

Thorn Primary School

Writing Policy



Intent

At Thorn Primary School, it is our intent to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. Our pupils will have the ability to write with confidence and accuracy which is an essential life skill that we strive to deliver through our curriculum. Our intention is to help prepare them to play a full and effective role in the society in which they live.

Aims

Our aim is to provide our children with every opportunity to develop their abilities and celebrate their interests and passions by giving them a thorough grounding in knowledge and skills, based in the National Curriculum, and by encouraging their social, moral, aesthetic and physical development. We aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing. Pupils will be given opportunities to find a relationship between the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with wide, varied and creative opportunities to consolidate and reinforce taught literacy skills.

At Thorn Primary School we strive for children to be a 'Primary Literate Pupil' by the age of 11. We aim for every child to be able to:

- enjoy writing and find the process creative, enriching and fulfilling by developing their powers of imagination, inventiveness and critical awareness.
- be inspired to write in response to quality core texts, exciting topics, visitors and events.
- read widely, recognising good writing, and understand what makes it good allowing children to use the knowledge and ideas gained from their reading and transfer them to their own writing.
- acquire a wide vocabulary, have an interest in words and their meanings and confidently experiment with language and vocabulary in oral and written form.
- to have a good understanding of grammatical structures and linguistic conventions that children need to become great writers
- understand a range of text types and genres – be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences
- have a suitable technical vocabulary to articulate their responses and be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- write for an audience or for a purpose.
- know how to plan and prepare for writing.
- understand how to reflect upon, refine and improve their own writing.
- respond to the constructive criticism of others.

STATUTORY REQUIREMENTS

In the Early Years Foundation Stage (Reception) children should be given opportunities to: explore language and literacy in every part of the curriculum. They should become immersed in an environment which is rich in print and be given opportunities to read and write.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen attentively to what others say. They should begin to read and write independently and with enthusiasm. They should apply their Literacy skills across the whole of the curriculum.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literacy and non-literacy texts.

Implementation

Planning

All our writing units are built around enjoyable, high-quality texts selected for their rich and challenging vocabulary within age-appropriate parameters. A long-term curriculum map ensures a progressive balance and range of fiction, non-fiction and poetry units with linked texts, some of which are cross-curricular. Our medium-term planning is drawn from the Lancashire writing overviews as well as the Lancashire Talk programmes. Each writing unit builds towards a specific outcome which is shared with the children at the beginning of the unit and provides clear purpose and audience. Each lesson within the unit has a clear writing skill / objective achievable in that lesson and taken from Thorn Primary School's progressive writing Progress in Learning (PIL). Children are told how each writing skill / objective fits into the wider unit learning outcome-the 'big' picture. A 'success criteria' is essential in supporting and scaffolding children's learning whilst maintaining their independence and is developed with the children throughout the writing phase.

A writing unit incorporates a clear teaching sequence from Reading to Analysis to Gathering Content to Writing to Editing and Improving. At Thorn Primary School we have a strong emphasis on high-quality teacher modelling of the writing process encompassing metacognition strategies to show composition, precise and effective vocabulary choices, application of grammar and spelling skills, and use of punctuation. Children are invited to re-read aloud writing which has been modelled which encourages them to read aloud their own as well as peer writing.

Grammar

From Year 2 upwards, grammar skills will be taught both explicitly alongside the writing unit and woven within writing sessions. We utilise a '*Grammar Starter*' approach following the '5I' model:

- Immerse
- Imitate
- Innovate
- Invent
- Improve

Punctuation and word class skills will be taught both explicitly alongside the writing unit and woven within writing sessions. We use a '*Grammar Starter*' approach following a slightly different model:

- Function – identify
- Collect and Classify

- Oral Practice
- Improve
- Construct

Spelling

In EYFS and Year One, spelling is taught within the daily systematic phonics programme and is further developed within the writing lessons.

In Year 2, children build on their phonics learning through daily spelling sessions following the Red Rose Year 2 Spelling Programme – a comprehensive daily spelling programme based on the National Curriculum requirements for spelling in Y2, including ‘common exception words’. This teaching and learning is further consolidated through grammar, reading and handwriting sessions.

In Key Stage Two, we follow the ‘No Nonsense’ spelling programme which is aligned with the National Curriculum content. Children receive three 20 minute weekly whole-class spelling sessions taught by the class teacher. A range of spelling strategies are modelled and applied with the aim of all children finding a strategy that works for them. Strategies include:

- Look, say, cover, write, check
- Trace, copy and replicate (and then check)
- Segmentation strategy
- Quickwrite
- Drawing around the word to show the shape
- Drawing images around the word
- Pyramid writing
- Rainbow writing

A range of fast-paced, engaging activities and games are utilised throughout each session. Children record their learning in a ‘Spelling Journal’ which is taken home with them at least once a week allowing them to practise and consolidate their learning.

