

WRITING POLICY



‘Where Happiness Promotes Success’

OUR SCHOOL VISION

To ensure every child leaves our school with an outstanding education and the values and character to live life in its fullness, contributing positively to society.

Jesus said: I have come in order that you might have life-and life in all its fullness. John 10:10

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Introduction

This policy outlines the purpose, nature and management of the teaching of writing at West Haddon C of E Primary School. It states how we deliver the writing elements of the English National Curriculum and the Early Years Foundation Stage.

Intent

Aims

The purpose of this policy is to promote a consistency of approach and to ensure that continuity and progression are embedded in our practice.

At West Haddon C of E Primary School we aim to:

- Ensure progress of writing skills across school.
- Achieve independent writing of a high quality.
- Model high standard writing to secure high expectations and inspire writers.
- Provide meaningful writing experiences using the contexts inspired by quality texts.
- To ensure that pupils write clearly, legibly and accurately in a cursive style with attention to punctuation, spelling and grammar.
- Help pupils develop the skills to improve their writing through a writing process.
- Help every child become confident and competent in the use of writing as a form of communication.
- Enable pupils to make judgments about the tone, style, format and vocabulary appropriate to the writing's purpose, audience and genre.
- Support children with the development of flow to their writing.

Implementation

Strategies for the Teaching of Writing

At West Haddon C of E Primary School follows the English National Curriculum 2014.

Children are challenged and developed at their own rates and according to their own individual abilities, so that every pupil achieves the skills relevant and appropriate to his/her age and ability.

In nursery we provide the children with lots of opportunities to develop their early writing skills using a variety of methods such as mark making in the

sand, paint as well as using different equipment from chalks, paint brushes to pens and pencils. Every day the children participate in a programme called 'Squiggle while you Wiggle' to develop their core strength, gross and fine motor control.

In reception children continue to build upon their early writing skills through opportunities to mark make building up to writing recognisable letters through to writing simple sentences.

Our writing process

West Haddon Primary School follows an 8-step writing sequence. These steps are followed over either a two week or three-week period of time. At the end on this unit of work, children will be expected to analyse their own work against the APP objectives. This is then peer assessed and finally assessed by the class teacher. Children will be given two targets to work towards on their next APP piece of writing when this is complete. These 8 stages are seen below:

Immerse: In this stage, children will learn about the theme they will be exploring for the unit e.g. newspaper reports. They will read examples of this, explore examples within books, notice features and details about the text and try examples within their own writing.

Planning: At this stage, children will begin to map out their ideas, collect vocabulary based around their text, use a framework to plan and create a checklist of key features to include.

Draft: Next is the drafting stage where the children will have their first go at writing their own examples. They will start this by reminding themselves of good examples, including any of their writing and ideas from the immersion step and learn from teacher modelling.

Share: Children will then look at the work of others within the class. They may share their ideas by reading out/performing extracts, notice what is working well in their writing and learn from other's work.

Evaluate: The children evaluate their work. They will think about what they have learnt from other's writing, both teachers and children. They will ask questions to improve their understanding and consider the flow of their writing. They will also suggest tips to guide their peers through the process.

Revise: The children will make improvements to flow, characterisation and description of their work. They make changes and reflect on what works well and what needs to be improved.

Editing: In this stage, the children focus on their punctuation, grammar and use resources such as dictionaries and thesauruses to improve their work. They will also look at their targets from their previous piece of writing and check to see if they have met these in their current writing.

Publishing: This stage gives the children the opportunity to 'publish' their work by writing it up in neat. This will include all of their revisions and edits. The children take pride in all they have achieved in the 2-3 week cycle.

Years 2- 6 use all 8 steps of this sequence whilst Reception and Year 1 focus mainly on steps 1,2,3 and 7. For KS1, expectations of the children are based more on verbal feedback than written. Nursery at West Haddon focusses mainly on mark-making.

