



Yenton Primary School

English - Writing Policy

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**Mr Paul Smith
Acting Head Teacher**

**Yenton Primary School
Chester Road
Erdington
Birmingham
B24 0ED**

0121 464 6588

Yenton Primary School

Writing Policy

Vision

At Yenton we encourage children to write in creative and imaginative ways, developing confidence and independence alongside a 'love' of words. We believe that children should experience different forms of writing and write for a range of purposes.

Objectives

At Yenton Primary School we aim to support children by:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities
- to help them become confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the planning, drafting and editing of their written work.

Approaches to Teaching Writing

Writing in the Foundation Stage

In Reception, children are encouraged to take part in a range of writing and mark making based activities based upon them watching a teacher model writing this might include names or sentences they have said. Writing takes place through play and some adult led activities.

The development of early writing is evident through every child's learning journal.

As the year progresses, children are increasingly encouraged to use application of writing through their play and also take part in a weekly guided writing session and experience writing a wide range of text types.

Word Level Work

Throughout the Foundation Stage and Key Stage One, up to year two, children receive daily phonics input following Letters and Sounds. This uses the principles of 'Revise, teach, practise and apply'. The children are grouped according to ability.

Throughout Key Stage Two, word level work will be planned for using the objectives from the National Curriculum 2014 including the teaching of Common Exception Words. Spelling sessions take place at least three times a week and each week will focus upon a specific skill.

Spelling

We aim to encourage independence and confidence in spelling.

In the Foundation Stage children follow the Letters and Sounds programme. Children are encouraged to make phonetic attempts at writing words. High frequency words are also introduced.

At Key Stage One, Letters and Sounds is reinforced and taught through daily phonics sessions. In year 2 both 'Letters and Sounds' and 'Support for Spelling' run parallel to each other enabling children who have completed phase 6 'Letters and Sounds' to continue with spelling objectives. Children learn basic spelling conventions and patterns. Independence is encouraged by the use of dictionaries and children's individual spelling books.

At Key Stage Two, children apply the phonic skills they have acquired, and learn further spelling conventions. Children are expected to use dictionaries, word banks, displays and attempt spellings independently. The Read Write Inc: Spelling programme is used across the key stage. Children who have not achieved phase 6 in 'Letters and Sounds' by the end of year 2 will continue this programme through intervention and IEP work.

When marking, we correct spellings where appropriate in line with the learning focus for the piece of work, and where it is appropriate to the child's current learning and level of development. (Not all spelling mistakes are corrected only those relevant to the age and ability of the child to give them steps for development.)

Sentence Level Work

This includes grammatical awareness, sentence construction, punctuation and the higher skills of grammar. This is taught directly through quality texts, modelled examples and investigation. Sentence level work is taught through the main English session and wherever else required. Sentence level learning should be applied in shared, guided and independent writing.

Shared and Modelled Writing

Shared writing is a whole class activity where the teacher models the writing of the text. In shared writing the children will contribute to the text by suggesting words or sentences to be used. The teacher demonstrates how to write and explains decisions. S/he will model thinking, rehearsing sentences, writing and re-reading and constantly generating words and ideas. Across the key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of text. A particular aspect of word or sentence level work provides an additional focus depending on the objectives and targets being worked on at that time.

Guided Writing

Guided writing is the mid-way point between independent and shared writing. It happens on a daily basis within the English lesson with an identified group of children. It is the teacher or learning support assistant (LSA) guiding this group of children through a piece of writing, helping and supporting the writing process. It is very focused and addresses the needs of a specific groups gaps as informed by periodic assessment using National Curriculum materials and principles day to day work within the classroom. Guided Writing allows the adult 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 the child is left to his/her own devices when the writing takes place. At some point through the week, all children will have completed their own piece of independent writing.

A Brief Planning Outline

Writing will be planned for using the objectives from the National Curriculum. Teachers choose to use the units of work provided for by Wordsmith and their own ideas through the objectives in an engaging and relevant way for the children each year. The writing of different text types will be taught through the different units and even coverage will be ensured through the long term writing plan. Extended writing will be planned for by teachers making decisions based on the needs of the class, their experiences and the content of the rest of the curriculum. Teachers complete the weekly planning format

Weekly Plans

Teachers write weekly plans which are displayed on planning boards within classrooms at the start of each week. These are annotated daily and adjusted where necessary from teacher's observations and work with children throughout the lesson. A copy of planning from the previous week with annotations is given to the Head teacher on Monday morning and a copy filled in teachers planning files.

Writing Expectations

It is expected that the majority of pupils will achieve:
6 points in Communication, Language and English by the end of the Foundation Stage.

Working At ARE in writing at the end of Key Stage 1.

Working At ARE in writing at the end of Key Stage 2.

We aim for children to reach their age related expectations particular to each year group.

Assessment and Recording of Writing Progress

Assessment should be a positive regular record and part of the teaching process. It enables planning based on concrete information. Assessment takes place as formative and summative, both of which are used to inform the teacher of the progress and to assess the child's learning.

The main means of acquiring information is through the use of SPTO) which is updated every two weeks for all individual children. Written evidence from all subjects can inform attainment of SPTO statements and this is then used to make a level judgement/

Moderation meetings are planned into the staff training agenda. Staff bring identified children's SPTO grids and evidence to support their judgements. This work is cross phase moderated and level judgements are agreed and signed by the moderators.

