



St. Leonard's Primary School

Writing Policy

Rationale

Writing is important in everyday life. It is integral to all aspects of life and, with this in mind, we endeavour to ensure that children develop a healthy and enthusiastic attitude towards writing that will stay with them. Writing enables pupils to communicate with people around the world. Building on experiences, it encourages thinking and communication skills to grow.

Our aims at St. Leonard's are:

1. Have a positive attitude towards writing.
2. Write with confidence, clarity and imagination.
3. Understand and apply their knowledge of phonics and spelling.
4. Write in a range of genres (including fiction, non-fiction and poetry).
5. Plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria.
6. Develop a technical vocabulary through which to understand and discuss their writing.
7. Develop their imagination, creativity, expressive language and critical awareness through their writing.
8. Have equality of opportunity regardless of race, gender or ability.
9. Write clearly, accurately and effectively for a range of audiences and purposes.

Organisation of teaching and learning

Writing is taught daily throughout the school. Depending on the teaching and learning the lesson, the children may be in mixed ability groups or set ability groups. Teaching follows a sequence of learning planned in advance. The teaching and learning is based around a quality text which is central to the writing. The focus of the English is linked to the topic that the class is focusing on.

Provision

Teaching of writing is carried out using a sequence of learning. This sequence of learning is centred on a stimulating text that engages the children and is linked to the topic they are studying. Emphasis is also placed on exposing the children, at every opportunity, to higher level vocabulary. Drafting and editing is key to this process of writing to provide children with the opportunity to improve their writing.

Writing in EYFS

Writing continues to follow the phonetic model structured within Letters and Sounds. In addition to these early reading to writing experiences, children have access to a range of early mark-making and preparatory writing materials both indoors and outdoors. Children are encouraged to explore writing for meaning within their own play explorations and to quantify their early ideas. Our prepared environments support children's emergent writing wherever they may be, by developing links between concrete exploration and literacy. Block play can produce a great deal of learning within reading and writing.

We are currently in our second year of an action research project focusing on the development of early writing and mark-making. In Nursery children are exposed to daily drawing, mark-making and name-writing experiences, which we have mapped into a typical and progressive range. This allows us to ensure that children's preparatory marks and drawings can be constructively developed and that practitioners know how to move learning forward (for further information see Writing Project Research). Children also follow "Squiggle While You Wiggle" in their outdoor explorations to help children develop the physical dexterity for writing.

In Reception, we are continuing to develop our awareness of how children's drawings feed into cognitive and writing readiness, through an ongoing exploration of daily drawing experiences (Steiner). Children in Reception also take part in daily focused phonics sessions, where children receive guided practice in the application of phonics within the range. Handwriting and formation are also taught as part of this approach.

As part of their ongoing literary development, children are encouraged to spell words correctly, rather than simply accepting phonetically plausible alternatives, which may be problematic to their long term literary development. In order to be competent writers, children must have an accurate tool-kit to call upon. It is through their knowledge of how to read and write these words at speed, that children become competent writers.

In addition to their own explorations in early writing, children take part in daily shared writing experiences, which feed forward to an independent writing experience at the end of each week (Eileen Swan: Good Practice Models). In this way, children are well prepared to transition into the next phase of their education.

Writing in KS1/2

Sequence of learning:

- *High quality text
- *Vocabulary collection
- *Stimulus - arts/drama/film/music/photos
- *WAGOLL - what a good one looks like/example text of the genre you are focusing on

- *New grammar - new grammar from that year groups National Curriculum grammar
- *Collection of grammar to include in writing
- *Planning and talk for writing
- *Draft - modelled/shared/guided writing opportunity
- *Editing
- *Final writing - 'I am an author' book

This sequence of learning is followed by all classes. Some steps of the sequence may be developed further, some steps may not be included based on the genre of writing that is being taught and carried out by the class. The aim of this sequence of learning to lead to a piece of writing is to provide children with a high quality example and to give them the skills to produce something of the same quality with a particular emphasis on vocabulary. A range of genres is taught throughout the year so children are experiencing all writing.

