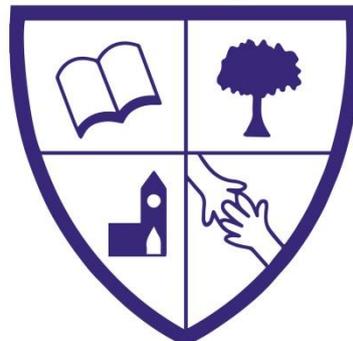


Turton & Edgworth



C.E.M.P.S.

## Writing Policy

<b>Compiled by:</b>	<b>English Subject Leader</b>
<b>Presented to staff:</b>	<b>December 2018</b>
<b>Presented to Governors:</b>	<b>12<sup>th</sup> February 2019</b>
<b>Presented to Parents/Carers:</b>	<b>15<sup>th</sup> February 2019</b>
<b>To be reviewed:</b>	<b>Every three years or sooner if required</b>
<b>Review dates:</b>	<b>Feb 2024</b>
<b>Amendments:</b>	<b>Inclusion of cross curricular writing Inclusion of progression steps for EYFS</b>

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### Our school's vision

*Life and life in all its fullness. (John 10:10)*

We will be a village school which provides an outstanding, rich and broad curriculum in our caring, Christian environment. We aspire for *all* to reach out to the wider community, and world, as they achieve their full potential academically, socially, culturally and spiritually.

### Our school's mission

*...and the greatest of these is love (Corinthians 13:13)*

We celebrate *all* successes in our happy, inclusive and aspirational school. Our mission is underpinned by our Christian values: **forgiveness**, **thankfulness** and **respect**. These values are overarched by **love**.

## WRITING POLICY

### Introduction

At Turton with Edgworth CEM Primary, we believe that the ability to write with confidence and accuracy is an essential life skill. Writing is a complex process that draws upon more than handwriting and spelling. It is the ability to effectively communicate ideas, information and opinions through the printed word in a wide range of contexts. Successful writers understand the social function and characteristics of writing in order to use different genres appropriately, matching it to audience and purpose. Writing also requires the writer to understand, and accurately apply, the conventions of syntax, spelling and punctuation. We aim to equip children with the skills necessary to achieve this throughout the curriculum.

### Intent

Our aims are for all children at Turton with Edgworth CEM Primary to:

- Write with confidence, clarity and imagination;
- Understand and apply their knowledge of phonics and spelling;
- Understand how to write in a range of genres (including fiction, non-fiction and poetry), using the appropriate style, structure and features;
- Plan, draft, revise and edit their own work, and learn how to self- and peer-assess against the success criteria;
- Write with grammatical accuracy and use their understanding of grammar to discuss their (and others') writing;
- Develop their imagination, creativity, expressive language and critical awareness through their writing;
- Develop a fluent, joined and legible handwriting style which can be adapted to fit purpose (see handwriting policy).

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We aim to develop, through our teaching of writing, the following attributes and attitudes:

- Curiosity and interest;
- Pleasure and thoughtfulness;
- Critical appraisal;
- Independence;
- Confidence;
- Perseverance;
- Imagination.

Good writers:

- enjoy writing and find the process creative, enriching and fulfilling;
- read widely, recognise good writing, and understand what makes it good;
- are aware of the key features of different genres and text types;
- learn about the skills of writing from their reading and draw (consciously or unconsciously) upon its models in their own work
- have 'something to say' (a purpose) and know how to say it for the specific audience;
- know how to develop their ideas;
- know how to plan and prepare for writing;
- make informed choices about what they are writing, as they write (for example, about vocabulary, grammar, text structure, etc.);
- understand how to reflect upon, refine and improve their own work;
- can respond to the constructive criticism of others.

## Teaching and Learning - Implementation

### Process of writing

Writing at Turton with Edgworth CEM Primary School is taught in a range of ways, and across a range of subjects. We aim to link writing and Topic as one; therefore, creating a wide range of cross-curricular writing opportunities. We believe that in order for children to see themselves as successful writers they need to be involved in writing for a purpose.

