



## MOORTHORPE PRIMARY SCHOOL

### ENGLISH - WRITING POLICY 2022-2023

At Moorthorpe Primary School the English curriculum encourages a life-long love of language and communication. Through our English teaching we promote an appreciation of our rich and varied literary heritage. We set high standards for language and literacy and equip pupils with a strong command of the spoken and written word. From the earliest point with phonics in Nursery, to sustained writing in a range of genres in Key Stage 2, children at Moorthorpe Primary are taught the necessary skills to express themselves verbally and in written form. We provide opportunities for children to demonstrate dramatic skill and confident speaking through role play, whole class assemblies and festive performances.

Pupils at Moorthorpe learn literacy skills through quality children's texts that interest, inspire and excite readers and empower them to express their thoughts and ideas effectively and creatively through writing. Reading and writing are life-skills that we believe all children are entitled to have, therefore we teach our learners the necessary knowledge and skills to participate fully as a member of society.

#### **We aim to:**

- promote a culture of and a love for reading, writing and oracy.
- equip pupils with the confidence, desire and ability to develop their voice so that they may express their views and opinions both orally and in writing.
- equip children with the necessary reading, writing, speaking and listening skills to prepare them for the next stage in their learning and life beyond education.
- expose children with rich and varied vocabulary to help prepare them for life outside of their home town and allow them to appreciate our rich and varied literary heritage.
- be progressively sequenced drawing and building upon prior knowledge and skills.
- immerse children in high quality, language rich texts.
- grow a love for reading where children choose to read frequently to seek information and for enjoyment.
- ensure children master the basic skills of writing – grammar, spelling, handwriting and punctuation – so that they can communicate precisely and effectively and to liberate their creativity.
- actively involves children in the integrated skills of oral language, reading and writing and in discussing and comparing a wide variety of texts and forms of English on a daily basis.
- provide children with opportunities to apply their knowledge, skills and understanding by writing at length for a range of audiences and purposes across the curriculum.

We follow the Primary National Curriculum for all aspects of the English Curriculum. Developing a love of reading, and the importance of this for our children both now and in the future, lies at the heart of our English curriculum. The writing process is usually led using a quality text as the stimulus, this may be fiction (including poetry) or non-fiction. English is taught daily with additional sessions for the discrete teaching of phonics, spelling, reading, and grammar and punctuation.

We believe in immersing our children in texts through reading and analysing the skills of an expert writer. This is important as through this immersion, children become aware of the language skills of a writer and use this as a model for their writing. Using this model, children develop greater competence in the conventions of spelling, punctuation, sentence structures and text organisation.

Through our curriculum, children will develop:

- a strong command of the written and spoken word
- the ability to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- the confidence and competence to produce high quality writing
- a good understanding of grammar and punctuation and its use in effective written communication

Writing outcomes are planned with a real purpose in mind. We follow the Moorthorpe Writing Process, leading from the 'hook' and inspiration stage, through to planning and drafting, and culminating in the editing and presenting stages. The learning journey is shared with children and they understand how each step of their learning will contribute to the outcome. Opportunities for proof-reading and editing written work is planned and children are encouraged to take an increased responsibility for proof-reading for mistakes and editing their work, with the reader in mind, as they progress through the school. We regularly model writing and use working walls to support children in their writing without overly scaffolding their work. Teachers model how to use the wall to ensure that the necessary features of writing are included and to guide children in their choices of words and phrases. The teaching of grammar is planned for and taught through the writing process. Where necessary to introduce a new concept or cement understanding, additional discrete grammar sessions may be planned.

## **Progression**

### **Nursery and Reception**

In Nursery, children are introduced to a range of picture books and learn how to listen and enjoy a story, and to react appropriately. Their work is based upon their core text that is at the centre of their Learning and reflected within provision. They learn to 'read' this text with their teacher and peers, copying the teacher's inflection and remembering many of the words and phrases. This extends into Reception, where stories become embedded in the children's experiences and gives meaning to their learning. The children begin to write words, captions and eventually simple sentences linked to the stories they have read and learned.

### **Year 1 and 2**

In Year 1, the children enjoy slightly longer and more complicated stories that introduce characters and allow the children to experience and discuss situations safely from the point of view of the story character. The children begin to be able to write short pieces of text retelling the story. In Year 2, the picture books enjoyed take the children further away from their own experiences, looking at life in the past as different characters and exploring themes such as racism and inequality, caring for our environment and life in a different country. The children's own writing expands; becoming greater in length and complexity, with an increased use of adjectives, careful word choices to express the characters' thoughts as well as their own and developing non-fiction writing over a number of different styles.

### **Year 3 and 4**

By Year 3, children have novels interspersed with the picture books to introduce them to sustained reading and the difference in writing style when there are more words in a story. The stories used

stimulate writing in an increasing range of text types and with developing vocabulary and grammatical structures such as dialogue and paragraphing. Year 4 introduces more complex ideas through the books that are chosen, with writing becoming increasingly technical; allowing children to use careful vocabulary and more complex sentences to express their ideas. Narrative writing takes children into a wider world of history and geography, giving them the opportunity to combine ideas and produce new work of their own.

### Year 5 and 6

This increasing complexity extends into UKS2. Year 5 have longer novels and deeper picture books that introduce the children to more demanding concepts, like climate change, refugees and Anglo-Saxon myths as well as fantastical and impossible notions. The opportunities for writing broaden as children make the stories their own and give children the chance to show their skill and flair as writers. Non-fiction writing becomes more precise, using subject specific language and the precise features of text types. By Year 6, children are able to draw from their full range of teaching and learning experiences, having a broad repertoire of vocabulary, knowledge of text features and ideas garnered from a lifetime of school experiences. They show their depth of understanding by writing in a range of styles and for a variety of purposes.

The books studied in Year 6 help them to place their learning journey in context and develop, broadening their depth of knowledge and understanding of a range of themes in time and place, such as lifestyles in the UK and in Brazil. The judicious use of picture books allows children to access some complex ideas that are presented in an accessible manner and serve as a basis for their own writing.