



Glen Park Primary School

Writing Policy

January 2017

AIMS

- To promote enthusiasm for writing, by providing a wide range of stimulating experiences.
- To provide the children with the skills that will enable them to write with confidence and fluency.
- To ensure that children are able to produce legible and joined handwriting.
- To develop the skills which allow children to recognise the features of different genres, in order to write for a variety of purposes.
- To develop children's ability to plan, draft, edit and improve their own work.
- To enable children to understand the key spelling patterns.

INTRODUCTION

A competent writer applies a variety of skills simultaneously, without consciously thinking about it. These skills consist of:

- Compositional Skills – content, purpose and audience
- Transcriptional skills – handwriting and spelling
- Grammar and Punctuation skills.

The children are taught these skills during shared, modelled and guided writing sessions. The skills are then reinforced through independent activities and consolidated during the plenary. They will also be used in all other areas of the curriculum.

TALK FOR WRITING

A Talk for Writing approach is used throughout the school, following three distinct stages, Exploring, Building and Inventing. Teaching staff have the flexibility to incorporate the stages of Talk for Writing that best suit the needs of their class. High-quality texts are sourced linked to class topics and themes together with pupils' interest, and used as a basis to teach a range of writing.

EXPLORING

During this stage, pupils immerse themselves in the text in order to familiarise themselves with the language and features. This is delivered through a variety of activities including role play, vocabulary games and exploration, vocabulary work, text mapping and art work. A title sheet is placed in the literacy book to indicate the start of a new unit.

BUILDING

Once the children are familiar with the text, they are taught the key skills for that unit of writing. Planning identifies the grammar skills that will be taught during this phase. As they unpick the writing process to prepare them for independent writing, they build up a toolkit. The building stage will include a range of activities such as, exploring variation in sentence structures and learning how to control writing with appropriate punctuation and grammar. Marking identifies basic misconceptions and mistakes in punctuation and spelling. Opportunities are provided for children to practice key targets related to their identified next steps. A big emphasis is placed upon modelling sentence structures using the grammar features and children rehearse those and begin to craft their own sentences. In KS2

children are taught to develop cohesion through short paragraphs. Children are taught skills in editing and improving.

INVENTING

Now that the children have these skills, they are equipped to be able to transfer them into an independent piece of writing which will demonstrate their knowledge of the genre they have been working on. Children are given opportunities to plan their invented writing and try out sentence structures through the boxing -up process or modifying text maps, and a toolkit is built in order to support them in a piece of independent work which is then used for assessment against the writing ladders. The expectation for the writing is that is independent. The length of task is planned to reflect accuracy, rather than quantity; children need to write enough to show cohesion across paragraphs in upper key Stage 2, but younger children would be expected to maintain accuracy across a single paragraph or a set of sentences. As they write children are allowed to follow their plan and use their toolkit. Teachers and TAs may prompt children to remember the sentence structures which been modelled and rehearsed.

TOOLKITS

Toolkits are provided with a series of steps or skills which enables the child to include the elements needed for a successful piece of writing. These include specific grammar and punctuation descriptors; they are displayed on the IWB. Children use the toolkit in their self-assessment. Opportunities are provided for children to edit and improve their work. Teachers mark writing against writing ladders which are stuck into the front of their books. These ladders provide the grammar descriptors and end of year expectations for each year group.

GUIDELINES

FOUNDATION STAGE

When children enter school they are provided with a variety of experiences, which allow them to experiment with writing. Specific areas in the EYFS teaching space are provided for writing and mark making. Opportunities both inside and out in the environmental area are provided, to encourage writing at every opportunity. At the same time, a structured programme of activities is planned based on the objectives from the Foundation Stage Profile. The delivery of the Read Write Inc Programme ensures that a consistent approach is in place to deliver phonic knowledge. As they move through the year, children begin to learn to construct sentences, spell keywords and apply their phonic knowledge to spell other words. At this stage the compositional aspects of writing are developed through child led interest delivered through a Talk for Writing approach. Many opportunities are provided for children to develop speaking and listening skills; rehearsal, repetition and role play being some examples.

By the end of the Foundation Stage it is expected that the majority of children will be able to write at least one sentence independently. Some children will have progressed beyond this and a few children will still need support.

KEYSTAGE 1

In Key Stage 1, writing is based on the objectives of the National Curriculum 2014 together with elements of Read Write Inc graphemes and phonemes. The children are provided with a many of writing opportunities to develop their compositional skills. Talk for Writing units are planned with key objectives in mind and units of work are built over a series of weeks. Each end of unit piece of work is independent and allows teachers opportunity to assess the progress made. Handwriting, spelling, punctuation and grammar are taught alongside writing and discreetly as appropriate.

