



'Working and growing together'

Writing Policy

| Date | Review Date | Coordinator |
|-------------|-------------|-------------|
| AUGUST 2018 | AUGUST 2019 | Paul Quarry |

AIMS

The aims of our Writing Policy are:

- To promote a positive and enthusiastic attitude towards writing;
- To create an interest in words and their meanings in order to broaden vocabulary;
- To create confident, independent writers and spellers;
- To provide the chance for every child to become a writer;
- To create writers who can re-read, edit and improve their own writing;
- To create writers with a legible, joined and fluent handwriting style;
- To prepare pupils for the next stages of their education;
- To provide regular opportunities for pupils to write for a range of purposes and audiences;
- To develop a broad range of writing skills that can be applied to a wide range of text types and genres across the whole curriculum;

ORGANISATION AND PLANNING OF WRITING

FOUNDATION STAGE:

It is the aim of the scheme of work that by the end of Foundation Stage children will be able to work at expected levels in both 'Communication and Language' and 'Writing' and Phase 3 in Phonics by the end of UFS. School has developed a list of non-negotiables that children must be able to complete by the end of UFS in order to make sure children are Year 1 ready in writing.

In Lower Foundation Stage writing is addressed through focused activities and areas of provision. Provision focuses upon transferring the spoken word into the written word. Every Friday, early writing focus is targeted at developing early writing skills including physical development.

In Upper Foundation Stage, Literacy will take a more practical approach to improving children's awareness of Literacy. Elements of the Literacy sessions will be evident during planning, teaching and learning such as Shared Writing and Guided Writing. The implementation of the Literacy lessons in Upper Foundation Stage is gradual throughout the year. Children will develop skills and concepts in Literacy through various adult and child initiated activities in the autumn term, moving towards a more formal Literacy session by the end of the year, to ensure the children are ready to access literacy sessions in Year 1.

In Foundation Stage children will only begin to learn to spell the sight words once they have proved to the teacher that they are able to read them.

Learning and Teaching in the Foundation Stage Unit is organised so that part-time children can access elements of UFS Literacy sessions if the teacher judges it appropriate.

When writing in the FS, most Shared Writing sessions will begin with the Writing Key Skills. The thinking bubble is mostly discussed when sentence writing is being modelled.

KEY STAGE ONE / TWO:

Pupils in Key Stages One and Two will benefit from a daily Literacy lesson. These lessons will be based upon Units of work (one of the non-fiction genres or a fiction unit based upon a class book). They will cover areas across the English National Curriculum, including writing. Within Non-Fiction Units, the Writing Phase will usually come towards the end of the unit so that pupils can apply the skills learned throughout the other phases within the unit (Reading and Analysis). Within Fiction Units, writing tasks may be more frequent with short composition tasks within a Unit and longer composition lessons towards the end. Friday mornings can be used as part of the ongoing unit or to address whole-class issues or complete other written tasks.

Also, within Literacy lessons, pupils will experience Guided Writing sessions where teachers / teaching assistants will work with smaller groups of pupils to focus on a particular skill, demonstrating, scribing and supporting where necessary. These sessions can also be used to address areas of development for smaller groups of pupils rather than the whole class. Again, it is left to the discretion of the teacher to decide the focus for these sessions and which pupils will be grouped. The pupils should be grouped based on common need, in relation to the focus of a particular session.

In addition to this, pupils will be given opportunities to use and apply their writing skills across all areas of the curriculum. Theme work, in particular, allows pupils regular opportunities for this.

In terms of planning, teachers will plan units of work in Literacy to cover one week at a time. When planning Theme work, teachers will ensure that pupils are given the opportunities to apply their writing skills regularly throughout the term.

All teachers:

- complete a long-term overview to map out Literacy Unit coverage for the year;
- work from the medium-term plans from using the Wordsmith scheme of work;
- complete Unit plans, updated on a weekly basis with scope to change and amend when and where necessary depending on the level of understanding shown by their pupils.

Handwriting is taught in UFS and on a weekly basis in Years 1 to 4 in a stand-alone lesson with a clear focus on a particular letter, join or another aspect of handwriting that the pupils need to focus on. Teachers will plan units of work for handwriting on a half-termly basis. In Years 5 and 6, pupils will be constantly encouraged and expected to use a joined handwriting style. Pens will be given to pupils to use when the teacher feels that they are forming letters correctly and joining fluently and consistently in all writing. When pupils are unable to join handwriting consistently, intervention may be used to help address and improve this.

APPROACHES TO THE TEACHING OF WRITING:

Within Literacy lessons with a writing focus, pupils will be taught writing with a clear focus on Shared Writing as the main teaching strategy. Teachers will demonstrate, scribe and support writing in order to support pupils at different levels and different stages of writing.

Further to this, school has adopted some of the strategies encouraged by Pie Corbett in his Talk for Writing approach. Teachers may use the approaches they deem appropriate for the lessons they are teaching and the pupils in the lessons. Therefore, 'Text Mapping', 'Boxing Up' and 'Magpieing' may be evident in lessons throughout school.

