Little Stoke Primary School

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Writing Policy

Signed – Scott Howes. Headteacher

Steve Wells – Chair of Governors

Last Review

Next Review –

**WRITING AT LITTLE STOKE PRIMARY SCHOOL – PRINCIPLE AND PRACTICES**

 **1. INTRODUCTION**

Writing is a key aspect of the curriculum and along with reading, speaking and listening, it makes a significant contribution to the development of pupils as thinkers and learners. It is a central part of the school’s role that all pupils develop their writing ability and enjoy the process of cultivating this life-long skill. At Little Stoke Primary School we strive to provide pupils with exciting, purposeful and inspiring contexts in which to become writers. This policy aims to ensure that there is coherence, continuity and progression within our teaching throughout the school.

**2. AIMS**

**2.1 General**

To develop happy, curious learners who use a range of strategies to write confidently and independently;

To raise the standards of writing;

To establish an entitlement for all pupils;

To establish expectations for teaching staff for teaching writing;

To promote continuity and coherence in writing throughout school;

To state the school’s approaches to writing in order to promote understanding to parents and carers.

To nuture the pupils’ sense of themselves as writers

To create an ethos of achievement in writing

**2.2 Specific**

Our teaching of writing will enable pupils to:

* become enthusiastic, confident and reflective writers
* independently produce high quality writing across all curriculum areas
* Write imaginative, interesting and thoughtful texts
* Produce texts which are appropriate to task, reader and purpose
* Organise and present whole texts effectively, sequencing and structuring information, ideas and events
* Construct paragraphs and use cohesion within and between paragraphs
* Vary sentences for clarity, purpose and effect
* Write with grammatical accuracy
* Experiment with adventurous and effective vocabulary which are appropriate
* Apply their understanding of phonics and spelling rules to all forms of writing
* Write using a legible, joined script.

**3. CURRICULUM CONTENT**

The National Curriculum in England Programmes of Study provide the detailed framework for implementing the statutory requirements for writing in school which year 1 to 6 follow. As with all schools, we follow the statutory framework for the Early Years Foundation Stage, laid out by the Department for Education which also gives clear guidance on the teaching of early writing.

The Curriculum 2014 divides writing skills into two dimensions: Transcription (spelling and handwriting) and Composition (articulating ideas in speech and writing) We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

**4. TEACHING OF WRITING**

**4.1 Whole School**

Pupils will be given daily opportunities to write. These will include short burst pieces of writing, note-taking and planning and longer, sustained pieces either written in one session or broken into sections over several days.

At Little Stoke Primary School, our writing curriculum is based on high quality texts and linked to our themed curriculum.

We follow the four key writing purposes:

* writing to inform
* writing to entertain
* writing to persuade
* writing to discuss

Year groups focus on one of these areas each term teaching a range of genres linked to each purpose. For example, writing to inform may include: non chronological reports, recounts, letters, instructions, newspaper articles and biographies.

**4. PLANNING**

Teaching Sequences in writing are planned and detailed on the English Progression Overview. For example, the teaching of non-chronological reports may include evidence of the following: analysis of non-fiction texts, simple information sentences, lists and labels, work on index, contents and glossary pages, alphabetical order, technical words, writing definitions, note-taking (in a range of forms), writing up notes, use of formal language, non-fiction connectives, paragraphing, diagrams, writing introduction and conclusions for example depending on the age of the pupils. This work will build to a final, more sustained piece of writing which can be used for assessment. This may be after 5-10 days or sometimes longer in the case of narrative. The skills will always be taught in the context of the book.

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Planning of writing links writing to the teaching of spelling, grammar, punctuation and reading wherever possible.

**5. STRATEGIES TO DEVELOP WRITING SKILLS**

* Both transcription (spelling and handwriting) and composition skills (articulating ideas and structuring them in speech and writing) are explicitly taught during English lessons.
* Transcription and composition skills are then applied and developed in writing for curriculum areas.
* Within each writing unit taught, the correct technical vocabulary is modelled to pupils which the pupils then use to discuss their own writing.
* Pupils have frequent opportunities to read aloud their written work for an audience,
* Throughout the teaching of writing, links are made to reading. At the start of a new writing unit pupils analyse the structural and language features of a specific text type and older pupils develop their own success criteria to guide their subsequent writing.
* Pupils are taught how to plan, edit and redraft their writing, as well as producing a best copy for presentation on some occasions.
* Pupils are taught effective composition by forming, articulating and communicating ideas, before organising them coherently in writing. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

**6. CROSS CURRICULAR WRITING**

We believe that writing should not be confined to the teaching of English and we promote a broad, balanced curriculum to further embed, extend and develop the writing skills of our students.

