

**Writing Policy**

**Please also see Reading and Phonics policy and Handwriting Policy**

We aim to foster a love of writing as soon as children start their learning journey at Wybunbury Delves. Our English curriculum provides learners with the skills to use across the wider curriculum and life beyond Wybunbury Delves.

Throughout school, from Reception to Year 6, we follow Ready Steady Write, by Literacy Counts. Ready, Steady, Write empowers teachers to provide high-quality teaching of writing through children's high-quality literature (Vehicle Texts). The units of work centres on engaging, vocabulary-rich texts, with a wealth of writing opportunities. Read Steady Write is evidence-based teaching of writing. The units have been carefully mapped out so the entire statutory curriculum for writing is covered for each year group, making links to the wider curriculum, which support Wybunbury Delves' rich curriculum. Several of these carefully selected Vehicle Texts have strong thematic links to the Science, History and Geography curriculum, including:

* Clear Sequential Episodes of Learning
* Example Texts (WAGOLL)
* Learning Objectives that link to the teaching sequence (Immerse, Analyse, Plan, Write)
* Vocabulary Learning
* Contextualised Spelling, Grammar & Punctuation
* Writer's Knowledge Linked to National Standards
* Sentence Accuracy Work Linked to National Standards
* Progressions Documents with Year Group Expectations
* Reflecting on Unit Outcomes: Planning for Next Steps
* Example Planning Format
* Wider Reading for the Wider Curriculum
* A Wealth of Resources Linked to the National Standards
* Explicit Links to the National Curriculum

Children embed the writing strategy of: Immerse Analyse Plan Write- Jump in- Look- Plan Write (for EYFS). This approach allows children time to get absorbed into the text and provides time to build up to the final piece of writing. Teachers work hard to ensure the children are enthused by the text, encouraging real life learning links and experiences.

**Equality and Inclusion**

All pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. We aim to create an environment in which all children learn to respect and value each other and each other’s interests.

This can be achieved by employing the following strategies:

• Mixing groups in terms of gender and ability.

• Setting suitable learning challenges.

• Structuring activities so all are fully involved. For instance, all children must have a ‘job/role’ within an activity to ensure everyone takes part and is involved.

• Responding to the diverse learning needs of pupils.

• Overcoming potential barriers to learning and assessment for individuals and groups.

• Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.

• Giving all the children an opportunity to share their work. For instance, allowing time at the end of a lesson for the whole class to perform a role play, share their ideas or work with the class.

• Recognising the need to extend and provide a greater challenge for more able pupils.

**Assessment**

Assessment of writing is continuous. Termly in house moderation sessions, as well as CDAT moderation sessions, take place amongst teaching staff to ensure judgements are robust and are standardised across the school and our CDAT schools.

Please also see Ready Steady Write Progression document.

**Spellings**

Spellings is taught progressively, using the RWI spellings programme Year 3 – Year 6. Formal daily phonics lessons begin autumn term in Reception to Year 1/2. Learning to spell is a cumulative process; materials gradually build up children’s spelling vocabulary by introducing new words and giving continual practise of words already introduced. Year groups work on Common Exception Words for their own year groups.

NM – English Coordinator April 2024 Review April 2025