Writing Policy

Policy Last Reviewed	September 26
Next Review Due	September 27

Durrington Infant and Junior Federated Schools

Writing Policy

Statement of disability awareness: *We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, medical condition, attainment and background. The school will ensure that all children have access to a balanced and broadly-based curriculum, which is flexible enough to ensure that every child's needs are met, so that they can be fully included in all aspects of school life.*

We will strive to eliminate prejudice and discrimination, and to develop an environment where all members of the school community can flourish and feel safe.

Values

Together we…

Love learning

Have fun

Care and respect

Never give up

Succeed

Vision

Working together to succeed.

Mission Statement

At Durrington Infant and Junior School we promise to create a happy, secure and stimulating learning environment in which all members of the school are encouraged and supported to succeed.

We will develop a love of learning in children and adults which is inspired by a creative curriculum and quality teaching.

We will work together to challenge, inspire and motivate all children to become independent, confident and caring citizens.

Introduction

The purpose of this policy statement is to ensure a common shared outlook and approach to teaching and developing children's writing, to aid consistency, coherence and continuity throughout the school. As writing is a complex linguistic skill which develops gradually in parallel with reading and speaking and listening, this policy should be read in conjunction with the following policies:

- Teaching and Learning Policy
- Reading Policy
- Phonics Policy
- Handwriting Policy
- Assessment Policy
- Live Marking and Feedback Policy
- SEND Policy
- Inclusion Policy

Scope of the Policy

This policy applies to all members of Durrington Infant and Durrington Junior Federated Schools. This includes staff, pupils, volunteers, parents/carers, visitors and community users.

Curriculum Intent

At Durrington we believe that all pupils should be able to confidently communicate their experience, knowledge, ideas and emotions through their writing, thus preparing the children for the next stage of their education and enabling them to play a full part in society. We want pupils to develop an ambitious range of vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a neat, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

Aims

We encourage our pupils to write across the whole curriculum and not just in their English lessons. We believe that by teaching the children to write at age appropriate levels they will have the skills to be able to:

- be confident, fluent and independent in written language.
- provide opportunities to write in different contexts and in different styles for different audiences.

- encourage all pupils to understand and use Standard English spelling, punctuation and grammar.
- develop the stamina and skills to write at length.
- use accurate spelling and punctuation.
- be grammatically correct.
- write in a range of ways and for different purposes.
- express themselves creatively and reflect about the content of their work.
- organise their thoughts and ideas logically that are appropriate for their intended audience.

Statutory requirements

Statutory requirements for the teaching and learning of Writing are laid out in the National Curriculum English Document (2014) and in the Early Years Foundation Stage Statutory Framework (2014). These requirements have been transferred into year group planning documents, in order to enable teachers to track coverage.

Implementation

We teach writing as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. In EYFS, KS1 and lower KS2 this is achieved through the use of the Talk For Writing initiative, where children learn a high quality example text and retell the text using a text map. Using this text as a model they practise writing their own version with a focus on specific grammar skills, before independently applying the taught skills to a text they have planned. During the Talk for Writing process children learn through the use of text maps, scaffolding, boxing up, writing toolkits, rule kits and word banks and are engaged in the writing process by providing stimulating first hand experiences, e.g. trips, storytellers and drama. High quality texts are essential to the teaching of writing as they allow the children to engage in literature and access the wider world. The writing process is modelled using high quality texts that are inclusive and rich in language which are then studied and imitated allowing children to practise key writing skills with a clear structure. In upper KS2 the main principles of Talk for Writing are used to support learning (modelling, toolkits, word bank) however children are taught to plan and write with greater independence and ownership of their writing. Throughout this learning journey, children are taught to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning.

Spellings: *Spellings are taught using Spelling Shed (https://www.spellingshed.com/en-gb/). Children are taught spellings in accordance with the Spelling Shed framework which provides weekly lessons and games to practise spelling which can be accessed at home. In Reception and year 1, and for any children in year 2, 3 and 4 still receiving phonics teaching, spelling is taught as part of the Little Wandle Revised Letters and Sounds phonics scheme during phonics lessons. Where possible* Teachers make links between the weekly spelling pattern and other areas of the curriculum to maximise learning opportunities, such as ensuring key

texts contain appropriate spelling patterns. Spellings should be displayed so that children can refer to the in lessons.