Foundation Stage Assessments

The Early Years Foundation Stage (EYFS) record pupil progress in a range of ways including observations of learners, photographs, things children have written, made or drawn and information from parents. The majority of recording and reporting comes from child initiated activities, with a smaller element from adult initiated activities. These assessments are stored within evidence files. The summative assessments in EYFS, are used to complete the EYFS profile.

Key Stage One and Two Assessment and Record Keeping

Pupil Progress Meetings

Pupil progress and yearly targets to ensure children reach age related expectations are regularly discussed by the SLT. Discussions are had with class teachers and discussed with SLT as part of pupil progress meetings. During these meetings discussions are had about those children not making expected progress. Interventions are planned and monitored for impact to support these children.

Formative assessments

The purpose of formative assessment is to identify what pupils have learned and can do and what their next steps in learning should be. While children are engaged in their writing task teachers will 'conference' with children i.e. talk to them about their writing while they are doing it.

Throughout the school, children are taught to and encouraged to proof read and edit their own work, or that of a writing partner. Children are supported in doing this in a variety of ways.

After each writing task pupils are made aware of their next steps in learning through written and verbal feedback and the use of 'pink clouds'

Summative Assessments

The national SATs tests are sat by year six in May. Key Stage One tasks and tests are undertaken by year two in June. Results are fed back to parents and carers in the children's end of year report.

Monitoring

Monitoring will be carried out by SLT, phase and subject leaders who will regularly sample pupils work from each class and discuss children's progress with staff.

All staff are encouraged to engage in professional dialogue to ensure that there is a shared understanding of standards. There will be opportunities for staff to take part in moderation of pupils' work. These opportunities to share the standard will lead to increased teacher confidence and better progression for pupils from one level to the next.

Equal Opportunities

We endeavour to create a climate where all children can develop as writers. We provide a range of styles of writing, as models, from a variety of cultures and traditions. Staff make every effort to use stimuli that reflect the cultural diversity of our school and to draw on pupils' own experiences. We aim to create a rich writing environment.

Boys' and girls' achievement is planned for, taking into account pupils' preferences for writing.

EAL support is sort where possible for pupils to whom English is an additional language.

English Intervention Programme

Any child who is working either below or above the normal range of the class will be identified and placed on either the SEN record or the gifted and talented record where relevant.

Identified children who are not making the expected progress in years 1 to 6 have planned intervention sessions to ensure pupils 'catch-up' to their peers. These are designed by class teachers in response to assessments and knowledge of the children. Teachers group children into small target groups and plan booster sessions using LSA support to implement these. Teachers monitor impacts of these within pupil progress meetings.

Links with ICT

ICT based work is available to all pupils. Children use ICT wherever possible as an integral part of the writing process, including research using the internet. All pupils will have access to ICT for some drafting and for the production of finished products. Pupils will experiment with a range of fonts and styles. Film is frequently used as a stimulus for writing. For available ICT resources see ICT audit.

Cross-Curricular Links

The skills that children develop in writing are linked to, and applied in, every subject of our curriculum. Children's skills in writing will enable them to communicate and express themselves in all areas of their work in school.

In the context of cross-curricular work children will be shown how to write reports, accounts of experiments and investigations, instructions, records of observations and descriptions.

Cross-curricular opportunities will be used whenever possible to provide real purposes and audiences for writing as indicated below;

- in Science children will record their observations and experiments;
- in History the children will write in response to pictures and artefacts and are encouraged to empathise with the people of the past;
- in Geography children will write descriptions of people and places in other lands, showing an understanding of the different ways of life;
- in D.T. there are opportunities for children to write evaluations of their own work.

Children are given as many 'real' reasons for writing as possible, this includes class and school displays and letters to people within the community, for instance a letter to an author, a fire fighter or wherever relevant within the topic.

The Writing Environment

Each classroom has a writing area where pupils are free to work independently using a variety of writing implements e.g. pencils, pens, crayons, books, paper, card etc. Where space is limited a box of equipment is made available to the class.

Each classroom has a working wall which represents different parts of the teaching sequence/ writing process including reference points for the children to use when writing and examples of shared or modelled writing. Display is an important aspect in writing development and reflects the high status attached to writing at Yenton Primary School.

Classroom displays provide a range of models for writing including environmental print, books and other print resources, the teachers' writing, the pupil's own writing and examples of different types of writing from the adult world relevant to the current genre being studied.

Children's writing on display is positioned to enable pupils to read it easily i.e. not too high.

Books are regularly made by pupils and are valued and used in the classroom library and in central areas in Yenton Primary School.

Within classrooms there will be other relevant displays for the age and ability of the class these will include having key words on display e.g. common exception words, openers, connectives, Pie Corbett story making language etc...

Time Allocation for Writing

Each class has a daily English lesson which lasts for approximately one hour. This includes daily sentence level or word level work and a focus throughout the week on targets. This is flexible according to the phase of teaching sequence and needs of learners.

Extended writing takes place within and in addition to the English lesson. Children are expected to engage in some form of writing during the English lesson e.g. in a book, on a whiteboard, post it notes as part of sentence level or word level work.

Phonics throughout the Foundation Stage, Key Stage One and year three will be in addition to the English lesson and is between ten and twenty minutes daily depending on the year group.

Role of the Subject Leaders

The subject leader for English is responsible for:

- review and revise policy on a yearly cycle;
- monitoring subject plans, following school policy and ensuring policy is put into practice;
- monitoring teaching, following school policy, to support the teaching and learning of writing;
- using other monitoring techniques to ensure writing progression, standards and range is maintained;
- providing support and advice for colleagues on issues regarding children's writing development;
- managing English budget allocation to maintain resources.