In key stage 2, pupils are given cross curricular opportunities for writing every two weeks. These are marked for their subject content but pupils are encouraged to apply their writing skills.

**7. THE ROLE OF NON-FICTION**

The greater the pupils’ knowledge on a subject, the more credible their writing will be. Therefore, we place a high emphasis on the integration on non-fiction books into our writing curriculum. Teachers link key non-fiction texts to their teaching and use these to develop pupils’ subject knowledge and technical vocabulary.

**8. EYFS**

In the Foundation Stage, pupils are encouraged to attempt their own emergent writing and their efforts are valued and celebrated. As their phonic knowledge increases, so does their ability to write independently. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. Legible letter formation is explicitly taught and modelled on a daily basis (see handwriting policy). A wide variety of opportunities are provided for pupils to engage in writing activities and independently apply their phonic skills through role play, creative activities, computing and the outdoor area. Interventions are put in place to develop pupils’ fine and gross motor skills e.g. building wrist strength by twirling ribbon sticks, practising writing patterns with big brushes and water, making letters in the sand.

**9. KEY STAGE 1**

As they move through Key Stage 1, pupils become increasingly competent as writers. They write a range of text types (narrative and non-fiction) but their degree of control over these forms varies according to the complexity of the task. Purposes, audiences and appropriate forms are identified and, through shared and guided writing, the pupils have opportunities to plan, develop and review their writing. Pupils are given a wide range of engaging writing opportunities linked to termly themes. Pupils writing experiences are broadly linked to writing to inform and writing to entertain with a termly narrative block.

Talk for writing is an integral tool used to encourage writing in key stage 1 with three distinct oral story telling units every year leading to extended narrative writing opportunities.

**10. KEY STAGE 2**

**10.1 Guided Writing** During guided writing the teacher as ‘expert’ guides learners at an appropriate level by:

* Giving feedback on previously composed independent writing
* Modelling how to use individual writing targets or comment constructively on another writer’s work \* Demonstrating a specific stage in the writing process
* Developing or reinforcing skills taught in grammar sessions
* At other times, teachers may instead support pupils individually during their independent writing.

**10.2 Independent Writing**

* During independent writing the pupils compose without direct teacher support.
* As pupils move through KS2, they will be expected to write regularly and at increasingly greater length
* Independent writing, both within English lessons and across the curriculum will involve using the imagination and expressing ideas, applying skills learned in guided writing, focusing on individual writing targets, revising work in the light of feedback from teachers or peers and commenting constructively on other pupils’ writing

**10.3 Grammar**

Grammar sessions take place 3-5 times a week. Often these sessions will integrate into the writing session as part of the teaching sequence and sometimes will be discrete sessions. Years 1 – 6 use the South Gloucestershire Progression in Grammar which links directly to the statutory requirements of the National Curriculum.

**11. WRITE ON!**

These sessions take place most weeks on Fridays. Pupils are given a less structured opportunity to write. Teachers give some preparation time prior to the session to introduce ideas and vocabulary. Although the theme for writing may be the same, pupils may choose differing ways to present their finished pieces. Writing may be linked to the current theme or an area of topical interest.

**12. PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

Pupils who are making less than expected progress with writing are quickly identified so that appropriate support can be put into place. Progress will be monitored carefully to measure the impact of the support or intervention programme used. Where progress continues to be a concern, the SENCO is consulted to plan further support (see also Special Educational Needs Policy). Pupils with SEN needs in writing will be assessed using an SEN writing grid which breaks down objectives into smaller steps in order for progress to be shown. Differentiated resources and writing structures will be used to support these pupils.

**13. MASTERY IN WRITING**

Much of the mastery in writing will come through pupils’ ability to independently use a range of genres for a different purposes across the curriculum. The skill of using writing skills across the curriculum should be a continued focus. The skill of integrating and combining different genres when writing for a range of purposes enables pupils to gain a deep understanding of the real value and potential of writing. Write On sessions give plenty of opportunity to develop this.

**14. ASSESSMENT**

In Years 1-6 pupils’ independent writing will be assessed four times a year using the Age Related Expectations for the appropriate year group. Teachers use these grids to monitor progress and identify next steps. Pupils who are identified as not making expected progress with be highlighted for support via an appropriate intervention. The English subject leader and Senior Leadership Team will ensure rigorous assessment and monitoring takes place through regular book scrutiny, moderation of assessed work and Pupil Progress meetings.

**To policy should be read in conjunction with:**

Reading Policy

Equality Information and Objectives

Special Educational Needs

E-Safety