



Writing Policy

Author: Kirsty Button and Lois Kennedy
Role: English Subject Leaders
Date Written: April 2018
Date ratified: July 2018
Review date: April 2021

Writing Policy and Guidelines for Writing

Rationale: All children have a statutory entitlement to access the Programmes of Study for English as set out in the National Curriculum.

At Newbridge Primary School, we strongly believe that children's mastery of the English language and their ability to read, write and communicate verbally, with confidence, enjoyment and proficiency is the cornerstone to success and enjoyment in all other areas of the curriculum, and indeed, their future lives.

At Newbridge Primary School, we teach the skills of writing through sharing a range of high quality written texts with the children - exploring its language and structure in depth - the knowledge and understanding of which is used to inspire and direct the children's own writing. Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England and in the Communication and Language and Literacy sections of the Statutory Framework for Early Years Foundation Stage.

Aims: The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature.

From EYFS to Year 6, the National Curriculum for English aims to ensure that all children:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- 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 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

EYFS: In EYFS (Reception) children are 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 opportunities to communicate

KEY STAGE 1: In Key Stage 1, children learn to speak confidently and listen to what others have to say. They learn to read and write independently, at length. They use language to explore their own experiences and imaginary worlds.

KEY STAGE 2: In Key Stage 2, children learn to change the way they speak and/or write to fit different situations, purposes and audiences. They encounter a range of fiction, non-fiction and poetry. They explore the use of language in literary and non-literary texts and learn how the structure of language works. Children throughout the school develop their knowledge and understanding of grammatical terminology.

1. English Curriculum and Planning

In the English curriculum, the writing process that the children should be taught is: plan - draft - edit - publish.

English is a core subject in the National Curriculum. We use the National Curriculum guidelines as the basis for implementing the statutory requirements of teaching English. We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). Long-term planning for English is detailed on individual year group Curriculum Overviews and on the yearly overviews for each year group. This clearly shows the links between English and other areas of the curriculum. Medium-term plans detail the purpose for writing (to entertain, to inform, to discuss or to persuade), texts, objectives and areas of SPaG that will be covered over each unit of work. They outline the specific aspects of English covered in each writing unit and give clear expected outcomes. They also include the planned experiences to support children's understanding of the purpose of writing and give opportunities for children to write independently and at length. Short term planning is evident on flip charts and teacher's notes.

The English plan lists the specific learning objectives (WALTs) for each lesson and gives details of how the lessons are to be taught. It also includes details of how children will be supported and/or challenged, as well as relevant questioning, success criteria and planned activities. Assessment notes can be added at the end of each lesson. The class teacher and subject leader discuss them on an informal basis and the subject leaders help with planning if required or requested. The plans are a working document and class teachers are expected to add to and amend them as they are teaching a particular purpose for writing. The subject leader, alongside the headteacher and deputy, carries out regular learning walks and book scrutinies across the school to ensure consistency and quality throughout the school.

1.1 WALTs: The learning objective of each English lesson must be displayed during the lesson and may be transferred to the class working wall to demonstrate learning progression. During the lesson, teachers must share and fully discuss the learning objective and its vocabulary. The learning objective should be frequently revisited and understanding of it checked throughout the session. This can be done using mini plenaries, paired, group and class discussions.

1.2 Success Criteria: Teachers should provide the children with success criteria for each learning objective, during English lessons. This may be provided by the teacher or written with the class. These will indicate what the children will need to do or include, to demonstrate their fulfilment of the learning objective. These should be discussed and modelled at the beginning of the lesson, then referred to throughout the lesson, giving opportunities for the pupils to self-evaluate.

1.3 Pitch/differentiation: Independent activities should be provided, which match the pupils' abilities. Provision should be made for the following groups:

- Meeting for those children who are able to achieve the main WALT
- Working Towards for those children who require support (e.g. through adult guidance, extra resources or adapted activity)
- Greater Depth for children who are already capable of the main WALT before input, and should be offered the opportunity to extend their knowledge, skills or understanding (e.g. through additional adult input, extended or adapted activity)

1.4 Focus Groups: The teacher (and any additional adults) may focus on working with a particular group, during English lessons, so that the specific needs of children in the class can be met, and specific areas developed, in smaller group situations. The groupings will often be determined during the lesson, through elicitation of pupils' understanding. The class teacher/TA does not have to work with one particular group throughout one session.

1.5 Punctuation/Grammar Focus: Although there are opportunities to discreetly discuss and explore the use and terminology of punctuation and grammar, it is important that pupils can identify their use and effectiveness in the context of a 'real text'. It is also important for the teacher to model the writing process, including the use of any punctuation or grammar which is being focused on. There will always be a daily punctuation or grammar focus identified in each class, which may be referred to in this section but it could also introduce a new element, or revise one previously covered. Vocabulary use may also be focused on in this section.

1.6 Moderation of planning: Unit plans should be saved onto the teacher's drive and plans will be regularly monitored by the English co-ordinator and oral feedback may be provided.

Cross-curricular writing: We support opportunities for cross-curricular learning and meaningful audiences and purposes. This writing may be evident in their writing book, science books, curriculum books (Key Stage 2) and on displays around the school and in classrooms.

1.7 The writing process

At Newbridge we follow the writing process of Plan- Draft- Edit and Publish and this is on display in all classrooms throughout Key Stage One and Two

Modelled writing: Modelled writing is an integral part of the writing process. The teacher demonstrates how to write and explains decisions. They will model thinking, rehearsing sentences, writing and re-reading constantly generating words and ideas. Across key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. An aspect of word or sentence level work provides an additional focus depending on the objectives and targets being worked on at that time.

