

Longcot and Fernham Primary School



Writing Policy

2024

School	Longcot and Fernham CE Primary School
Date of policy	September 2024
Member of staff responsible	Mrs Sally Robins
Review date	May 2025

Intent

At Longcot and Fernham Primary School, we recognise that writing is integral to all aspects of life and we endeavour to ensure that children develop a lifelong, healthy and enthusiastic attitude towards writing. We recognise the skill of writing enables pupils to communicate with themselves and others while documenting and conveying their knowledge and ideas. Using CUSP Writing as our foundation, our ambitious curriculum builds on experiences, encourages expression and higher order thinking skills to develop. We believe that creating a culture of writing in our school ensures our children are given the best opportunities to build their capacity and confidence in a range of writing styles. Supported by our phonics and reading curriculum, we want every child to foster a love of language and have the ability to express themselves appropriately. This requires having the motor skills, stamina, imagination and the right scaffolds to become effective communicators. Our school values of Love, Honesty and Respect are embedded throughout the curriculum and play a significant role within writing lessons.

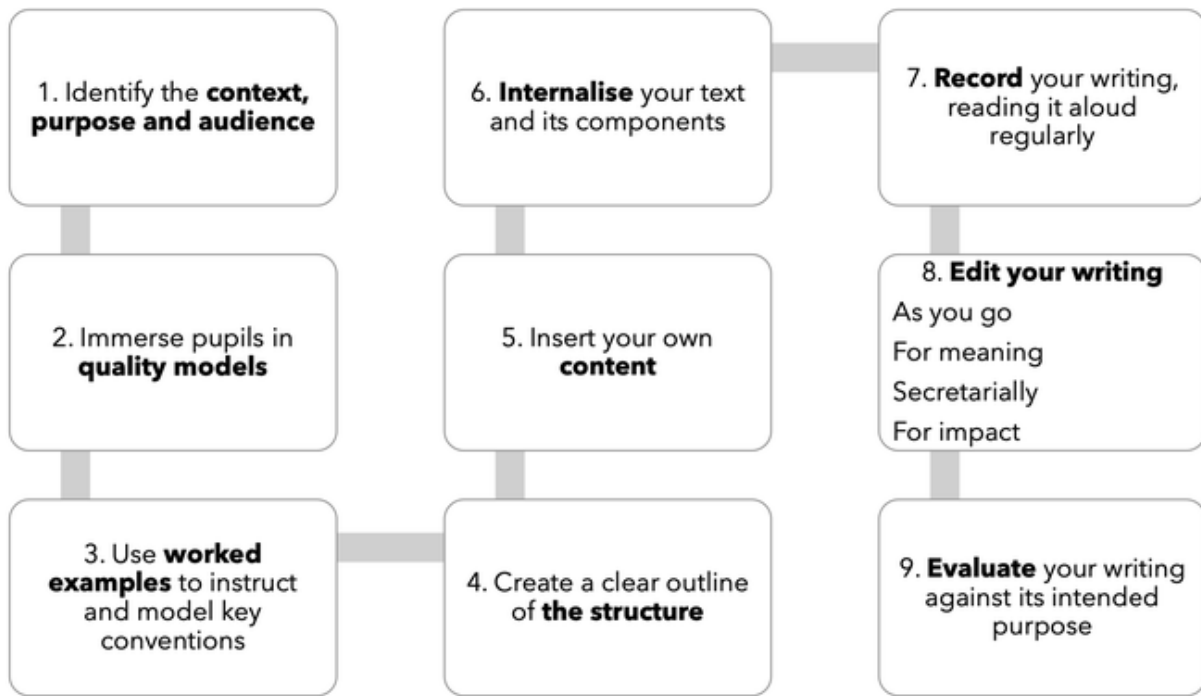
Our spelling curriculum also follows the CUSP Curriculum and is underpinned 8 principles.

- Spelling concepts
- Pattern seeking
- High volume engagement with print
- Systematic revisiting
- Additional time given to complex and common errors
- Zoom in on the composition of words
- Spelling and word meaning intrinsically linked
- CUSP principles of instruction

Please see our **Handwriting Policy** for details on how we teach this aspect of writing.

Implementation

Expert subject knowledge is carefully woven into each writing unit, giving teachers the opportunity to teach and rehearse key knowledge and skills before children then apply this learning to meaningful, extended pieces of writing. This careful architecture of the curriculum ensures pupils revisit different writing genres twice in each year, to maximise the opportunities for progression and consolidate their skills, so they become writers for life. Within the CUSP Curriculum, punctuation and grammar is taught both directly and discretely, enabling children to see how it is embedded in example texts and then given the opportunity to apply this to their own writing.



In each unit of work, children are exposed to high quality models before beginning to use these as scaffolds to write their own.

Each lesson follows 6 essential steps to allow for deep, long-term learning to occur. Please see our [Teaching and Learning Policy](#) for specific detail on this structure.

Each units provides:

- A knowledge organiser, where children can see examples and definitions of the vocabulary and skills they will need to apply to be successful in the unit.
- A knowledge note for each session, to show examples specific to the skills being taught.
- Opportunities to see skills applied within a text and being modelled through high-quality teaching.
- Opportunities to work collaboratively, produce shared writing and build confidence to apply skills independently.
- A model text, which is used as an example of grammatical structures, vocabulary, presentation and organisation, but most of all used to frame children’s thinking, building their confidence and competence when writing.
- ‘Ingredients for success’ checklists which allow children to provide examples of where they have applied the skills they have learnt.

The spelling curriculum builds upon prior learning and offers opportunities to revisit key spelling concepts and patterns. In years 2/3 – 6, spelling is taught in two-week blocks, with three sessions per week. They follow a repetitive sequence over the 6 sessions.

Sequence	Session 1	Session 2	Session 3 (within a writing lesson)
Week 1	Teach new concept	Apply new concept	Reasoning and spelling transfer
Week 2	Etymology focus	Revisit previous concept	Correction spelling transfer

Spelling in the Foundation Stage and Year 1/2 follows the Read Write Inc. Phonics curriculum. Children in Year 1/2 will begin CUSP spelling in the summer term and will do so alongside the phonics programme.

Effective use of educational visits and visitors are planned where possible to enrich and enhance the pupils' learning experiences within the writing curriculum.

In writing, as across the curriculum, we ensure that children with SEND are scaffolded in their learning to access the same content as their peers. This is achieved with the support of CUSP materials, additional adaptations as outlined in the child's Pupil Profile/ Support Plan and specific resources, or adult intervention as required.

Impact

We use assessment as an integral part of our teaching process and use it to inform future planning and to facilitate scaffolding. Therefore, assessment is an ongoing process made using formative evaluations within lessons and through the use of marking and feedback.

Teachers will make yearly summative assessment judgements using evidence on how well children have made progress against the core concepts outlined in the CUSP Curriculum. Teachers will use the school's agreed moderation template to record children's progress throughout each term to help inform end of year judgements and aid effective monitoring from Subject Coordinators and SLT. This summative assessment is reported to parents annually.

Monitoring from Subject Coordinators and SLT takes place regularly to ensure coverage, progression and continuity throughout the school. This is done through sampling children's work, teacher planning and talking to staff and pupils. Lesson observations are used to provide support to other members of staff and as part of professional development. In the Foundation Stage assessments are made under the main heading of 'Literacy' and 'Physical Development'. Assessments are mainly made through observation and questioning. This information is tracked against the Development Matters criteria and used to inform judgements against the Early Learning Goals.