We follow the National Curriculum (2014). This ensures we have clear planning of skills and progression across school. A range of genres and skills are covered, revisited and embedded throughout a child's time at school. Genres are taught and learnt considering the:

- purpose
- form
- audience

Throughout each unit of English work, the links between reading and writing are made explicit - we read as writers and we write as readers. We use books as a starting point to a unit of

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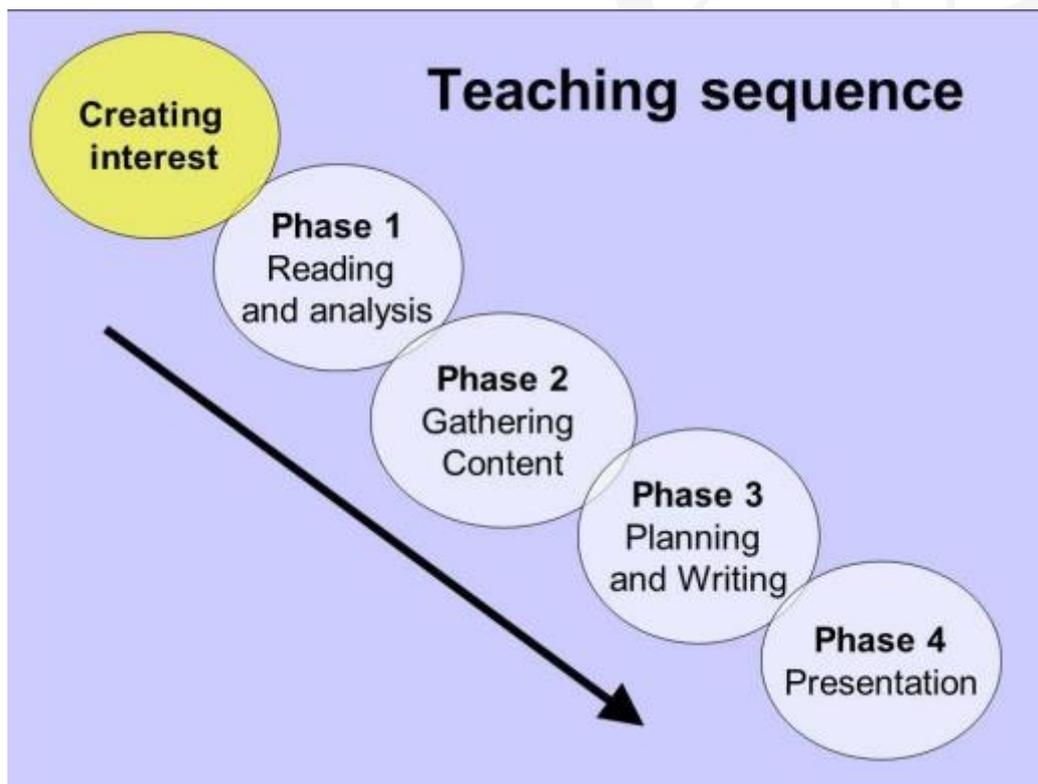
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writing to inspire children and also provide a model from which to develop their own plot, style and ideas. Often, we look for a 'hook' to get the children talking and excited. We recognise that speaking and listening skills are integral to the development of writing; as is a healthy reading diet.

The progress throughout each unit of work shows the transition between reading as writers (focusing on structure, characterisation, and language features etc.) to writing as readers (word play, describing, composition, planning, editing, revising etc.). Within this structure there is flexibility to meet the needs of the pupils or the unit of work.

### What the process of writing looks like:



The teaching and learning of writing varies across the age range in school. In the early years emergent writing is encouraged through the use of different writing materials, including felt tipped pens, crayons, shaving foam, chalk, sand, magnetic letters, big brushes, water, paint and computers, as well as writing in the role-play areas, such as postcards, menus, invitations, labels etc. Alongside this, children take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible script.

As children progress throughout the school, they are given many opportunities to write independently and to apply the skills they have learnt and practised in shared and guided

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writing. Through linking writing to a class's current topic, planning for a specific purpose or writing in response to a particular experience, writing is made meaningful. At the end of every half term, each teacher chooses a 'shining' example of work which is displayed in The Reading Room in The Barlow our local community hub

### **Curriculum:**

The following explains a range of ways we develop skills in the four areas of the writing curriculum. The English Handbook holds more teaching information that will aid planning.

#### **1) Composition:**

All writing skills, including the skills needed in the composition of writing, are taught in a range of ways:

#### **A range of genres and text types**

Our whole school curriculum overview encompasses all of the texts which are used as writing stimuli throughout school. These books have been carefully selected to ensure that they challenge and stretch our children and offer a variety of writing outcomes including varied and progressive genres across school. In addition children have opportunities for cross-curricular writing in other subjects giving them the chance to showcase their subject knowledge through written form.

#### **Talk for Writing**

'Talk for writing' is essential to enable children to articulate their thoughts, retell stories, orally create new stories and orally rehearse what they are going to write and re-read what they have written. This underlines and runs alongside the writing process.

#### **Modelling Writing**

The teacher talks aloud the thought processes as a writer. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuation, rehearsal, proof reading, editing, word selection, sentence construction and paragraphing.

#### **Shared Writing**

This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas.

