



## **Writing Policy**

### **RATIONALE**

This policy outlines the teaching and organisation of writing at Broadway East. We believe that writing makes a significant contribution to the development of children as thinkers and learners. The purpose of this policy is to promote a consistency of approach and to ensure that continuity and progression are embedded in our practice.

### **AIMS**

We aim to:

- ensure progression of writing skills across the school
- provide meaningful writing experiences using the contexts inspired by quality core texts and our topic themes
- inspire children to write through exciting shared experiences
- model high standards in writing to secure high expectations and inspire writers
- ensure children are taught and recognise the range of social functions that writing can perform e.g. persuade, instruct, inform and entertain
- develop a clear understanding of the structure and language features associated with different genres of writing
- enable children to demonstrate the ability to choose the appropriate form and content to suit the purpose and audience
- provide opportunities for children to practise their writing skills across the curriculum in a variety of ways

### **TEACHING STRATEGIES AND ORGANISATION**

We will ensure that:

- high quality texts are used to challenge, enthuse and engage children
- core texts often link to topics but the texts themselves should drive the writing focus
- there is a clear progression in the teaching of writing which includes the familiarisation of the text type through reading, the identification of structure and language features, modelling writing, shared writing, supported composition, guided writing and independent writing
- progression of teaching writing includes exploring features, planning, drafting, assessing and editing
- a form of modelled or shared and guided writing should take place in every session
- meaningful writing experiences should be provided through contexts
- all children write in English or in another subject at least once per day

### **Teaching Writing**

Where appropriate, our writing lessons start with the reading of a high quality texts and we follow the principles of Pie Corbett's 'Talk4Writing'.

This involves the learning and repeating of oral stories, building children's confidence to develop them through telling and then extending that development into writing; later creating 'new' stories orally as a preparation and rehearsal for writing.

In this way, the development of storytelling is built through a sequence involving first:

**Imitation** – the straight retelling of learned stories.

**Innovation** – developing, extending and changing elements of a story.

**Invention** – creating a new story.

Each unit of work begins with children writing a 'Cold Piece' of writing where no teacher input has been given. The teacher then writes 'New Targets for Writing' for each group, tailoring the objectives according to individual needs. Writing lessons then follow the sequence of 'Imitation', 'Innovation' and 'Invention' employing the teaching techniques below.

### **Teaching Techniques:**

#### **Modelled Writing**

The teacher talks aloud the thought processes as a writer. They have complete control over the writing and make explicit the structure, language features, spelling and punctuation of the text type as appropriate.

#### **Shared Writing**

This is a collaborative approach; pupils contribute their ideas and thoughts for the teacher to select the most appropriate. The teacher needs to give reasons for the choices made.

#### **Supported Composition**

The children work in pairs to provide the next sentence of the text. This may follow on from either modelled or the shared writing process. Children usually work with their 'Talk Partners'.

#### **Guided Writing**

Children are grouped by writing ability according to their attainment and needs. The teacher or TA may work with groups during English lessons on guided writing. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process. Tasks may include the processes of planning, composing, drafting and editing pieces of writing. Teachers choose a target for each group to work on based on an assessment of their individual needs and previous writing.

#### **Independent Writing**

All children are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if children are to develop their skills as writers within different genres. Children use 'invention' to write their own pieces and these 'Hot Pieces' are assessed using the original 'New Targets for Writing'.

#### **Spelling**

Children in Reception and KS1 learn to spell through daily grouped phonics sessions. In KS1, children are also taught the spelling NC requirements for Year 1 and 2 in class using a variety of strategies to embed the spelling rules. In KS2 children learn the spelling rules set out in the NC in class with weekly spelling tests helping children to learn the rules and patterns. We ensure

that children are able to investigate spelling patterns and rules for themselves and use techniques such as mnemonics to remember common exception words. Children who have difficulties with spelling have intervention programmes, primarily 'IDL'. They are also able to access this at home.

