

Mordiford C of E Primary School

“Treasure Each Individual”

Writing Policy

We strive to develop a love for the English language in its written and spoken forms. We encourage children to develop skills to communicate confidently and effectively in speech and writing, to listen with understanding and to be responsive, enthusiastic and knowledgeable readers. We aim to provide an environment for language development and written work, which is stimulating and is characterised by high expectations of success so that the fullest potential of each individual child may be realised.

We recognise that:

- Writing is pre-requisite for educational and social progress.
- Writing empowers pupils to communicate both creatively and imaginatively.
- Writing is essential for independent learning.
- The mastery of writing is essential in most aspects of everyday life.

Aims

- For writing to be seen as purposeful and enjoyable
- For each child to see themselves as a confident and successful writer
- For each child to achieve the level of writing of which they are capable
- For writing to be developed across a range of meaningful contexts
- For there to be a broad curriculum offering the full spectrum of writing genres
- For each child to develop the necessary writing skills to be a competent writer with an understanding of the basics – spelling, grammar, handwriting and punctuation.
- For writing to be seen as an essential life skill

The importance of writing in the curriculum

Writing is a key life skill which enables children to express themselves, communicate with others and access other areas of the curriculum. It is a complex process which requires motor skills to manipulate pencils and pens, a command of sentence and text structure, grammar and punctuation, an ability to edit and evaluate both their own and others writing, a knowledge of how spoken language translates to the written word, an awareness of purpose and audience across different genres and involves a competency in spelling and handwriting.

Talk for writing

The Pie Corbett Talk for Writing and Storytelling techniques are used throughout the school as a model with which to teach writing. The principle of being able to speak their writing before writing

it, is embedded through both fiction and non-fiction writing and involves techniques such as story maps, boxing up ideas into paragraphs as well as literacy games to develop vocabulary. All classes follow the structure of imitation, innovation and independent writing with all units of work to ensure progression.

The Foundation Stage

Writing forms a central part of the Communication and language and Literacy areas of development. We believe the foundation for writing is built on children's oral work and children are encouraged to express their ideas at every opportunity throughout each of the Early Learning Goals. Staff model use of language and create opportunities for children to develop their talk in every lesson. Daily, weekly and medium term planning clearly demonstrates this focus and include early Talk for Writing techniques and storytelling.

In addition to cross-curricular opportunities, specific writing objectives are planned in order to begin giving children the skills they will need as writers. A wide range of writing materials are always available to children in the classroom and a specific role play area which complements the termly topic is used to provide a real purpose for children's early writing. We recognise both the importance of the teacher acting as scribe on occasions, in order to create stories and the importance of children writing freely as emergent writers.

Key Stage 1

We continue to provide a wide range of planned and incidental opportunities for children to develop their writing skills. We ensure that activities are purposeful and linked to other curriculum areas which provide contexts for children to apply their skills, endeavouring to ensure real audiences as often as possible. Our learning objectives are taken from the English New Curriculum which we use in conjunction with Talk for Writing techniques to support our planning of the teaching sequence; ensuring children develop their writing skills across a wide range of genres.

Through the Talk for Writing techniques, an emphasis is still placed on children developing their oral skills as a prerequisite to writing and a wide range of speaking and listening and drama techniques are used to provide children with opportunities to explore and extend their talk as a preparation for writing.

We make clear links with children's reading skills and texts are often used as a basis for developing writing skills, reading and writing objectives being clearly linked in teacher's planning. Children take part in text analysis activities in order to imitate the work of others before attempting work of their own.

A range of techniques is used to teach writing. Teachers plan for modelled writing activities (using the teacher as a model and a scribe for the pupils' ideas), guided writing groups (allowing staff to focus on particular objectives with different ability groups), and writing frameworks which provide structure for the children as they begin to write in a variety of genres as well as plentiful opportunities are given for independent writing.

Children are involved in a daily phonics lesson to aid the development of spelling throughout KS1 which also feeds into English sessions. Once a week, the children concentrate on a timetabled grammar lesson where the grammar within the new curriculum is taught discretely.

Key Stage 2

We continue to use the English New Curriculum split into upper and lower KS2, links within our long term plan and Talk For Writing as a basis for planning. This guides us in the variety of genres we need to ensure children have access to. It also provides a model for the sequence of teaching whilst enabling us to achieve equal coverage across the key stage. All children should cover one fiction and one non-fiction unit per half term. Whilst focussing on developing key skills, teachers' planning also aims to make links across the curriculum and uses topic themes, as well as educational visits and special events to provide real contexts for writing for real audiences. We recognise that where children see a purpose they will be motivated and the quality of their writing will be enhanced.

Spelling, Punctuation and Grammar

In order to maintain rigour and accuracy within children's writing and satisfy the demands of the new curriculum, children also have specific focussed lessons on grammar skills. Children are involved in a Spelling, Punctuation and Grammar (SPAG) lesson each day to aid the development of spelling, grammar and punctuation throughout KS2 which also feeds into English sessions. Where appropriate for the need of the children they are grouped by phonics stage and taught daily.

Assessment and recording

Informal assessment is on-going and forms part of every lesson, feeding into teacher's planning. Pupils are involved in self and peer assessment (see Assessment Policy). Teachers provide feedback to pupils on a daily basis, either in written or verbal form. This feedback focuses on how the success criteria have been achieved and the next steps (see Marking and Feedback Policy).

Tracking sheets and analysis of progress against the Key Performance Indicators allow staff to track pupil progress in writing throughout their time at Mordiford and attainment is recorded in terms of emerging, developing, expected and mastery of the year's objectives. This is used to inform annual reporting to parents and to ensure continuity and progression across classes.

Teachers meet with members of the Senior Management Team termly to discuss the progress of children within their class. At the Pupil Progress Meetings areas of need are identified and next steps are agreed.

Inclusion

Planning at all levels ensures that the interests of boys and girls are taken into account. Pupils are flexibly grouped – sometimes working in ability or mixed ability groups, according to the task. Pupils are given opportunities to learn as individuals, in pairs, small groups and as a whole class, both independently and with support from teachers and teaching assistants. Intervention programmes at a range of levels are run for individuals and groups of children throughout the year. This is overseen by the subject leader and SENCO.

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.

Homework

At Key Stage 1 homework focuses on reading and spelling, with some occasional topic linked writing projects. At Key Stage 2 weekly homework is set which links to work in the class and supports the learning focus. (See Homework Policy)

Monitoring and Evaluation

All teachers are responsible for monitoring standards in their pupil's work and progress. This is overseen by the English Co-ordinator and Headteacher. Monitoring informs future planning through the School SDP.