



**Oxford Gardens Primary School**  
**Writing Policy**

**Aims**

**At Oxford Gardens we aim to:**

- Ensure progression of writing skills across the school.
- Provide meaningful writing experiences using the contexts inspired by high-quality core texts and the IPC themes.
- Inspire pupils to write through exciting shared experiences.
- Model high standard writing to secure high expectations and inspire writers.
- Ensure children are taught and recognise the range of social functions that writing can perform e.g. persuade, instruct, inform, and entertain.
- Develop a clear understanding of the structure and language features associated with different genres of writing.
- Enable children to demonstrate the ability to choose the appropriate form and content to suit the purpose and audience.

**Teaching and Learning**

- High quality texts are used to challenge, enthuse and engage children.
- Core texts, where possible, link to IPC themes to enhance learning.
- There is a clear progression in the teaching of writing which includes the familiarisation of the text type through reading, the identification of structure and language features, modelled writing, shared writing, supported composition, guided writing and independent writing (see further explanation below).
- Progression of teaching writing includes exploring features, planning, drafting, assessing and editing.
- A form of modelled or shared and guided writing should take place in every session.
- IPC themes are used to provide meaningful writing experiences through varied contexts.
- The use of drama in English sessions is used to improve speaking and listening skills and build confidence and self-esteem.

**Modelled Writing**

The teacher talks aloud the thought processes as a writer. They have complete control over the writing and make explicit the structure, language features, spelling and punctuation of the text type as appropriate.

### **Shared Writing**

This is a collaborative approach. Pupils contribute their ideas and thoughts for the teacher to select the most appropriate. The teacher needs to give reasons for the choices made.

### **Guided Writing**

Pupils are grouped by writing ability according to their levels and/or target needs. The teacher works with each group in rotation during the week so that every child partakes in guided writing once per week. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process as opposed to writing a complete piece. Tasks may include the processes of planning, drafting and editing pieces of writing. Teachers choose a target for each group to work on based on an assessment of their individual needs and previous writing. LSAs are also expected to take guided writing groups when appropriate.

### **Independent Writing**

All children are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if children are to develop their skills as writers within different genres.

### **Spelling**

Children in EYFS and Key Stage One learn to spell through daily streamed phonics sessions following the Ruth Miskin Read Write Inc scheme. In Key Stage Two teachers use the Twinkl spelling resources that cover all the word structures and spelling requirements for Years 3 to 6.

### **Handwriting**

The whole school follows the Letter Join handwriting scheme. Pupils are encouraged to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing. Handwriting is a cross-curriculum task and is taken into consideration during all lessons. In the Foundation Stage, handwriting is addressed during daily phonics sessions and pupils also have focused handwriting input during focus group tasks.

### **Writing within IPC**

Writing should be a regular mode of recording IPC experiences, as well as a planned outcome for the challenging and creative IPC learning tasks. Children are encouraged to write about their learning experiences in the IPC, especially within entry points. Writing in the IPC is a form of outcome and content should be assessed against the learning targeted in the IPC. Children can select a form of writing to record their learning throughout the IPC, thus encouraging writing enjoyment and writing for pleasure.

### **Provision**

#### **i) Early Years Foundation Stage (EYFS): Communication, Language and Literacy**

- Each classroom has a well organised writing area that includes a variety of different resources for mark making and writing such as large sheets of paper, coloured paper, notebooks, diaries, postcards, clipboards, whiteboards, pens, pencils, high-frequency word cards, alphabet cards, interactive displays, messages and examples of children's writing. These resources should all be available for the children to use independently.
- Puppets, props and small world should be available for role-play.
- The outside area also provides opportunities for reading, writing and role-play.

- Activities to develop children's fine and gross motor skills are provided e.g. building wrist strength by twirling ribbon sticks, practising writing patterns with big brushes and water and making letters in the sand.
- Children are able to access ipads which have suitable reading and writing software.
- The interactive whiteboard is accessible to the children.
- Inviting book corners have a good variety of well organised, high-quality books - hard cover, soft cover, fiction, non-fiction and rhymes.
- Displays celebrate children's achievements and support children's future learning, being interactive where appropriate. They also include typed and handwritten texts and captions from adults and children.
- In the EYFS there must be a daily phonics session and a regular Literacy based session. These should be supported by linked independent and adult directed activities. These are to be clearly described on planning with the use of learning intentions and key questions, along with details of differentiation. Core texts should be used and links to the learning theme made where possible.
- Each child has a Literacy workbook in which directed Literacy activities are recorded. Self-initiated learning is recorded in the children's learning journeys.

## **ii) Key Stage 1 & Key Stage 2**

All Key Stage 1 and Year 3 classes have a 1 hour English lesson every day and this is to include a 15-minute grammar introduction. Years 4 – 6 have one 1 hour English lesson and four 1.5 hour English sessions a week. These extended sessions allow more time for grammar, spelling and punctuation as well as reading from core texts in greater detail. Each classroom has a working wall that should support learning with models, published examples and key vocabulary.