### **Handwriting**

The whole school follows the 'Penpals' handwriting scheme. This starts in Reception where children also use 'Write Dance' to develop gross and fine motor skills. Children are encouraged to develop a neat, legible, speedy handwriting style using joined letters that leads to producing letters and words automatically in independent writing. Handwriting is a cross curriculum task and is taken into consideration during all lessons. All children have a focused handwriting session each week and have a separate handwriting book to practise particular formation and joins. We aim to ensure that all children leaving Reception do so being able to hold their pencil and form letters correctly.

### **Provision**

#### **Early Years Foundation Stage (EYFS):**

- Each classroom has a well organised writing area that includes a variety of different resources for mark making and writing such as large sheets of paper, coloured paper, notebooks, diaries, postcards, clipboards, whiteboards, pens, pencils, key words, topic words, alphabet cards, interactive displays, messages, examples of children's writing and links to the role play areas. These resources should be available for the children to use independently.
- Puppets, props and small world are available for role-play and story telling.
- Activities to develop children's fine and gross motor skills are provided e.g. building wrist strength by twirling ribbon sticks, practising writing patterns with big brushes and water, making letters in the sand
- Inviting book corners have a good variety of well organised quality books
- Displays celebrate children's achievements and support children's future learning. They include typed and handwritten text and captions from adults and children.
- There are daily phonics sessions with children taught in groups according to progress made and also daily English lessons. These are supported by linked independent and adult directed activities. They are clearly described on planning with the use of learning intentions and key questions, along with details of differentiation. Core texts are used and links to the learning theme are made where possible. Teachers plan daily to respond to the learning needs of the children. All children have a writing book, handwriting book and phonics book where directed writing activities are recorded. Self-initiated learning is recorded in the children's learning journals.

#### **Key Stage 1 & 2**

All KS1 and KS2 classes have an English lesson each day. In KS1, children also have a 15 minute daily phonics lesson. Grammar, punctuation and spelling is taught as part of these English lessons. In Year 2, GPS is also taught as part of the phonics lesson in addition to spelling patterns and Phase 5 phonics revision. Opportunities for writing across the curriculum are planned whenever possible so that children can practise writing for different purposes.

Each classroom has an English display which celebrates achievements in writing and has an 'Every time we write...' reminder. Common exception words, punctuation rules and ambitious vocabulary are also displayed.

We have a whole school writing display which celebrates progress in writing across the school.

### **Planning**

Reception use the EYFS Framework to inform planning. Each class plans together around a core text that is usually linked to the current theme for learning and where possible, writing experiences are linked to these learning themes. Within the EYFS, the planning for teacher led and self-initiated learning takes place on a daily basis as it is dependent on and informed by the children's interest and progress. Whole class teaching and small group adult directed activities are also planned for daily to ensure that children's needs are immediately responded to.

Both Key Stage 1 and Key Stage 2 follow the English medium term plans written by Maureen Hughes (a national English consultant who works with the Gosforth Schools' Trust English Leads). They use the objectives from the NC and ensure high quality texts dictate the planning of reading and writing activities. The principles of 'Talk4Writing' are at the heart of our writing planning and we often use 'The Literacy Shed' to provide engaging stimulus to start our writing topics. We work closely in Key Stage teams to develop planning for writing to ensure continuity and progression. We annotate our planning daily and reflect on what has been successful and how we need to move forward to ensure we are meeting the needs of our children.

The majority of our writing lessons are expected to be differentiated according to the needs of the children and teachers indicate on their planning if the children are working with support. Teachers are required to set high expectations during each writing lesson to ensure that children are being stretched. Ambitious vocabulary should be used and children are required to write at length on a regular basis.