Shared writing: This is a whole-class activity where the children will contribute to the text by suggesting words or sentences to be used - they are critical partners for the teacher. This may be used following a session of modelled writing.

Guided writing: Guided writing is the mid-way point between independent and shared writing. It is the teacher guiding a group of children through a piece of writing, helping and supporting them. It is focused and addresses the needs of a specific group, allowing the teacher to give immediate feedback on the successes and areas for development.

Independent writing: In independent writing, the children may have received input from the teacher in shared or modelled writing but can demonstrate the skills and concepts independently. This work is evident in the English books and in the final draft books which the teachers use to assess a unit of work. All year groups from Year One to Year Six will have at least six pieces of work in their final draft book and Year Two and Six will have more.

2. Subject Organisation

2.1 Early Years Foundation Stage: In EYFS, children have daily Letters & Sounds lessons (following the Phonics Bug programme) to develop skills like blending and segmenting in preparation for early reading and writing. A wide range of exciting Learning Zones provide children with opportunities to develop their communication, language and literacy skills on a daily basis with a focus on child-initiated activities. As well as a Writing Area, which provides children with a range of materials with which to experiment and practise mark making/letter formation (and eventually to practise taught skills), other Learning Zones are enhanced to provide children with the opportunity to read and write in a range of contexts. A range of resources in the outdoor area, including a mud kitchen menu, provide valuable opportunities to engage children in writing for pleasure. In the outdoor area children have constant access to reading and writing resources which are engaging and exciting resources that children can use independently. They also have access to a vast range of texts, including fiction and non-fiction. Children enjoy daily 'story time' so they become familiar with stories and authors and begin to develop

a love of reading. Adult led activities in EYFS are usually linked to stories, poems or nursery rhymes or to cross-curricular activities. From when they start school, children learn that writing can have a range of purposes and they begin to explore the features of different types of writing.

2.2 Key Stage 1 and 2: In Key Stage 1, Letters & Sounds lessons are continued (following the Phonics Bug programme) and are taught in groups according to individual ability, with an increased focus on spelling and spelling rules. In English lessons, children explore a variety of texts including writing to entertain and writing to inform in Key Stage 1 and writing to entertain, inform, persuade or discuss in Key Stage 2.

Children study fiction and non-fiction and begin to compare characteristic features of writing. Children learn how to apply these features in their own writing and increasingly write at length.

Writing skills are developed across the curriculum and children are given lots of opportunities for cross curricular writing. This may be linked to our enquiry questions, for example: "What do I want to be?" (Year Six), "Why do we have landmarks?" (Year Four) or other curriculum areas.

English, Spelling, Punctuation & Grammar is taught discretely in daily sessions. English skills are developed across the curriculum so children can apply what they know in a variety of contexts.

3. Marking and feedback

At Newbridge Primary School, we believe that our pupils' efforts should be valued and rewarded. This is partly achieved through the knowledge that their work will regularly and promptly be carefully considered, in terms of what has been achieved along with clear guidance as to how their learning can be reinforced or further developed, and that this will be communicated clearly back to them. In line with our commitment to clarity of learning, feedback will be led by the WALT of the lesson and, in particular, the children's understanding of the success criteria which have been set, or by progress made in terms of the pupil's individual targets. It is vital that the children are fully aware of the criteria their work will be marked against and this should always be made clear throughout the lesson. Crucially, pupils will be given regular opportunities, and will be expected, to reflect upon, to respond to and act upon feedback given. It is important that our policy and practice remain focused on the purpose and the desired outcomes of effective feedback, which are:

- To highlight and celebrate success
- To generate improvement
- To model and guide pupils towards self-evaluation
- To identify and tackle misconceptions
- To identify and support next steps in learning
- To establish high expectations
- To give pupils opportunities to act upon feedback
- To allow the pupils a chance to re-try or demonstrate their level of understanding
- To motivate pupils to strive to reach their full potential
- To raise children's own awareness of their strengths and areas for development

We promote self- and peer-assessment and marking throughout the school.

4. Handwriting

From the earliest stages and throughout the school, correct cursive letter formation is modelled. Children have the opportunity to consolidate skills in letter formation. When children are ready, normally by Year Two, they will be expected to write in a cursive style. Individualised learning will allow for children to be taught joined, cursive style when appropriate. This may be in Year One for more able children or in Key Stage 2 for children identified with specific needs. Throughout the school, high expectations for letter formation and handwriting will be established.

5. Learning environment

The learning environment must be print rich and provide appropriate support for age related learning of writing. Examples of teacher's and children's writing should be displayed on working walls.

6. High quality texts

The use of high quality texts ensures all children reach their potential when engaged in writing. This text may be in book form, multimedia or modelled by the teacher. In Foundation Stage and Key Stage 1, Talk for Writing is an integral part of the English lessons.

7. Computing

The importance of using computing to engage and motivate all pupils is recognised. A range of resources will be used to support independence in writing.

8. Cross curricular links

Writing is an integral part of our daily lives and therefore manifests itself in many areas of the curriculum. Knowledge, skills and concepts taught in English will be transferred throughout the curriculum.

9. Special Educational Needs

Opportunities for writing will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including the more able. The group of pupils will take account of their strengths and weaknesses and ensure that all take an active part in the writing process and gain in confidence.

Policy issued April 2018

Policy to be reviewed April 2021

Signed (Head Teacher)

Date

Signed (Chair of Governors)

Date