Writing is taught in specific meaningful and effective contexts. These include:

- The study of appropriate, high quality examples of text.
- Modelled writing
- Independent or shared writing
- Reflecting on and improving writing through the writing process.
- Writing will be taught in daily Literacy lessons as well as through other curriculum areas.

To support children in the acquisition of writing skills we will:

- Promote speaking and listening skills and talking for writing
- Provide frequent opportunities to write across the curriculum
- Provide regular modelling of the writing process
- Provide opportunities to reflect on the writing process
- Give children time to refine their writing through editing and revising
- Provide children with opportunities to share their writing
- Use continuous assessment to provide clear next steps for learning
- Surround children with a print-rich environment
- Reward and celebrate children's efforts and achievements in writing
- Develop spelling skills, using a phonics based approach and in line with the requirements of the English National Curriculum 2014
- Promote a neat and consistent style of handwriting, and presentation
- Develop the skills and use of punctuation and the grammar according to pupil's year group and individual ability, in accordance with the statutory requirements of the English National Curriculum.

Intervention

Interventions are provided to boost children's progress in writing and are delivered through a range of small group activities with a set success criteria and outcome. Writing interventions are often based as additional to the literacy session and are delivered by teaching assistants. More able writers

are also challenged in the classroom and receive additional opportunities throughout the year.

The Learning Environment

Classrooms have displays of writing checklists and prompts to support teaching and learning. Working walls are also used in each classroom as prompts and reminders to stimulate children's writing. As we value children's writing, displays will include examples of work to celebrate achievements.

Composition

Effective composition involves forming, articulating and communicating ideas, and organising these coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Pupils are taught how to plan, revise and evaluate their writing. We aim to use quality texts and modelled writing to provide children with excellent examples to inform their own compositions.

Grammar and Punctuation

At West Haddon C of E Primary School, we value the importance of enabling children to become confident, literate individuals, who are able to deliberately select and use a wide range of grammatical forms. Pupils will be taught the accurate use of Grammar and Punctuation in line with the English National Curriculum 2014.

Impact

We aim to:

- Successfully deliver the National Curriculum for Grammar and Punctuation to all pupils, as appropriate to their learning needs.
- Ensure that the teaching of grammar is effectively planned for through selecting grammatical ideas and principles relevant to the year group in question, and pertinent to the text / unit being covered.
- Maximise the progress of pupils through referring to grammatical concepts and vocabulary as key teaching points.
- Provide feedback on pupils' understanding of grammatical concepts through marking
- Encourage pupils to edit their own use of grammar and punctuation in order to improve their work.

Aspects of grammar and punctuation are frequently taught in the context of real reading and writing activities to demonstrate how writers make choices to help them communicate clearly and effectively.

Accuracy in basic punctuation is encouraged throughout the school, according to the relevant National Curriculum year group expectations and ability of the child.

Spelling

Through regular, focused teaching of spelling, children will be taught to:

- Identify sounds in spoken words (phonological awareness)
- Recognise the common spellings for each phoneme (phoneme/ grapheme correspondence)
- Segment words into phonemes for spelling
- Acquire a knowledge of high frequency words
- Investigate and learn spelling conventions and rules
- Attempt a spelling before checking with the teacher
- Identify incorrect spellings in their own writing and use appropriate strategies to correct their own errors
- Use dictionaries and thesauruses to support their work where appropriate

Throughout the EYFS and KS1, systematic daily phonics teaching takes place to ensure that children develop a secure grounding in phonics knowledge upon which their future progress in spelling will be based. They will also be taught to use a bank of high frequency words, according to the relevant phonic phases. This teaching is based on an adapt version of the Read Write Inc programme and may be supplement by other small group or 1-1 interventions for children who require additional support. In KS2, whilst most children will have acquired strong phonics skills, others may need further small group phonics support.

In KS2 pupils participate in weekly spelling sessions, where they are taught specific spelling patterns and rules. These are practiced at home and in school throughout the week, ready for assessment the following week.

The importance of the correct spelling of high frequency words and the accurate application of spelling rules within everyday writing is encouraged.

