Wyburns Primary School

Writing Policy

Our school works in accordance with the PREVENT Duty and approaches this issue in the same way as any other child protection matter. Any concerns that one of our pupils is at risk in this respect, will be referred to Children's Social Care in line with the SET procedures.

Wyburns Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC.

Article 29(goals of education)

- *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Date Policy Created	September 2014
Reviewed:	Aut 16/ Summer 19/Sum 21/ sum 23/Sum 25
To review:	Summer 27

Equality and Inclusion

At Wyburns Primary School, we are committed to providing equal opportunities for all pupils, staff, parents and carers, regardless of background or personal characteristics. We promote a culture of inclusion and diversity where everyone feels valued and able to participate fully in school life.

We monitor pupil progress to support individual needs, challenge discrimination, and promote respect, equality and British values. We believe diversity is a strength, and the wellbeing and achievement of every child matters.

Our Mission Statement for Equality

As a school, we uphold our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity, and foster positive relationships across all protected characteristics, including age, disability, ethnicity, gender (including transgender, maternity and pregnancy), religion or belief, and sexual identity. We are committed to promoting community cohesion and inclusion.

As part of a multi-academy trust, our work is underpinned by the UN Convention on the Rights of the Child and guided by strong moral values that are altruistic, ethical and pioneering.

Introduction

This policy has been written in line with the National Curriculum (2014) and should be read in conjunction with the school's Phonics and Reading Policy. English has a central role in education and society, enabling pupils to communicate confidently through speaking, reading and writing. High-quality English teaching supports pupils' cultural, emotional, intellectual, social and spiritual development, with reading and literature playing a vital role. Secure literacy skills are essential for full participation in society.

Aims

The overarching aim of the English curriculum is to promote high standards of language and vocabulary by developing pupils' confidence and competence in spoken and written language. We aim to foster a **love of reading and writing**, encouraging pupils to express themselves creatively and purposefully. The curriculum aims to ensure that all pupils:

- read fluently and with good understanding
- develop a habit of reading widely and often, for pleasure and information
- acquire a broad vocabulary and secure knowledge of grammar and language conventions
- appreciate a rich and varied literary heritage
- write clearly, accurately and creatively for a range of purposes and audiences

- use discussion to explore, develop and explain ideas

- develop effective speaking and listening skills, including presentation and debate

Curriculum Development and Organisation

At Wyburns, we follow the National Curriculum for grammar expectations and use a structured phonics approach alongside our own writing and spelling framework, aligned to age-related expectations. This ensures continuity, progression and consistency across reading, writing and transcription.

The curriculum is organised across three terms and structured around four key areas:

Spoken language and vocabulary

Reading

Writing

Transcription

The Importance of Practice

Research by **Anders Ericsson** highlights the importance of sustained, *deliberate practice* in developing expertise, often referenced as the "10,000 hours" principle. Effective practice must be purposeful and focused. Research from **UCL** shows that each time a skill is learned, new myelin is formed and the brain's white matter changes. During practice, the brain increases the number of myelin-producing cells, strengthening learning and skill retention. This research underpins our approach to English teaching at Wyburns.

Spoken Language

The National Curriculum states that pupils should be taught to *"speak clearly and convey ideas confidently in Standard English."* Pupils are taught to:

- justify ideas with reasons

- ask questions to check understanding

- develop vocabulary and build knowledge
- negotiate, evaluate and build on the ideas of others
- select appropriate register for effective communication
- give well-structured explanations and descriptions
- speculate, hypothesise and explore ideas
- organise ideas prior to writing

At Wyburns, we use **Talk for Learning** across the curriculum. Talk partners support peer feedback and discussion, while drama and structured speaking and listening activities enrich learning. Opportunities include discussions, debates and presentations. Pupils also develop speaking skills through school council, Eco Warriors, Sports Leaders, school productions, class assemblies and PSHE circle time.

Reading

The National Curriculum identifies reading as central to pupils' cultural, emotional, intellectual, social and spiritual development. Reading enables pupils to acquire knowledge and build on what they already know.

Reading is taught through two key strands:

- **Word reading and decoding**
- **Comprehension**

At Wyburns, we recognise both are essential and closely linked to speaking, listening, writing, grammar and vocabulary. Reading is viewed as a developmental, lifelong skill and pupils are encouraged and praised at every stage.

Pupils in Early Years and Key Stage 1 receive **daily phonics teaching** (see Phonics Policy), supported by regular reading to an adult and home reading incentives. All pupils are provided with

appropriately matched reading books and are expected to read regularly at home and in school.

Children read a wide range of texts, supported by a well-stocked library. Each class reads daily, including a shared class novel. Teachers model fluent reading to support comprehension and enjoyment.

Reading is taught through **Whole Class Reading**, using the VIPERS approach (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising). Reading is embedded across the wider curriculum as a tool for research and learning. Whole-school initiatives such as reading challenges, competitions and book fairs promote a love of reading, alongside parent workshops to support reading at home.

Writing

The National Curriculum requires pupils to:

- develop stamina and write at length
- use accurate punctuation and grammar
- write for a range of purposes and audiences
- use writing to support understanding of what they have read or heard

At Wyburns, writing is taught through a range of genres using high-quality texts, modelling and shared or collaborative writing. Writing is purposeful, engaging and linked to other curriculum subjects wherever possible. Grammar is embedded within the teaching sequence rather than taught in isolation, supported by daily grammar starters.

Pupils write frequently and are taught to produce work they are proud of. Success criteria support pupils in applying taught skills, and opportunities for peer and self-assessment are built in. Extended writing is marked in depth, with next-step feedback and individual writing targets. **Talk for Writing** is promoted, particularly in KS1.

Transcription

The National Curriculum states that pupils should learn to:

- spell accurately through phonics, morphology and orthography
- develop fluent, legible and increasingly speedy handwriting

A consistent handwriting style is used across the school. Handwriting is practised regularly, at least twice weekly in KS1 and lower KS2, and a joined font is used on displays. High standards are rewarded through handwriting pens and pen licences.

Spelling follows National Curriculum expectations, with patterns and rules taught explicitly. Some pupils receive additional support where needed.

Roles and Responsibilities

The English Subject Leader is responsible for:

- staying up to date with developments in English
- monitoring teaching, planning and outcomes
- supporting and advising colleagues
- preparing and reviewing policy documents
- leading CPD and contributing to staff development
- liaising with SLT and governors
- managing resources and reporting on progress

Monitoring and Evaluation

Provision is monitored through book scrutinies, planning reviews, lesson observations, staff discussions and resource audits.

Assessment

Assessment in English is both **ongoing and summative**. Teachers use daily assessment to inform planning. Formal assessments are carried out at regular intervals using Target Tracker, with moderation opportunities planned. In Year 6, pupils complete SATs in line with DfE guidance. Outcomes support, but do not solely determine, teacher assessment.

Home Learning

All pupils receive weekly spellings and are expected to read at least three times per week. Creative writing opportunities are provided across the school to support learning at home.