the same research as Sounds Write and builds words using syllables in a very similar way, but also builds on it by introducing new concepts: including delving more deeply into phonemic orthography and the conventions that underpin why sounds are spelled as they are; morphology and how meaning affects spelling; and etymology and how our complex language history has determined our spelling system

Handwriting

The whole school follow the Kinetic letters handwriting scheme. This begins in Nursery with developing the muscles needed for a strong writing position and practising pre writing shapes to consistent letter formation throughout reception and key stage 1. Children begin to join their writing in Year 2 when they are forming their letters correctly. The programme ensures a real consistency of approach the impact of which can be seen across the school in the children's writing. It provides the children with automaticity and fluency in their writing freeing up their minds for composing high quality written pieces.

Supporting All Learners

At William Booth School we have high expectations of all children including disadvantaged, SEND and EAL pupils.

Teachers are equipped to support all children through a range of resources. These include:

- use of TA support
- Communication In Print
- voice notes
- word banks
- toolkits
- sentence starters
- iPads
- Modelled texts

Learning is adapted to allow all children to be supported successfully and challenged appropriately.

Published Write Books

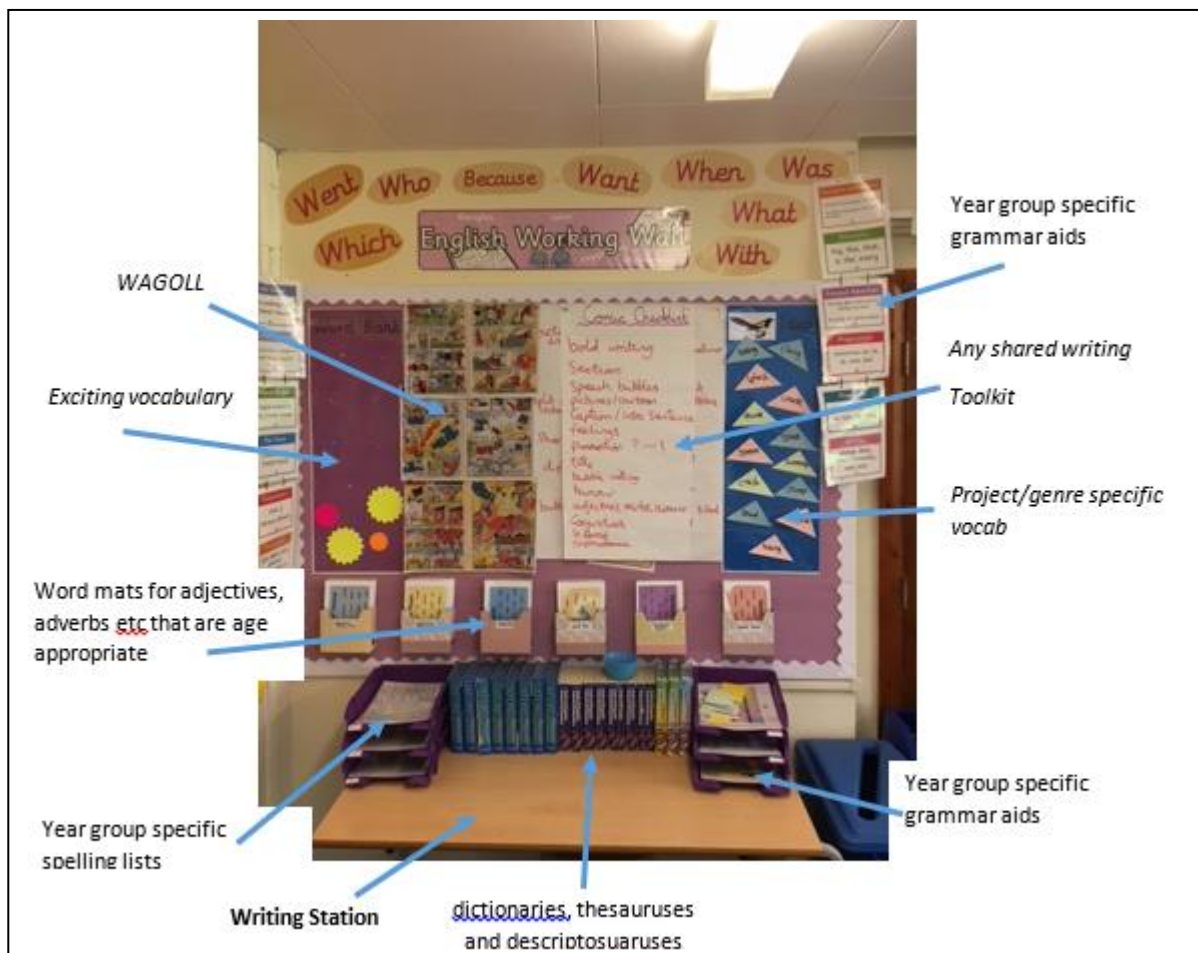
Each child should have one piece of Published Writing per teaching cycle. These begin in year one (where appropriate) and are added to each year so that progression is visible across the child's time in school. Published Writes should be completed to the highest standard and produced in an attractive way using for example, colour printing, interesting borders, variety of formats (e.g. headed letterheads, little booklets) and could include photos or images.



Different levels of feedback are given to children dependant on the stage of writing the children are being taught. For more information about the feedback in English please see the Feedback Policy.

Working Walls and Writing Stations

In every key stage 1 and 2 classrooms, there are English working walls with a writing station next to it or as close as possible to create a really useful collection of resources to help children become effective and independent learners.



Impact

- Writing is assessed at the end of each term and reported to the Trust
- Published write books show the impact of a highly effective writing curriculum
- In school moderation takes place as well as with other schools in the Trust
- Pupil Voice demonstrates the children's confidence and enjoyment in writing
- Learning walks and observations show high quality teaching and learning and high levels of engagement from the children

Further details on assessment procedures can be found in the William Booth Primary and Nursery School Assessment Information document.