CROSS-CURRICULAR LINKS

English contributes to the teaching of all National Curriculum subjects, actively promoting the skills of reading, writing, speaking and listening. Some of the texts studied by the children within the Literacy develop knowledge, understanding, concepts, skills or attitudes within other core and foundation subjects. Teachers seek to take advantage of all opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

THE WRITING DIET INCLUDES:

- **Shared Writing** – where the teacher models, scribes, and supports composition for the whole class. The teacher uses the text/s from the shared reading sessions as the model for writing. Teachers follow the sequence for writing and this is reflected in their planning. Effective use is made of *Developing Early Writing* and *Grammar for Writing* within these sessions. Appropriate units from these documents are referenced on the unit planning sheets.
- **Guided Writing** – guided writing sessions are used to support groups of children working on specific objectives. In Foundation/KS1 the balance is more towards reading.
- **Independent/Personal Writing** – takes place in writing corners that are sometimes themed and role-play areas.
- **Cross curricular writing** - children are encouraged to write for a variety of purposes across the breadth of the curriculum

The writing journey

Reading & Analysis

Hook

Introduction of key vocabulary

Dissection of a high-quality text example and production of a writer's toolkit



Gathering Content

Introduction, exploration and practise of two to three skills that are the focus on the writing journey for this particular unit.

Skills are taken directly from the writer's toolkit.



Modelled Writing

Teacher to model (over a few days) the skills taught throughout the unit following the structure of the modelled plan and incorporating genre specific features.

Daily success criteria to be used alongside writing.

Daly proof-reading and editing to be modelled.



Modelled Planning

Teacher model of a text in this genre.

Use the high-quality text explored as a plot pattern and innovate with the children making specific changes.



Planning for Independent Writing

Children to use the same planning structure from the modelled plan to produce their own plan in a new context.

They will be given specific changes to make e.g character viewpoint, setting, event...



Independent writing

Children follow their own plan to write independently. The aim is for them to apply the taught skills independently.

Only pupil designed success criteria can be used.



Independent Editing and Improving

Children to make corrections and improvements to their own work

Throughout the writing phase, Grammar Starters will be utilised and spelling lessons will take place.

Some writing units will lend themselves to different kinds of presentation such as:

Performance

Illustration

ICT

Therefore, a range of approaches should be utilised across the year.

Reading & Analysis	<p>Hook: In order to make the writing engaging and purposeful, there will be some sort of hook into the learning journey</p> <p>New Vocabulary: Genre specific and well-chosen words are introduced and collected throughout the unit and displayed on the working wall. These are referred to throughout the learning journey and their application modelled.</p> <p>High-quality dissection: A focus on features of the genre including which writing tools are best suited and why with an emphasis on audience and purpose. This will include vocabulary, grammar and punctuation skills alongside writing style.</p> <p>**In KS2, the reading and analysis phase will take place outside of the writing lesson and within the whole-class reading lessons.</p>
Gathering Content	<p>In this phase, children will explore in depth two to three specific writing skills which match the genre and are taken from the writing Progress in Learning (PIL) for the year group. Children will become familiar with the purpose of the writing skill and the impact it has on the reader. They will practise the skill through sentence level work and short incidental writing opportunities. Teaching of the writing skills will be collected on the working walls to support children's independence.</p>
Modelled Planning	<p>Here, a planning frame will be modelled to the children. <i>Different planning formats will be utilised depending on the genre and text-type.</i> They will be guided to use the skills taught as part of the learning journey as well as key vocabulary. Planning formats can be scaffolded to support children at this stage including plot patterns to follow, key changes to make and specific skills to include.</p>
Modelled Writing	<p>During this phase, the teacher will model write each section of the writing piece following the modelled plan. A daily 'success criteria' will be generated by/alongside the children and clearly displayed and referred to throughout the model. Skills taught within this unit as well as previously taught skills will be applied to the writing, including specific grammar, punctuation, spelling and vocabulary. The modelled write will have been pre-written by the class teacher to ensure the use of meta-cognition, including 'teacher-talk' and deliberate mistakes will model the writing process of editing and improving and allow the children to apply their learning. Following on from each modelled session, children will follow their plans and the teacher model to write each section. Innovation techniques can be utilised here to allow children to explore their own ideas within a structure. Teachers and Teaching Assistants will work with focus children and groups as well as utilising on the spot marking for instant feedback to assess and move learning on.</p>
Independent Planning	<p>Children will be provided with a different context in which to plan their own version of the text-type. The context will be one that the children have lots of content and ideas for. It could utilise the shared text or have cross-curricular links. In some cases, research or character/setting exploration will have taken place prior to the planning. The planning format will follow the same pattern as the modelled plan and children will be expected to complete this independently.</p>
Independent Writing	<p>Here, children follow their own plan to write independently. They will not be given any pre-generated or shared success criteria as the emphasis is on the children developing their own success criteria. Children will apply the skills they have learnt and this piece of writing will be used by Teachers for assessment purposes and for moderation.</p> <p>Independent writing happens at the end of a taught and modelled unit, and it is therefore expected that children will have three pieces of independent writing per half-term in KS1 and two in KS2.</p>

