



Writing Consistency Policy **Kirkstall Valley Primary School**

Rationale

To help our children make the best progress in Writing, there should be consistency across school in a number of key areas: handwriting and presentation; working walls and English displays; marking and feedback; and planning.

Handwriting and Presentation

- Children practise handwriting on a daily basis for a few minutes.
- Teachers use the Penpals Handwriting Scheme as a support for planning these sessions.
- Children use handwriting books with ordinary lines.
- Children are encouraged to apply their handwriting skills, including using known joins, in all pieces of written work.
- Children join nearly all letters by the end of Year Two.
- Staff follow the handwriting policy, modelling joined handwriting in marking, modelled writing and handwriting on display.
- Foundation and Year 1 use the Sassoon Primary Infant font for anything made on the computer that is to be displayed in the classroom or used by children in lessons.
- Year 2-6 use the Twinkl Cursive Unlooped Regular font for anything made on the computer that is to be displayed in the classroom or used by children in lessons.

Working Walls and English Displays

- Each classroom has an English working wall.
- Working walls record, visualise and assist learning.
- Working walls are added to and changed throughout a unit of English work to show progression in the children's learning throughout the unit and to provide them with a useful reference point for their writing.
- Working walls display information with a text large enough to be read from a child's seat.
- An English working wall could include:
 - examples of work which exemplify the outcomes being worked towards within a unit (either individual children's writing, whole class shared writing, or group writing)
 - example texts/ sentences/ sections of texts that illustrate certain key outcomes being used effectively

- showing how sentences/ sections of writing have been worked on by the children (together in a group, as a whole class, or individually) to improve them
 - key vocabulary that the children need to be familiar with relating to the text type, audience and purpose for writing
 - 'word banks' or 'phrase banks' of useful words/phrases that children could refer to and/or select from when writing
 - posters showing tips as a reference point
 - commentary/ annotations explaining why something is good/ how it could be improved/ children's thoughts or opinions
 - explanation of what the children are learning and working towards
 - list of Success Criteria (taken from a teacher's outcomes for that particular unit)
 - planning, story mapping or boxing up.
- Every classroom also has a phonics or spelling display, with appropriate spelling prompts for the children in that class.
 - Phonics displays show information with a text large enough to be read from a child's seat.
- Every classroom has a vocabulary display, reflecting the words taught and their definitions.
 - Vocabulary displays show information with a text large enough to be read from a child's seat.

Marking and feedback

- Children write on the right hand page in English. They use pencil or black pen to write with. They use a green pen to respond to marking/feedback or to improve their work.
- Teachers mark in red pen and use a green highlighter for positives.
- TAs and supply staff mark in blue pen.
- Every piece of work a child produces receives marking or feedback.
- Children are given time to respond to marking or feedback before starting their next piece of written work, to help them make progress. Response to marking and feedback may happen within the same lesson, at the start of the next English lesson or during registration time.

Everyday marking

- Everyday marking in English involves teachers, TAs or pupils indicating errors in the following:
 - spelling
 - punctuation and capital letters
 - sense (including grammar and tense)
 - letter formation/ general presentation.

- Everyday marking in English indicates children's successes:
 - green highlighter to show something positive
 - a double tick next to the Learning Intention to show when it has been achieved, or a single tick next to the Learning Intention to show children are working towards this.
- Teachers use the marking symbols and codes (see Appendix 1) to do this.
- The number of errors pointed out is at the teacher's/TA's judgement, based on what is appropriate for each child.
- If children have no errors to correct in a piece of work, then teachers include a 'wish' or next step in their everyday mark. However, it is also worthwhile to sometimes celebrate the child's success and not suggest a next step or wish. Children also enjoy seeing a simple 'well done!' written in their books.
- Everyday marking may also include a reward, in the form of housepoints/ dojos.

Detailed marking

- Every child receives a detailed mark at least once a week.
- In addition to the above everyday marking, a detailed mark consists of:
 - commenting on the children's successes and what they have done well (linked to the Learning Intention or Success Criteria)
 - a next step (or wish, challenge or question) which moves the children's learning forward
 - a checklist of Success Criteria to accompany longer pieces of writing, such as those completed towards the end of each writing unit. These are differentiated where appropriate.
- Detailed marking may also include a reward, in the form of housepoints/ dojos.

Marking writing in other curriculum areas

- When children have completed writing in another curriculum subject, their marking and feedback involves teachers, TAs or pupils indicating errors in the following:
 - spelling
 - punctuation and capital letters
 - sense (including grammar and tense)
 - letter formation/ general presentation.
- Teachers use the marking symbols and codes (see Appendix 1) to do this.

