



**BREThERTON ENDOWED CE PRIMARY SCHOOL**  
**English Writing policy**

***“Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God’s love”***

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Created By: J Clarke

**This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.**

**Teaching writing**

The English national curriculum (2014) states that:

‘The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.’

- We believe the exposure of children’s literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.
- We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, where children see their cultures, families and relationships reflected, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

We follow the Literacy Tree Curriculum for writing. This ensures children have access to a varied curriculum.

**Methodology**

By placing books at the core, we are allowing teachers to use the text as the context for the requirements of the national curriculum. The national curriculum states that:

**“This guidance is not intended to constrain or restrict teachers’ creativity, simply to provide the structure on which they can construct exciting lessons.”**

This would suggest that a context for learning is vital –and this is where our chosen approach can support teachers with ensuring that objectives for reading and writing, including those for grammar can have purpose.

We will always aim for our writing opportunities to be meaningful and to feel authentic. Whether these are short or long and that the audience is clear. Books offer this opportunity: our aim would be that that children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area. Writing in role using a range of genres is key to our approach and we would always model the tone and level of formality. This sits comfortably alongside the following statement from the English national curriculum:

**‘The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.’**

## Bretherton Endowed CE Primary School – Policy Document

Bretherton Endowed Primary School believes that English skills are vital to the development of children, so they are prepared for their future life. A broad and balanced English programme using objectives from the National Curriculum 2014, determines the skills that each year group and Key Stage must cover. A range of genres studied and promoted. A variety of resources are used to promote a reading and writing culture.

Children are given a range of writing opportunities including the use of paired, group and independent writing tasks. A culture of learning from each other is promoted through use of co-operative learning structures. This is developed across both key stages, so that the children learn to respond appropriately and supportively to each other regardless of gender, age, cultural or ethnic background.

The aims of teaching writing in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards writing.
- use and understand language as speakers, readers and writers.
- are competent, confident and independent in the use of language in their writing.
- have an awareness of different audiences and purposes for writing.
- apply their grammatical knowledge in their writing.
- apply their phonetical and spelling knowledge in their writing.
- apply the English language in all areas of the curriculum.

Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills. English will be promoted in all areas of the curriculum and throughout each classes theme.

At Bretherton Endowed school we strive for children to be a 'Primary Literate Pupil'

By the end of year 6. we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

### **Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers**

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

### **How we do this?**

Our school provides daily English lessons that are progressive and support skill development. The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression from entering Class One and then through to the National Curriculum in KS1 & KS2.

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The Early Years Foundation Stage Curriculum is divided into prime and specific areas of learning and development. 'Communication and Language' is one of three prime areas that are fundamental to supporting their language development. 'Communication and Language' is made up of the following aspects: listening, attention and understanding and speaking. 'English' is one of four specific areas which include the development of essential skills and knowledge and is made up of the three aspects: comprehension, reading and writing. Pupil provision is related to attainment, not age. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

**In the Early Years Foundation Stage (Nursery and Reception)** children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

**At Key Stage One (Years 1 and 2),** children should learn to:

- learn to speak confidently and listen to what others have to say,
- begin to read and write independently and with enthusiasm.,
- use language to explore their own experiences and imaginary worlds.

**At Key Stage Two (Years 3-6),** children should learn to:

- change the way they speak and write to suit different situations, purposes and audiences,
- read a range of texts and respond to different layers of meaning in them,
- explore the use of language in literary and non-literary texts
- learn how the structure of language works.

At Bretherton we teach specific grammar sessions through our literacy scheme which are then applied in children's writing. As part of our enriched curriculum, English opportunities are planned through a variety of ways including through our author and via other subjects.

In English lessons across both Key Stages, teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to practice writing and reading skills through the use of co-operative learning structures. Teachers model these skills on regular basis and planning, editing, publishing and ICT based tasks can be planned in as part of the teaching sequence.

Handwriting sessions are taught regularly to the children and follow the school hand writing policy.

We have a structured phonics programme, which is taught daily. Spelling rules and strategies are explored. Use of dictionaries and thesaurus are encouraged.

### **Impact**

Assessment for learning strategies are used on a daily basis. These will allow a picture to be built up of the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning. Assessment of learning is completed termly. Children complete independent writing pieces within a unit of work, which are assessed against our writing criteria. Analysis of the data impacts upon teachers planning so pupils' needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. Children are formally checked using our data document to ensure that they are making at least expected progress if not more than expected progress, this document is then monitored by subject leaders and SLT. Children who are not on track are identified throughout each teaching sequence and provision put in place for interventions.

At the end of KS1 and KS2 teachers use the Teacher Assessment Framework to report Teacher assessment.

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and through the progress and attainment documents. In addition, continuity and progression across the school is monitored by the subject leader as is the implementation and impact of Assessment for Learning. The subject action plan and external advisors identify actions intended to raise standards.

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The English Subject Leader will also provide an annual summary report to the Headteacher and governors which evaluates the strengths and weaknesses in writing and indicates areas for further improvement. A named member of the governing body is briefed to oversee the teaching and learning of English. The link governor meets with the subject leader to review progress.

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:-

- pupil progress
- provision of Literacy (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments in English and literacy

### **Partnerships with parents**

In September, parents are invited to attend a meet the teacher meeting where they are informed of school priorities and year group overviews. This information is also shared on class pages on the website. Parents are also informed on how they can help child at home by attending English and phonics workshops. During Parents' Evenings curricular targets are shared and a written report is completed annually in the Summer Term. Homework in Early Years, Key Stage 1 and Lower Key Stage 2 is provided on a weekly basis. In Upper Key Stage 2 homework reinforces class work or curricular target work and aims to promote enjoyment in the subject.

Adopted by the Governing Body of Bretherton Endowed CE Primary School.

**All aspects of our policy intends to comply within the Data Protection ( GDPR) legislation.**

Headteacher : Mrs Alison Moxham    Chair of Governors : Mrs Pam Aspden    [www.brethertonschool.org.uk](http://www.brethertonschool.org.uk)