



Richmond Hill Writing Policy

At Richmond Hill we believe:

Every child has a right to a broad, balanced, coherent, consistent curriculum driven by high expectations of behaviour and achievement enveloped in a rich spectrum of experiences.

Our Golden Rule:

'Our children are at the heart of everything we do.'

Introduction

Writing is a vital life-skill. At Richmond Hill, we strive for all children to access our high-quality writing curriculum, providing them with the knowledge and skills needed, to become keen and competent writers.

Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The national curriculum for writing aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Objectives

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of

words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting

Intent

Our **intention** for writing at Richmond Hill Primary School, is to ensure that every child has access to all aspects of the English Writing Curriculum; thus enabling each individual to successfully apply their learning, skills and knowledge to a variety of writing styles, genres, purposes and audiences and become capable, confident successful writers.

Implementation

The Writing Curriculum is **implemented** through our tailored 'Literacy Tree' writing map, which ensures that a range of genres and text types are covered and revisited throughout both key stages: this supports the development of mastery and fluency in writing. When appropriate, some of the writing is able to utilise knowledge and understanding gained through the learning in other curriculum areas (such as history). Our 'Poetry Weeks' and 'Free Write Weeks' allow pupils to read, write and hear a range of poetry, and to use their creativity and imagination to write a range of texts, genres and poems of their choice independently.

Our writing curriculum map ensures that all pupils are able to become immersed in the purpose of the writing; analyse the features and characteristics of the text/genre; learn and apply specific writing skills; develop specific and high tier vocabulary; and consequently, are able to use this learning to plan, write and review their own writing.

Impact

The **impact** of these teaching processes, along with our high-quality marking and feedback policy, teacher knowledge of writing throughout school and internal and cross-school moderation for all year groups, ensures consistency in quality, quantity and expectations throughout the school. The teacher's knowledge and understanding of the expected outcomes of all year groups result in pupils becoming independent informed writers who are competent and fluent in a variety of styles and genres. Pupils therefore leave our school as competent writers and speakers, with a high level of vocabulary and experience of genres.