Planning

We aim to plan meaningful and, where possible, real life purposes and audiences for writing within and beyond the classroom. We plan purposes which require the children to write in a variety of genres including hybrid genres which allows them to apply their understanding of a range of genres. From Year 1 to Year 6, teachers use the sequence of learning to inform their planning. Every class, use quality texts or parts of texts to stimulate the children and allow for planning of creative teaching and writing experiences. These experiences give children the opportunity to apply what they have learnt and progress in their writing. We teach pupils to plan, proof read, redraft and present their work appropriately taking pride in what they have achieved. We are constantly exposing children to new vocabulary and encouraging them to use it in their writing. We explicitly teach spelling patterns and rules from the National Curriculum and expect children to use these regularly in their writing.

We seek to ensure that planning delivers the requirements of The National Curriculum for England 2014 and is suited to all needs of children in all groups. We endeavour to provide every child with a creative, enjoyable and developmental teaching sequence of learning for writing.

Our planning ensures that:

- *There is a clear focus on outcomes
- *There are appropriate and achievable learning objectives for all pupils
- *We address the needs of pupils who work below or above age-related expectations
- *Teaching challenges all pupils' to ensure progress
- *There is continuity and progression in pupils' learning
- *There is balanced coverage of word, sentence and text-level learning
- *There are opportunities for pupils to reflect upon their own progress

**Draws links with other areas of the curriculum, where appropriate.*

Assessment of writing

Assessment is regarded as an integral part of teaching and learning and is a continuous process. At St. Leonard's Primary School, we are continually assessing our pupils' and recording their progress, allowing us to ensure that the work are provided with is challenging and will further their progress. Assessment also enables staff to identify children who need further additional/targeted support in their learning.

Formative assessment

This assessment happens daily when teaching and facilitating the learning of the children. This assessment informs planning, adaptations to planning and informs teachers of progress within lessons. Marking, dialogue with the children observations, feedback during the learning process and self and peer assessment are all effective forms of formative assessment used throughout the school.

Summative assessment

Summative assessment is carried out termly as a formal assessment process of pupils' writing. It is used to review the progress of the children since the previous term and inform staff of their current ability in relation to key objectives and targets. Assessment grids devised by the English Lead based on the Staffordshire Grids, are used as an assessment tool to aid the assessment of writing across the school. This process informs teachers' of the next steps for children in the following term. This data is recorded on SIM's and analysed by the English subject leader.

Feedback to pupils

Feedback to pupils is an essential aspect of our teaching of writing. This feedback is achieved through discussion with the pupils, marking of work, intervention work with pupils and self-assessment.

Effective marking:

- *Aims to help pupils learn and comments are intended to be constructive, positive and forward looking.*
- *Is often undertaken while a task is being carried out. This takes the form of a discussion between the teacher and child and is appropriate to age and ability.*
- *Is used sensitively and with discretion so that pupils assimilate a limited number of corrections at one time - this varies with age and ability.*
- *Informs discussion with pupils in relation to a particular focus for that child.*
- *Aims to improve the child's work and increase their confidence with the task they are focusing on.*

Moderation

Moderation is an extremely important process in our school and across our cluster of schools. Each year group meets during the course of the year with other schools within our cluster. A focus for writing moderation is identified and year groups moderate each other's work to verify and confirm judgements. This ensures consistency in standards across schools within the cluster. Each year group also meets with the year group above and carries out moderation of pupils writing to secure judgements. Work is compared and assessment judgements are discussed to ensure that assessment is accurate. Assessment of children working towards the standard, at the standard and at greater depth is carried out.

Homework

Homework to support the English Curriculum is set on a regular basis. Children in KS1 and KS2 are provided with spellings to learn weekly or two weekly based on spellings and spelling patterns from the National Curriculum. Written homework consists of a variation of punctuation, grammar, and writing.

Policy written by: Charlotte Cooke (English Lead)

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