At the end of this Key Stage, it is expected that the majority of children will be confident writers, able to write a simple narrative text with regard to setting, character and plot and also be developing their ability to write in non-fiction style.

Continuous opportunities are provided for children to develop their speaking and listening skills, especially through the exploratory phase in Talk for Writing.

SPELLING PUNCTUATION AND GRAMMAR

The National Curriculum provides specific guidelines for the teaching of spelling, punctuation and grammar. These aspects are taught and practiced alongside writing, through modelling and opportunity to practice and rehearse or, where appropriate, through discreet teaching.

KEYSTAGE 2

As children progress through Key Stage 2 transcriptional skills continue to be taught, but there is a progressive emphasis on teaching the skills of planning, drafting, revising, and presentation of writing. The range of writing genres increases and children develop an understanding of a wider variety of texts, their organisation and purpose. Knowledge and skills are developed through carefully planned units of work using elements of the Talk for Writing approach. An end of unit piece of work is written independently; the children are given opportunities to plan their work and are provided with a toolkit. Therefore it provides an opportunity to assess the progress made over the series of weeks. By the end of Key Stage 2 most of the children will be able draw on the skills they have been taught to become proficient writers in a range of text types.

SPELLING

The National Curriculum provides specific guidelines to support the teaching of spelling, grammar and punctuation. This is taught discreetly and reinforced in children's writing.

Through Foundation and Key Stage 1 children follow the Read Write Inc programme on a daily basis and use Set 1 and Set 2 sounds to 'Fred talk' spelling patterns. Other spellings are taught discreetly.

Once children are off the RWI reading programme, children follow a spelling programme which consolidates all the set 2 and 3 sounds for spelling. From Year 2 to Year 6 children follow the RWI Spelling Programme which is in line with the National Curriculum expectations.

(See separate policy – 13.9.17)

HANDWRITING

In the Foundation Stage, children have regular opportunities to practice letter formation following the rhyme for each letter provided by Read Write Inc once they have been introduced to the grapheme in their phonics session.

In Year 1, children have regular handwriting practice where they are taught to sit correctly at a table, holding their pencil comfortably and correctly. Following on from the provision in the Foundation Stage, they will begin to form lower-case letters correctly. They will also learn to form capital letters, digits 0-9 and understand which letters belong to which handwriting 'families'. Handwriting is taught alongside through the Read Write Inc Scheme. In Year 1 children begin pre- cursive writing.

In Year 2, children form lower-case letters of the correct size relative to one another and begin full cursive writing. They learn to write capital letters and digits of the correct size, orientation and

relationship to one another and to lower case letters. Spacing is used between words that reflects the size of the letters.

Children continue this practice though Years 3 and 4 increasing the legibility, consistency and quality of their handwriting - for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Pupils continue to receive regular handwriting practice throughout Key Stage 2, with the expectation that by Year 6 the majority of children will be able to write at speed with fluency and legibility using a joined script, choosing which shape of a letter to use and whether or not to join specific letters. They choose the writing implement that is best suited for a task (handwriting pen or pencil).

Pen licenses are given to children who consistently achieve accuracy in spelling and handwriting from their current class teacher.

WRITING TARGETS and MARKING

From Key Stage 1 and 2 children are set writing targets, based the child's individual needs. These are discussed with the parent at parents' evening, and in the annual school report. In Year 1 the teacher identifies spellings and punctuation errors with the child during a guided session. Children are given opportunities to practice spelling appropriate to their level of writing. Marking shows an annotation of the process which the child has gone through. Pinpoint marking is used for children to practice key skills or extend learning from the focus of the lesson. Marking of writing includes highlighting yellow to identify aspects of the WALT achieved and pink to point out mistakes. Mistakes in punctuation are identified with a green ring and spellings are underlined. Children are given up to three spellings to copy out.

ASSESSMENT

Writing is assessed through a 'Big Write' activity at the end of every unit. Teachers mark and assess progress against year group specific writing descriptors. Progress against these descriptors is recorded on School Pupil Tracker. Termly Pupil progress meetings are held to identify and discuss slow moving pupils and ensure that appropriate intervention provision is in place to narrow gaps in attainment. Teachers are invited to discuss successful strategies used and identify ways forward.

CONCLUSION

This policy should be read in conjunction with the school Teaching and Learning Policy and the Early Years Policy. Through target setting and a range of continuous assessments, and moderation of writing we are constantly striving to improve the writing skills of all our pupils.

This policy will be reviewed in January 2018.