Learning objectives are included on all planning and are shared with the class. We display 'This lesson is about... and we are learning to...' for every lesson. These learning intentions are displayed on children's work and are taken from NC objectives. When marking children's work, if the learning objective has been met, then teachers write 'S' for success or an 'I' if they think that it hasn't. Teachers will write 'NS' (Next Steps) and will briefly write how the children can improve their writing next time. After a 'Hot Piece' of writing, both children and teachers mark the targets given with an 'S' or 'I'. Incorrect spellings that the children should know are underlined in pink and children are given the opportunity to have another go at them. Other more difficult spellings may be modelled by the teacher. Children in KS1 and KS2 are given purple polishing pens to edit their own writing.

### **Assessment, Monitoring and Moderation**

Children in EYFS are assessed on an ongoing basis through observation, 1:1 interaction, small group activities and whole class teaching. Baseline assessments take place during the first three weeks of the autumn term, these will be used to inform planning and the organisation of interventions and activities designed to support the children's individual needs. Each child has a Development Matters Profile in which their progress is recorded. Their attainment is entered into SIMS termly. Moderation of observations and teacher's judgements takes place internally along with external moderation meetings within the Gosforth Schools' trust and the LA's statutory moderation.

In Key Stage 1 and 2, children's writing is assessed using our school assessment system. Children are assessed using the NC objectives for writing and we judge whether children are working below, at or above age related expectations. Every term this data is put onto our school tracker system and the information is analysed and used to inform future planning and intervention in writing. Termly Pupil Progress meetings address concerns and plan next steps for children working below expectations or who are not making expected progress.

Writing is moderated regularly in Key Stage teams in school and once a term between schools in the Gosforth Trust. English Leaders across the Trust moderate samples of writing annually and Year 2 teachers across the city meet to moderate writing prior to making judgements for KS1 SATs. Schools are moderated for the end of KS1 SATs in writing by the LA roughly every 4 years and we were last moderated in June 2019.

The English Leader monitors writing across the school through lesson observations, looking at data, book scrutinies, talking to children and planning scrutinies. The English action plan is written in response to the findings of these. The English Leader works with the other English Leaders in the Gosforth Schools' Trust alongside an English Consultant to work on improving writing across the school and to be kept updated as to new developments in the assessment of writing. The English Leader also works closely with the link governor for English doing joint observations and looking at school data and children's books.

### **The Role of Teachers and TAs**

- teachers and TAs are responsible for developing our whole school approach to writing
- teachers and TAs model good writing behaviour and encourage high standards of writing across the school
- all teaching staff ensure that their classrooms have displays of examples of good quality writing to inspire children
- all teaching staff ensure that they read high quality fiction, non-fiction and poetry so that the children have lots of excellent ideas for their own writing
- all teaching staff ensure appropriate provision is made for any child with Special Educational Needs, including pencil grips, visual aids, word banks and adult support
- where possible, these children need to have access to quality first teaching in the classroom
- teachers ensure that ambitious vocabulary is displayed in classrooms and children are encouraged to use these words in their own writing

- all teaching staff keep up to date with record keeping and assessment and understand what children need to do next in order to make progress with their writing and feed these next steps back to the children
- teachers to provide regular opportunities for children to practise the spelling of the common exception words for their year group
- all teaching staff to instil the importance of audience to the children when they are writers

### **Role of Governors**

Governors will support and challenge through:

- visits to school when they will talk to children, observe classroom practice and look at books and displays
- looking at whole school data for writing, analysing, challenging and discussing ways forward
- meeting regularly with the English Leader to discuss the School Improvement Plan for writing, monitoring its progress and impact

### **Working in Partnership with Parents**

The teaching of writing is greatly helped if children are given lots of opportunities to write. At our class coffee mornings for parents and at parents' evenings we discuss ways that parents can support their children with writing at home. In Year 2, we have a SATs information meeting for parents where we share writing exemplifications, illustrating what the expected standards in writing look like. We send out weekly homework tasks across the school and when these are writing based we reiterate the importance of correct pencil grip, letter formation, spelling, punctuation and composition. Children take home spellings to learn where appropriate and the spelling rules are conveyed to parents so that they can support their children effectively. Teachers send home half termly curriculum letters explaining what children will be learning in writing and the objectives that will be covered.