Through feedback and marking, children are encouraged to identify and correct their own spelling errors, with a particular focus on key high frequency words. As the child's spelling competence develops, use of a dictionary will become more frequent to check and correct spellings.

Children also participate in a termly Spelling bee whereby they learn spellings throughout the term at home.

Handwriting

We aim to encourage pupils to:

- Use a correct pencil grip in order to aid correct letter formation
- Understand that each letter has only one correct formation and orientation
- Develop a sense of pride in their handwriting
- Adopt fluent, legible and joined handwriting
- Take pride in consistently well-presented work

As correct letter formation and joining become established, the teaching of handwriting using 'Letterjoin' will focus on the consistency in size, orientation, shape and general clarity of writing.

Children will need guidance as to the best way to orientate the paper on which they will be writing, particularly if they are left-handed. Left-handed children should sit on the left or beside another left-handed child when paired. Pupils will begin to join their writing at the end of the reception year and should be using joined writing from Year 1. Children in KS2 will use a pen for their writing.

Assessment

The purpose of assessment for learning is to ensure that children are involved in their own progress, understand and are motivated to improve their work. Assessment for learning takes place through the lesson's steps to success and targets, through questioning, and through reviewing children's writing, as a class, 1-1, peer or through marking. At all stages, children will be encouraged to reflect on their progress and whether they have met set criteria. They will be involved in supportive peer assessment as well as in self-assessment.

Much effective marking or feedback should take place in the presence of the child so that it is interactive. Children are encouraged to reflect on and respond to teacher feedback in their future learning.

The marking of writing should be in accordance to West Haddon C of E Primary School's Marking Policy.

- The teacher will:
- Mark work specifically to the stated Key Teaching Point or Steps to success criteria
- Ensure any next steps for learning are linked specifically to the relevant standards or criteria

Time and opportunity must be given for pupils to reflect on marking and feedback, allowing them to make any necessary edits and apply advice to future learning.

Positive reinforcement can be provided in accordance with the Marking Policy and through the use of stickers, individual comments, oral praise or inviting the child to share writing with other pupils.

Teachers will regularly assess independent work against the National Curriculum Standards for the relevant year group using the APP grids. An assessment sheet will be kept for each child, where teachers will date independent evidence seen for each of the standards. This will then feed into the schools data tracking system to help monitor the progress of all pupils, as well as give clear indications of the next steps for teaching and learning.

Termly data collection sessions and analysis of children's progress take place between the class teacher and SLT.

Differentiation and Special Educational Needs

It is recognised that children will enter our school with differing experiences of Literacy and consequently differing ability. Throughout the course of a child's education it may become apparent that they require additional support to ensure appropriate progress with Literacy skills. In all cases we aim to provide suitably modified or adapted teaching and learning opportunities, to ensure that all our pupils make good individual progress. Where appropriate, Individual Education Plans will be put in place, in accordance with the SEN Code of Practice to ensure that the specific areas required to strengthen individual Literacy skills are targeted. The class teacher will be responsible for setting appropriately challenging, but achievable and measurable targets in a child's IEP. These will be reviewed at least termly. The SENDCO will have overall responsibility for ensuring that IEPs are in place for those pupils with SEND, and for monitoring their effectiveness and the impact on the child's progress. The SENDCO along with the Head Teacher will coordinate the work of support staff and available resources to help meet the needs of those pupils with SEN. The SENDCO will be available to advise teachers on strategies for improving children's progress and to refer to outside agencies where more specific professional advice is required.

Ensuring Equality

At West Haddon C of E Primary School we are committed to ensuring equality of education and opportunity for all children as described in our Single Equality Policy. We follow the necessary regulations to ensure that we take the experiences and needs of all children into account when planning for

teaching, learning and pastoral support. We aim to develop a culture of inclusion and diversity in which pupils with disabilities are able to participate fully in school life and achieve their learning potential. The achievement of vulnerable pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make all reasonable adjustments to ensure that barriers to learning are identified and removed.