Editing and Improving	This will not happen solely at the end of writing and will in fact be encouraged throughout the modelled and independent writing phase. This 'modelling' of editing is essential as children will not automatically know how to spot inaccuracies, make corrections, improve through punctuation, sentence structure and word choice. Children will be encouraged to read aloud their writing to themselves or others to support this stage.
------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SPEAKING AND LISTENING

During writing sessions, there will be a balance between teacher and child talk with planned opportunities for speaking and listening across sessions. Speaking and listening skills should be taught and modelled as explicitly as other skills. At Thorn Primary School, there are high expectations about the quality and standard of talk and all staff model these expectations all the time. There are opportunities for talk partners to respond to focused questions with specific guidance on what has to be discussed and what outcome of the discussion should be. Drama techniques are utilised where they will have the greatest impact – this might be in the reading sessions for analysis and gathering content.

THE WORKING WALL

All classes must have a working wall - a display which reflects the reading and writing process from analysis to outcome. It should be uncluttered and accessible. The working wall should show work-in-progress and should support independent work. Teachers and Teaching Assistants should actively model using the working wall in their teaching which builds an expectation of children to do the same.

Impact

ASSESSMENT

Formative assessment happens daily. Teachers' lesson evaluations include comments about group/individual progress. Writing targets are set and evaluated using the children's individual Target Booklets. At Foundation/KS1, the attainment towards the targets is assessed by the class-teacher. As children progress through KS2, they are encouraged to contribute to setting and evaluating their own targets. At the end of each piece of independent writing, Teachers carry out a detailed mark and complete Target Booklets. Termly, Teachers use the Target Booklets to make judgements on children's abilities against each target taught and update the Progress in Learning (PIL) documents assessing against the following areas:

- Vocabulary, punctuation and grammar
- Composition
- Spelling
- Handwriting

This is used to inform class teachers and senior leaders (through pupil progress meetings) of any areas of learning that need re-visiting and any children who need additional support through targeted group work or intervention. Teachers communicate any concerns to the SENCO who carries out appropriate diagnostic assessment. Writing moderation and pupil progress meetings take place termly to share best practice, support teacher judgements and identify next steps.

Baseline assessment takes place within the first 6 weeks of the children starting school in EYFS. Statutory Assessment is carried out at the end of Key Stage 1 and Key Stage 2 for writing which is Teacher assessed in line with government policy, with a sample of schools being selected for external moderation.

INTERVENTION PROGRAMMES

Regular Assessments enable children to be identified who need further intervention.

These include:

- Ginger Bear-develops speaking and listening and social communication
- Black Sheep-follows on from Ginger Bear developing these skills further
- Speech and Language Therapy
- Write Away Together-1-1 or small group intervention targeted at Key Stage 2 children to address gaps in learning
- Fast Forward Grammar-Key Stage 2 intervention for children who are working slightly behind Age Related Expectations in Grammar
- Fast Forward Spelling - Key Stage 2 intervention for children who are working slightly behind Age Related Expectations in Grammar
- Tailored Intervention-targets Year 1 children who are working slightly behind Age Related Expectations in both Reading and Writing

Inclusion

Pupils at Thorn Primary School will be given equal access to writing opportunities. Differentiated activities and tasks will be given to support the needs of all pupils. This will include different lines in books, scaffolding tasks and activities.

Children in the Lighthouse provision receive Words First to supplement phonics teaching and follow KS1 planning, as part of their bespoke learning plans.

FEEDBACK AND MARKING

Feedback and marking of writing is in line with the school's feedback and marking policy. The purpose of marking is to assess the child and help them improve and move to their next steps in learning. All marking should respond to the learning objective. Verbal Feedback, on-the-spot marking/live marking, is best practice allowing children to progress in a timely way. Where the objective has been met this should be acknowledged and any relevant next steps should be indicated. Time must be given for children to respond to marking and edit their work. Independent pieces of writing should be quality marked in line with the writing 'Progress in Learning' document and using pink and green pen to inform teacher assessment and children's next steps.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our Literacy Governor. This policy will be reviewed every 2 years or in the light of changes to legal requirements.

ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:-

- pupil progress
- provision of Literacy (including Intervention and Support programmes)
- the quality of the Learning Environment;

- the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments in English and literacy