



## Writing Policy

### Introduction

Writing is a key life skill. It is important that children are encouraged to write from a very early age, developing the necessary skills to become a confident, successful writer. Writing involves developing a command of sentence and text structure, grammar and punctuation, an ability to edit and evaluate their own and other's writing, a knowledge of how spoken language translates into the written word, an awareness of audience and purpose across a range of genre and developing competency in spelling and handwriting.

As a result of this policy there will be increased consistency in the way writing is taught across the whole school and standards will be raised.

The implementation of this policy is the responsibility of all staff.

Presentation policy and handwriting policy must be used in conjunction with this policy.

### **Aims:**

Our policy will:

- Ensure progression in the teaching of writing across the whole school
- Provide meaningful experiences using a range of contexts inspired by quality stimuli
- Inspire learners to write through providing exciting opportunities
- Provide opportunities for drafting and editing
- Ensure writing is presented to a high standard, encouraging children to have a sense of pride in their work
- Give opportunities to understand the structure and language features for different genres of writing

### Teaching and Learning

- Writing must be taught in a cross curricula way.
- All genres will be taught in all year groups
- Each genre will be taught as a unit of work, lasting up to 3 weeks

- Narrative writing and poetry will be taught termly
- Familiarisation with text types will be through reading and analysis
- Children will begin writing through writing a completely unaided piece (cold write.) This will be assessed against QLA spreadsheets to identify what children can do and what they need to be taught to do. Assessment will then inform planning.
- Children will then be taught the genre of writing through modelling, shared composition, guided writing and independent writing. This will be edited through marking to produce a final finished piece (warm write.)
- Writing will be planned using the agreed planning formats (Story mountain for narrative, spider diagram for non-fiction)
- A WAGOLL will be used to demonstrate expectations.
- Success criteria (Good, Great, Fantastic) using the agreed whole school format will be shared with the children prior to writing.
- Non negotiables - elements that need to be included in every piece of writing will be displayed and used by children in every piece of writing.
- In their writing children need to include the elements of their success criteria and the class/group non negotiables.
- At each stage of writing the teacher should mark the writing and give feedback in line with the feedback on learning policy.
- All planning, drafting of writing must be completed in literacy books. The left hand page must be left blank to allow space for drafting and editing.
- All drafted writing must be rewritten as best final pieces; this will improve presentation skills and develop pride in work. Work can be presented in a range of ways, for example persuasive leaflets once writing is completed in books can be made into a leaflet. Art and design can be incorporated, for example illustrating work using a certain medium. Older children may choose how to present their written work. (reference presentation policy)
- After teaching i.e. after children have drafted edited and produced a final piece, they must be given an independent task relating to the genre to complete. This will then be assessed by the teacher use the objective trackers and kept with the initial piece of writing in a writing file as evidence of progress and attainment. (Hot task)

### **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 from either modelled or the shared writing process.

## **Guided Writing**

Pupils are grouped by writing ability according to their levels and/or target needs. The teacher works with each group in rotation during the week so that every child partakes in guided writing once per week. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process as opposed to writing a complete piece. Tasks may include the processes of planning, 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. LSAs are also expected to take guided writing groups when appropriate.

## **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

## **Foundation Stage**

### ***Nursery***

Mark making and strengthening hand muscles as well as developing fine motor skills will be taught both as a focussed activity in a small group and across the provision.

### ***Reception***

Continues to build on the skills developed in nursery and at the point when they are ready children will be taught a range of genres in a cross curricula manner with additional opportunities to practise writing independently relating to the genre taught through prompts across the provision. For these children there will be no reason to write an initial piece for assessment as it will be the first time the children have accessed the differing genres.

## **Spelling/Phonics**

Phonics is taught using the Read, Write Inc. programme, once children have completed this, they progress to Read, Write, Inc. spelling programme. Please see Spelling/Phonics policy. This is taught as a specific session, however children are expected to apply their learning into their writing.

## **Handwriting**

Handwriting is taught using the Cambridge PenPals scheme. This is taught as a specific session, children are expected to apply their handwriting skills into their writing.

### **Special Educational Needs**

Children will be supported to write independently to the best of their ability. This will be through the use of a scribe, amanuensis, use of an alpha smart/laptop. If they are using a laptop the spelling/grammar element of the software needs to be turned off. For each theme/Genre of writing teachers will use language mats which will incorporate key language and SPAG children will encounter during writing. Writing frames will also be used to support writing.

### **Assessment**

Assessment is ongoing and informs planning using the QLA sheets (National Curriculum 2014 objectives for writing) in KS1 and KS2. Assessment in foundation stage is against the EYFS profile.

Termly assessments are made using a best fit approach indicating whether a child is emerging, expected, exceeding. Progress meetings will involve discussions around progress in writing and attainment in writing. Intervention needs to be planned for those children who are falling behind their expected attainment or who have not made sufficient progress.

Termly Moderation particularly for year two and year six children will ensure consistency in assessment. This will include moderating with external practitioners.

### **Learning Environment**

Writing must be displayed in the learning environment. This provides WAGOLL'S, celebrates success and encourages a sense of pride in written work. Helpdesks provide prompts such as writing checklists, reminders, success criteria which children should be encouraged to access independently to support their learning.

### **Monitoring**

This policy will be monitored regularly by the deputy head teacher with feedback given to individuals and relevant persons. Termly work scrutiny carried out by the Head Teacher and Senior Leadership Team will always have scrutiny of writing as a feature. This will ensure high standards and consistency across the school.

### **Review of Policy**

This policy will be reviewed and amended annually. The next annual review will be May 2017.