



# **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:

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

#### **Approaches to Teaching Writing**

##### **Talk for Writing**

From Foundation stage to the end of KS2, our aim is to raise attainment in writing by enabling children to imitate the language they need for a particular topic orally before reading, analysing and then writing their own version. We wish to enable our children to build vocabulary, sentence patterns and a firm understanding of how language works so that they can use this in their own writing. This process is built upon three main stages, whereby the children will focus on a particular genre and text for three weeks.

Before these stages begin, the children will be required to carry out a Cold Write. This is where the children will be asked to write in the genre they will be studying without any prior learning. The teacher will assess this and set the children two to three individual targets that will be taught during the three week cycle.

##### **Stage 1 – Imitation**

To begin, the children will be exposed to a creative hook to engage and introduce them to the unit. This can be through cross curricular links and is a vital part of the three week process as the aim is to

inspire our children and make their learning journey a memorable experience. This is then followed by the children talking through and creating physical movements to a story or non-fiction text in order to internalise the language and begin to understand the structure by mapping it out through the use of pictures – these are called text maps. From this, children can begin to think about the key ingredients which make the text work and construct a toolkit which they will be able to talk about confidently.

## Stage 2 – Innovation

During week two, the children are ready to innovate the pattern of the text by changing key words and phrases, characters or settings.

Children are expected at this stage to alter their text maps, creating their own version and orally rehearse what they want to say. Through shared writing, we aim to help the children create their own version of the text by completing one together using boxing up grids to plan. Boxing up is the process where each section/paragraph of the text is broken down into the key features required for the specific text type. The teacher will then model to the children how to use this plan to write.

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. The teacher will also show the children the importance of editing and talk through the reasons for making changes to the modelled work.

Guided writing can also happen at this stage and is the mid-way point between independent and shared writing. It happens 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 and focusing on the specific needs of the children. It also allows for immediate feedback.

Our aim is to demonstrate how we can read our work aloud to make judgements on whether the use of particular words and phrases are suitable or whether they could be improved. Peer assessment is also used at this stage so that the children can learn to comment on the successes of others but also suggest improvements.

In addition to this, Magpie books are also used throughout both the imitation and innovation week. This is a book where the children can write words and phrases that link to the unit and can be applied to their own pieces of writing. These are to be filled in when discussing the new text and identifying the key vocabulary or effective phrases used by the author. They can also be used when discussing vocabulary and word choices during shared writes or after work has been modelled by the class teacher. These words will be discussed and the children will have a clear understanding of what they mean and how to use them in the context of a sentence.

## Stage 3 – Independent Application

This stage will focus on the next steps needed to support the children's progress in becoming independent writers. They are encouraged to draw upon their prior learning and knowledge to create the best piece of writing they can. This is referred to as their Hot Write and is assessed by the teacher who will tick off the KPIs (Key Performance Indicators) they have achieved in the back of their books. Children should try to incorporate their three targets from their Cold Write into their work.

Editing and improving is an essential skill for all year groups. Children are expected to check their own work by themselves or with a peer to support. When editing their grammar and spellings, children will use a red polishing pen to show the changes they have made. They will then proceed to edit a paragraph. In KS1 this will be selected by the class teacher, however in KS2, the expectation is that the children will select their own paragraph to edit based on the skills they have not included.

### **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 (Individual Education Plan) work. Children from year groups 2 to 6, will also be given statutory spellings to learn each half term. These spellings will be baselined at the beginning of a term and then re-tested at the end to show the progression that has been made. The expectation is that all children will know all of their statutory spellings for their year group by the end of the year through constant practice and reinforcement.

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.)

### **A Brief Planning Outline**

Writing will be planned by using the objectives from the KPI's. Teachers will be given a long term overview of the skills, units they will cover each term and the texts they will be using. They will plan lessons relevant for each stage of Talk for Writing and units will alternate between fiction and non-

fiction. Teachers will use their own ideas through the objectives in an engaging and relevant way for the children each year. The grammar skills covered will link to the national curriculum and needs of the children, as well as linking to the text type being covered so that children have every chance to succeed in their independent application. The skills taught are planned progressively, so that we can ensure that all children are secure in the basic skills for their year group and can continually progress throughout the year. Teachers complete the weekly planning format and this should show the journey through each stage of Talk for Writing.

### **Weekly Plans**

Teachers write weekly plans and these are placed in a planning folder with the resources they intend to use for that week. These are annotated and adjusted where necessary from teacher's observations and work with children throughout the lesson. An electronic copy is also available for subject leaders to review and monitor.

### **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 also aim to increase the number of children leaving each year working at greater depth by enabling our children to become more independent learners and reflect on their own work. Their writing should show control and restraint both of word choices and structures. They should also draw upon the models read, yet manipulate these for their own purposes. We also aim for our children to demonstrate understanding of different sentence types and word choices needed for different purposes and audiences in order reach the expectations of a greater depth writer.

### **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 KPI assessment sheets, which are updated every three weeks when the children have completed their Hot Writes. Written evidence from all subjects can also inform teacher judgements which are then put onto the school assessment tracking system every term.

Moderation meetings are planned into the staff training agenda where staff bring identified children's KPI assessment sheets and evidence to support their judgements. This work is cross phase

moderated in addition to independent moderations with the subject lead and class teacher. Judgements are then 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. Through the use of symbols 'WW' children can check through their work independently to see what is wrong and then correct using a red pen. Children are also made aware of their next steps in learning through written and verbal feedback and the use of gap tasks.

#### **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. As a school, we have introduced Cornerstones which offers a choice of over 80 creatively themed imaginative learning projects for Nursery to Year 6. All projects focus on a particular subject and provide a variety of opportunities for writing.

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 washing line which represents different parts of the Talk for Writing sequence/ writing process. All work shows examples of high quality shared or modelled work and is easily visible. This is a reference point for the children to use when writing and displays the key skills and important aspects in writing development to show the high expectations we have at Yenton Primary.

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.

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, Alan Pete sentences etc.

### **Time Allocation for Writing**

Each class has a daily English lesson which lasts for approximately one hour. This includes a daily grammar session which focuses throughout the week on the targets set by the class teacher. This is flexible according to the phase of teaching sequence and needs of learners.

Time is also set within the English lesson for handwriting practice, where teachers model cursive script and letter formation following the school's handwriting policy.

Extended writing takes place every three weeks, when children complete their Hot Write. However, short bursts of writing are expected to be seen throughout the Talk for Writing cycle. Especially during innovation week.

Phonics throughout the Foundation Stage and Key Stage One will be in addition to the English lesson and a minimum of between ten and twenty minutes daily.

### **Role of the Subject Leaders**

The subject leader for English is responsible for:

- reviewing and revising 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.