

Booker Avenue Infant School



'Working together, learning together'

Writing Vision and Policy

Booker Avenue Infant School: Writing Vision and Policy

Intent

At Booker Avenue Infant School, we believe that Literacy, and the teaching of it, is the foundation of our Curriculum. Our aim is that all children leave our school as not only literate and confident writers, but as pupils who have developed a love for writing. They will use writing to express themselves, and see that writing is a creative process, due to the exciting and engaging ways in which our lessons are delivered. Children will be taught to write for a range of purposes across all areas of the curriculum, knowing how to adapt their style and language use. Writing is edited and improved by the children to create final products that they are proud of. We see Oracy as a key component in the process of the children's writing journey. Children will be confident 'speakers'. They will use a wide and varied range of vocabulary and use their speaking and listening skills to further their learning across all curriculum areas.

Implementation

At Booker Avenue Infants School, we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. Each year group teaches the grammar, punctuation and spelling objectives required for that age group, in line with the Early Years Statutory Framework and National Curriculum. As well as teaching the objectives, teachers embed the skills throughout the year in cross-curricular writing opportunities. In every year group, we ensure that most children are achieving the objectives at the expected level, as well as setting high expectations for children to achieve a greater depth standard.

To ensure children are exposed to a variety of genres, teachers use a writing journey to plan, structure and teach their Literacy lessons. This journey follows a two weekly cycle that is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills, and develop vocabulary. Grammar and punctuation are crucial for written work to flow. These skills are taught progressively and are carefully woven into writing lessons for children to understand their effect, and importance, on the reader.

In our Early Years Foundation Stage, we focus on developing the fine motor skills necessary for writing. We ensure that we provide a rich environment offering opportunities for fine motor skills and mark making within the continuous provision. The Children begin by observing the adult modelling writing during daily Literacy sessions and they are then given the opportunity for guided mark-making. Children will then begin to use their phonic knowledge to form words that match spoken sounds during shared writing. Children will practice letter formation daily as part of their Jolly Phonic programme. This will help to develop early pencil control and correct pencil grip. To develop sentence structure and vocabulary needed for writing, the children will engage in an array of Oracy opportunities.

These will include role play and small world activities where the adult will interact with the children to promote language and storytelling.

In Key Stage One, we focus on the importance of writing by having children write every day for a range of purposes. During the two-week cycle children will learn the skills necessary to reach their 'end goal'. Their written work will be directly linked to their high quality Literacy text. Along this journey children will be explicitly taught skills in grammar, spelling, handwriting and punctuation. They will develop their knowledge of key vocabulary and will begin to understand the structure of writing for a range of purposes. The end goal despite being ambitious is made achievable for every child through careful planning and necessary adaptations.

At Booker Avenue Infants we see dictation as a vital role in developing the progress of children's writing. Dictation practice offers children an engaging way to accelerate their writing and spelling skills, with guidance and corrective feedback to support them.

Impact

The impact is reflected in the high quality of children's writing throughout the school. Children's writing is valued and displayed in all areas of our school and all children will see their writing on display. Children enjoy writing and write fluently for a range of purposes and across all curriculum areas.

The Literacy lead is responsible for supporting staff with the planning of their writing lessons; this includes checking that the correct areas of the national curriculum are covered in Key Stage 1 and that there is progression in the teaching of genres across the school.

The quality of the delivery of lessons is moderated through lesson observations and book scrutiny. The senior leadership team also monitor the quality of writing in the school throughout the year as part of their annual monitoring schedule. All information gathered from any monitoring is shared with staff to drive forward continual improvements in writing at the school.

The Literacy lead works closely alongside the assessment lead to track the progress of pupils in terms of meeting the age-related expectations for their year group. This data is used to identify children who may need further support and interventions and put in place to meet the needs of the children.

As well as internal monitoring, staff engage with monitoring with other local schools and moderation sessions provided by the local authority.

Assessment

Formative:

This form of assessment takes place daily and is an inherent part of pupil progress. Teachers will identify and deal with misconceptions as they arise and areas of weakness will be targeted and help inform future planning.

Summative:

Children in Early Years will be tracked against the stepping blocks in the Development Matters Document. At the end of Reception children will be assessed against the Early Learning Goals. All assessment will involve a moderation process and will help provide future targets to help all children reach their full potential.

In Key Stage 1 children are tracked alongside the standards set out in the National Curriculum. The information is used to target children who are not working at age-related standards for interventions and further support to be put in place.

Tracking is assessed via the Tapestry program, where pupil progress is assessed on a half-termly basis.

Leadership

The role of the Literacy lead is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues in relation to the teaching and learning of writing
- Monitor pupil progress in reading
- Monitor the writing sequence for each genre in each year group
- Monitor the quality of the teaching of writing within the school

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum, and that progression is planned into the schemes of work.

Equal Opportunities

At Booker Avenue Infant School we are committed to providing all children with an equal entitlement to writing activities and opportunities regardless of race, gender, culture or class.

Inclusion

We know how to achieve educational inclusion in writing by: Identifying and overcoming potential barriers to learning and assessment; adaptive teaching styles that allow all children to engage in writing activities at the correct level; responding to diverse learning needs; and setting suitable and aspirational learning challenges for all children.

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