Planning

- Teachers plan Writing from the KVPS English Scheme of Work for Writing, based on the English National Curriculum 2014.
- Teachers plan a sequence of lessons based around a particular text type.
- Teachers start with the end in mind, choosing six to eight outcomes from the generic sentence level outcomes and the text-type specific sentence and text level outcomes from the KVPS Scheme, with an emphasis on children's sentence-level skills.

- Teachers use their professional judgement to choose the most appropriate outcomes for their unit of work, taking into account the expectations for the end of the year, but also prior learning and their assessment of the writing abilities of their children; what the children are showing they need next to help them develop as more proficient writers.
- A sequence of lessons for a particular text type follows the pattern of:
 - introducing children to a model text which demonstrates the outcomes you would like children to learn over the course of a unit
 - teaching and revisiting different skills, mainly sentence-level skills with a strong focus on grammar and punctuation, which children practise and then apply
 - applying the outcomes to a final piece of writing.
- Teachers allow children to practise writing in their books very regularly- a whole week must never pass without written work in English books.
- Most lessons involve a written outcome at sentence level, usually in books.
- Teaching of a skill involves the direct modelling of that skill, followed by some practice and then always followed by applying this skill to a short piece of writing- teachers avoid lessons in which children write lists of separate sentences out of any context.
- To practise a skill, teachers plan for children to orally compose and rehearse sentences before writing them down. Children may also practice on whiteboards and in Key Stage Two, each child has their own Writing Journal to practise new skills.
- To apply a skill, teachers plan for children to complete writing activities in which there will be plenty of opportunities to practise a new skill, whilst also developing and practising previously taught writing skills. This short piece of writing links to and supports the current sequence of lessons and text type, for example:
 - a setting/ character description for narrative units
 - a letter/ diary entry of a character for narrative units
 - a short story or part of a story (for example, the opening/ending/ problem) for narrative units
 - an introduction/ conclusion for non-fiction units
 - a paragraph within a non-fiction text type
 - applying the text type being covered in the unit to a different purpose/ audience/ genre (for example, during a recount unit where the end product will be a newspaper article for the local newspaper, ask the children to recount the same events in a letter to their friend/ the head teacher).
- Grammar is embedded within every Writing lesson through hearing the terms used regularly, talking about grammar within their own and others' writing, and applying grammatical rules to their writing.
- Teachers plan for the explicit teaching of vocabulary every day. This involves teaching children new words, revisiting previously learnt words in context and examining synonyms and word families.
- Learning Intentions focus on the learning or understanding that children will gain over the course of a lesson, not the activity that children will complete.

- In Year 1, Learning Intentions are written in the form of a 'WALT' (We Are Learning To...) and from Year 2 up, the term 'Learning Intention' (shortened to 'LI') is used.
- Success Criteria are planned for every lesson, and shared with the children in the most appropriate way. This may be verbally at some point within the lesson, or may be provided for the children in their English books.
- In Year 1, Success Criteria take the form of 'I can' statements. From Year 2 upwards, these are listed as a series of skills for children to include in their writing, using child-friendly language. Teachers may also differentiate Success Criteria when this is appropriate.
- For every final piece of writing, towards the end of a unit, teachers provide children with a list of Success Criteria in their English books, which can then be referred to in marking and peer- or self-assessment.
- Teachers use a planning proforma for Writing Lessons, which includes the above elements (see Appendix 2).

Policy Written: Hayley Wild- October 2017

Approved by the governors: Curriculum Committee- 10.11.17

Appendix One
Marking Symbols/ Codes

Adult short hand (to be written on the top right-hand corner of the page)	
Short-hand	Meaning
HN	Help needed- they had help
FHN	Further help needed
TS	Teacher supported work
TAS	TA supported work
VF	Verbal feedback given

Child short hand	
Short-hand	Meaning
✓ ✓	You can do this! (Written next to the Learning Intention)
✓	You're getting there (Written next to the Learning Intention)
Highlighting in green	This is great!
Sp.	Check this spelling
RB	Read back because this doesn't make sense
CL	Capital letter missing or in the wrong place
FS	Full stop missing or in the wrong place
//	A new paragraph is needed
^	Missing word
●	Wrong maths answer- try this again
☆	Star- this is something you have done well
	Wish- even better if
	Learning Line for self-assessment

Appendix Two
Writing Planning Proforma

	LI	Success Criteria	Whole-class teaching	Differentiated Activities	Plenary
1			SPAG focus:	1)	
			Vocab focus:		
2			SPAG focus:	1)	
			Vocab focus:		
3			SPAG focus:	1)	
			Vocab focus:		
4			SPAG focus:	1)	
			Vocab focus:		
5			SPAG focus:	1)	
			Vocab focus:		
				2)	
				3)	