### **Planning**

The Foundation Stage uses the EYFS Framework to inform planning. Each class plans around a core text that should be linked to the current theme for learning; where possible, mark making and writing experiences are linked to these learning themes.

Within the EYFS the planning for self-initiated learning takes place on a daily basis as it is dependent on and informed by the children's interests and progress. Whole class teaching and small group adult directed activities (adult led and independent) should be planned by the Friday previous to the week the plan is for.

The EYFS and Key Stage One follow the Ruth Miskin Read Write Inc Phonic Scheme and this should be used where necessary in Key Stage Two.

Both Key Stage 1 and Key Stage 2 follow the schools core text curriculum when planning literacy. Texts are identified across KS1 and KS2 that are of high quality and link to IPC themes. The core text allows daily reading as well as providing a meaningful context for writing. Each week is usually themed around writing a particular text type. Across each week, children are given opportunities to explore features and examples, writing sections or versions of a text before planning, drafting and editing their own written text.

The majority of English lessons are expected to be differentiated to 3 different targeted levels and teachers are required to indicate on their planning/ flips if the children are working independently or as part of a guided group.

Teachers are required to set high expectations during each English session to ensure children are being stretched. This means that children are required to write at length on a regular basis and for an extended period at least once a week. If a shorter writing activity is planned, the teacher will provide an extension activity. The extension should provide a learning experience that builds on learning and targets progress to the next level, for example through a form of self or peer assessment. Planning/Flips should show where each adult is placed within the class.

Learning Intentions are included on all planning and are shared with the class. Every lesson has at least two success criteria; these are either shared with the pupils or created with the pupils depending on age and ability. Learning intentions and success criteria are displayed on pupil's work. They are printed and stuck into books where children can use them as a guide for their writing. The success criteria are taken from the Year Group Overviews to target children's learning and move them on. The success criteria are the skills children need to demonstrate to achieve the Learning Intention within their English lessons.

### **Assessment, Monitoring and Moderation**

Children in the EYFS are assessed on an ongoing basis through observation, 1:1 interaction, focus groups (recorded in their books) and whole class teaching. Government Baseline assessments of the children will take place during the first six weeks of the autumn term. These will be used to inform planning and the organisation of interventions and activities designed to support the children's individual needs. Each child will be assessed throughout the year by looking at the Curriculum Goals (set by the school) and then at the end of Reception using the Early Learning Goals for each of the areas of learning. Their attainment will be entered onto the School Information Management System (SIMS) termly. Moderation of observations and teacher's judgements will take place internally along with externally between local schools.

In Key Stage One and Key Stage Two the grades for each child are put on SIMS at the end of each term and teachers report to the SLT the writing grade of every child in the class. Children from Year 1 to 6 are assessed against the new curriculum objectives for each year group. Teachers are expected to update excel sheets for their year groups termly, stating if the child has achieved an objective in Autumn, Spring or Summer. These will then indicate if a child is *emerging, developing, secure or mastering*. These are then used to input data on SIMS.

Termly progress meetings identify strategies addressing any concerns. On a weekly basis, teachers evaluate the progress of PPG children in order to track their progress and highlight any concerns.

Teachers use the Year Group Overview Document to target learning at three levels for planning. Targets are selected from the Year Group Overview Document as a basis for every guided writing focus group. Children also have individual targets which are referred to during extended writing sessions.

Teachers are expected to use AFL strategies that are agreed and reviewed on a yearly basis, in all English lessons.

Strategic leaders and SLT moderate writing on a fortnightly basis, ensuring the whole school is moderated across a half term. Moderation for the following half term responds to the school needs identified at the end of the previous half term.

All English work is to be marked before the next English lesson on the following day, with marking against the SC and a statement explaining what children need to do to improve next time. See the marking policy for further clarification of the expectations of marking within English.

### **Resources**

High-quality texts and resources are continually purchased to enable meaningful writing experiences. Resources for story writing are stored in appropriate classrooms. Planning guidance documents are stored in each year group as well as the PPA room. There is a great deal of resources which can be accessed on the school network. These can be found in the Staff Drive within the literacy folder or through the literacy link within all programs

### **Use of ICT**

ICT is used to support and enhance children's learning on a regular basis. There are a range of high-quality resources available that should be used regularly to support and develop children as writers. In each classroom there is a laptop zone to provide pupils with opportunities to edit, redraft and present their writing in a variety of ways. A computer suite is available to support teaching and learning which is particularly useful for storyboarding and film making within English. The iPad class sets as well as Chromebooks are also available for use within each class. These can be used alongside the computer suite for photos and filming linked to news reports or narratives. In addition to this, APPs such as 'Touch APP Creator' provide an adaptable framework for creating a vast range of different types of writing for purposes inspired and specified throughout the English and ICT lessons planned by each Year Group. The use of the Seesaw platform in KS1 and Google Classroom in KS2 should also be used in class to support the children in their learning and provide an opportunity for pupils and teachers to evidence children's writing, drama activities and note taking.

### **Home Learning**

English will be given as part of the general homework policy. This will generally be a reinforcement of class-based work and will be set on Seesaw. In Key Stage Two it can also be set via the online learning software Atom.

**Policy Review Date: September 2023**