#### **Supported Composition**

The children work in pairs to provide the next sentence of the text. This may follow from the modelled or the shared writing process.



### **Guided Writing**

Pupils are grouped by writing ability. The teacher or other adult works with the group on a carefully selected task appropriate to that group's needs and targets. This will focus on a particular aspect of the writing process rather than writing a complete piece. During guided writing sessions, children learn how to 'up-level' their work in specific ways.

### **Editing**

Purple pens are used to make edits to a piece of writing. It is our philosophy that your first draft can always be tweaked and improved to produce a piece of writing which the child is proud of. We encourage children to develop independence and embrace the learning opportunities that arise when mistakes are made. The children are encouraged to cross out, make additions and correct their work. We want our children to always strive to improve.

### **Independent Writing**

Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit and assess their work, applying the skills they have learnt throughout the unit of work on that particular genre.

### **Displays and writing tools**

Dictionaries and thesauruses can be found throughout school and children are taught how to use them effectively. In each classroom, writing aides are clearly displayed. Children are encouraged to use these displays to scaffold their learning. Displays follow our writing phases so that the children can clearly see the things that they will be able to utilise and access to help them throughout their writing process.

### **2) Transcription: Phonics & Spelling**

It is our belief that the ability to spell each word in the English language is not just acquired, and cannot be achieved through setting weekly tests. Children are actively taught how to spell on a daily basis. Frequent phonics and spelling sessions build their knowledge to enable them to sound out words and spell high frequency words correctly. Spelling homework is set throughout KS1 and 2 on a weekly basis and this is followed by a spelling test. Spelling expectations are taken from the National Curriculum for each year group. We use the Twinkl scheme to support our spelling teaching in KS2.

Ways in which we actively teach spelling:

explicit whole class teaching of spelling rules and patterns

- explicit whole class teaching of individual words using Look, Cover, Write, Check.
- small group and individual work where needed
- addressing common spelling mistakes when marking and feeding this into daily activities and displays.

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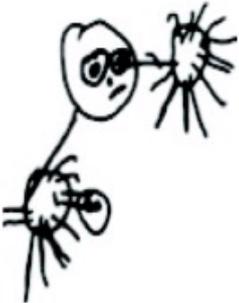
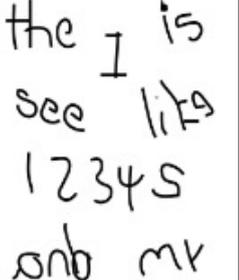
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3) Progression of writing in EYFS

HeidiSongs' Chart of the Developmental Progression of A Child's Writing			
 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Thehcanr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wn to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i wot to play withf the white board and the shapes and I won to play withn my fen (Today I want to play with the white board and the shapes, and I want to play with my friend.)</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I fad Thim. The end (One day I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.)</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

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#### 4) Transcription: handwriting

Please see handwriting policy.

#### 5) Vocabulary, Grammar and Punctuation

Vocabulary, grammar and punctuation is planned and taught as an integral part of each unit of work. GPVS work may also be taught exclusively throughout the week. The objectives are carefully matched to the unit of work to enable them to be taught and learnt within a meaningful context.

#### Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's writing at all ages, by encouraging them to write for a range of purposes such as shopping lists, diaries, notes, letters, cards, stories etc...

Weekly age-related spellings are sent home along with guidance to support parents in helping their child learn the individual words and spelling rules.

#### Assessment and Record Keeping - Impact

Writing is assessed and moderated using the National Curriculum statements and 'Target Tracker'. These are in line with National Curriculum 2014 and are updated according to interim guidance. All elements of writing are teacher assessed using this system:

- Transcription - Handwriting
- Transcription - Spelling
- Composition: grammar and punctuation
- Composition: composition

Evidence for each of these criteria may be found in:

- Writing books
- Other curriculum subject books.
- KS1 (and less able KS2 pupils) 6 weekly phonics tracking assessment
- Weekly spelling tests
- Termly Rising Stars GPS tests
- SATs at the end of Key Stage One (Y2) and end of Key Stage Two (Y6) for GPVS

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement and to promote the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

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All children have particular learning needs, including SEN and Gifted and Talented. Standards of writing are monitored termly, as well as through formative classroom assessment, and provisions are put into place to support identified children. Writing support is carefully chosen to meet the needs of children. These may include 1:1 sessions, small writing groups and phonics intervention groups.

### **Monitoring**

Writing throughout the school and how it reflects this policy will also be reviewed throughout the year in the following ways:

- SLT/staff book-looks
- EYFS/KS1/KS2 external moderation
- EYFS/KS1/KS2 internal moderation
- Moderation with other schools
- Learning walks
- Classroom observations
- Subject Ambassador meetings and pupil voice.

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