Grammar and Punctuation: Grammar and punctuation knowledge and skills are taught through daily starters that link to the main English lessons. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills. These skills are then demonstrated in shared and guided writing sessions, modelling to children how they can be applied in their writing.

Presentation: Handwriting is not only taught discretely; it is an integral part to any lesson and is reinforced daily, as such children use handwriting paper in English lessons to maintain a focus on handwriting. Children are expected to use joined, legible handwriting up to year 4, where they can then write in blue pen. Year 5 & 6 all children write in pen.

EYFS:

- Pupils are encouraged to write independently.
- Pupils learn Talk for Writing texts and are encouraged to orally retell texts.
- Daily phonics sessions are taught using the Little Wandle Revised Letters and Sounds programme which enables pupils to sound out words and write them using their Grapheme, Phoneme Correspondence (GPC) knowledge.
- Role-play provides context for pupils to use and develop their writing skills.
- Their emergent writing is valued and encouraged.

KS1:

- Daily phonics sessions continue throughout year 1, and for those pupils in Year 2 who are not yet fluent with phase 5 sounds, using the Little Wandle Revised Letters and Sounds programme. Grow the Code grapheme charts support pupils to make accurate spelling choices when writing.
- Pupils learn Talk for Writing texts and are encouraged to orally retell texts.
- Pupils are encouraged to say their sentences out loud and to write down ideas as part of the planning process.
- After writing, pupils are asked to read their writing to check it makes sense and to talk about it with an adult.
- The editing process starts in KS1 by pupils being encouraged to check their own writing for spelling and punctuation errors.

KS2:

- Pupils learn Talk for Writing texts and are encouraged to orally retell texts.
- As pupils master writing skills they will move away from oral rehearsal of texts and start to study use similar writing as models for their own writing.
- Pupils are taught how to plan and redraft their writing.
- Feedback is given by other pupils as well as the class teacher, to enable the pupils to reflect and edit their own writing.
- Daily phonics sessions continue for those pupils in year 3 who are not yet fluent with phase 5 sounds, using the Little Wandle Revised Letters and Sounds programme. Grow the Code grapheme charts support pupils to make accurate spelling choices when writing.
- Children who still struggle to decode in year 4-6 will have a daily echo reading intervention to support fluent reading.

The Literacy Learning Environment

We promote a literacy rich environment where learning is made visible:

- Key words banks and spelling to promote independent learners
- Resources labelled and easily accessed
- Texts maps and toolkits for key texts must be displayed
- Dictionaries and thesaurus easily accessed
- Writing opportunities in all Early Years areas
- Writing opportunities linked to role-play throughout school
- Shared worked is displayed on a washing line for children to refer to during independent writing.
- Talk For Writing key conjunctions are displayed for children to see.
- Handwriting policy example is displayed in all classrooms.

Planning and Assessment:

Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific writing strategies, oral response and high levels of collaboration. The children join in individually or through partner work where appropriate.
Teachers plan sequences of lessons to build towards a longer writing outcome, ensuring progression in complexity of tasks and expectations year on year in line with the talk for writing scheme.
There is a balance between fiction, non-fiction and poetry. Teachers seek to take advantage of opportunities to make cross-curricular links where relevant. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Pupil feedback is directly linked to the success criteria of the lesson. Positive verbal feedback is given during live marking of the children's writing, and feedback on less successful elements of the children's work will clearly state what needs to be improved, providing a brief indication of how that improvement can be made.

Half-termly class review meetings monitor the progress and attainment of children's writing, and where necessary additional strategies and resources are identified and planned to support the children in class.
Monitoring of writing takes place frequently during staff meetings, phase meetings, year group PPA and with other local schools with support from the Durrington family group of schools.

Comparative Judgement will be used to assess and moderate writing, in conjunction with the assessment policy.

Inclusion

We aim to provide for all children so that they achieve as highly as they can according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Children with identified SEND in writing receive tailored support from SEND TAs.
'More able' children in English are identified and challenged appropriately. Challenges for these pupils are provided within English lessons or in addition through a range of wider opportunities e.g. More Able Writers Workshops.

Impact

All children will enjoy writing across a range of genres, make links and apply their skills in cross-curricular topics. Children of all abilities and all backgrounds will be able to succeed in all English lessons because work will be appropriately scaffolded. They will have developed a wide vocabulary, through explicit teaching, that they are able to use within their writing and will have a good knowledge of how to adapt their writing based on the context and audience. Children will leave school being able to effectively apply the spelling rules and patterns they have been taught.