In terms of marking writing, we have an agreed approach adopted across school. For further details, please see the Marking Policy.

The key for marking, as well as other relevant information to help pupils with their writing will be displayed on the Literacy Working Wall in each class. The Working Wall will have elements that remain displayed all year to provide guidance to the pupils as they write but will, in the most part, change regularly to reflect the Unit of work the pupils are currently learning.

HOMEWORK:

FOUNDATION STAGE:

The main homework in Upper Foundation Stage is graphemes to learn, words to read, to write own name and digraphs / trigraphs to practise and learn.

KEY STAGE ONE / TWO:

We believe that well planned, purposeful homework tasks can consolidate, support and extend pupils' learning. Therefore, teachers will set homework regularly, linked to current areas of learning within their classroom, usually with a grammar link. Homework will be differentiated where necessary and all pupils will be expected to complete their homework and return it to school within the time limits specified.

PARENTAL INVOLVEMENT:

A 'New to Foundation Stage' parents meeting takes place termly with the Foundation Stage Manager and Headteacher. During the meeting the process of early writing is explained to parents. The schools cursive handwriting policy is also demonstrated. We also hold an EYFS Profile meeting.

Parents' Meetings take place three times a year: two Parents' Evenings (one in Autumn and one in Spring) as well as an open afternoon for parents in the Summer term. Writing attainment, targets and progress will be discussed at these meetings.

We believe that parents can play a key role in helping their children become better writers and would promote actively supporting their children when completing homework tasks. Encouraging them to write at home in a range of situations can help them to develop their skills and become more confident writers.

CROSS-CURRICULAR WRITING OPPORTUNITIES

Teachers will provide opportunities for pupils to practise and apply their writing skills across the curriculum by creatively making links where there is opportunity. School also plans basic skills application days 3 times a year which enable children to apply their writing skills through a variety of activities.

WRITING AND COMPUTING

Opportunities to use Computing will be planned for and used to support the teaching and learning of writing if it is appropriate and will enhance the learning. Additionally, school will promote websites such as Spelling Bee to encourage pupils to practise spelling skills using ICT.

ASSESSMENT AND TARGETS:

Work will be assessed in line with the Assessment Policy. In addition to this:

- Foundation Stage make assessments which are ongoing throughout the year;
- Upper Foundation Stage complete the UFS baseline assessment in September, including writing
- Upper Foundation Stage complete statutory Good Level of Development assessments during Summer 1
- In KS1 and KS2, assessment points are Autumn 2, Spring 2 and Summer 2 and O-Track will be updated at these points against ARE.
- Year 6 will complete the statutory SPAG test in Summer 1, as well as similar assessments at suitable points in the year.
- Assessments of writing are completed using the Target Tracker on a half-termly basis and assessments are made based on a range of pupils' work;
- All pupils have writing targets which are set on a termly basis and reviewed half-termly. Teachers will indicate to the pupils when they have met their targets and they will be changed when pupils prove they have secured the target.

School conducts whole school moderation of writing several times a year. All years also attend external moderation of writing (usually every term) organised by Inspire MAT. In addition to this, Years 2 and 6 attend LA moderation of writing meetings each term. School was last moderated by the LA in 2017 in both KS1 and 2015 in KS2.

INCLUSION:

We aim to provide opportunities for all pupils to reach their potential in Writing, no matter what their starting points. Pupils who are underachieving will be identified and strategies put in place in order to help them improve their attainment. Where necessary, teachers will use interventions to help pupils improve their attainment. Intervention time during assemblies is allocated for this.

In addition to this, school has agreed procedures for ensuring that Writing for lower attaining pupils is approached in a consistent way throughout school.

Gifted and Talented pupils will also be identified and opportunities planned for them to be challenged in order for them to reach their true potential.

EQUAL OPPORTUNITIES:

We aim to make Writing accessible for all pupils, regardless of gender, ethnicity of home background.

SUBJECT LEADER ROLE / MONITORING AND REVIEW

The English Subject leader is Paul Quarry.

They English Subject Leader is responsible for raising standards of teaching and learning in Writing. They will analyse data each year to pick out strengths and identify areas for improvement. From this analysis, the Reading and Writing School Development Plans will be born with a key issue to be driven through school. This Key Issue will be implemented, monitored and the impact evaluated at regular points using some of the following monitoring strategies:

- Auditing staff, in order to plan CPD opportunities;
- Scrutinising pupil work;
- Monitoring Literacy planning;
- Lesson observations;
- Learning Walks;
- Discussion with pupils;
- Attending LA and relevant external courses;
- Keeping up to date with important Literacy developments;
- Purchasing new resources;
- Leading staff meetings.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT

The English curriculum provides many opportunities for pupils to develop their spiritual, moral, social, cultural understanding as well their understanding of the fundamental British values as stated below.

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

DATE OF POLICY: **August 2018**

AGREED BY GOVERNORS: **___.___.18**