



Heaton St. Barnabas' CE (VA) Primary School

Policy For

Writing

This policy was approved by Curriculum Committee

On: 21st January 2020

Signed.....

Position: Chair of Curriculum Committee

This policy will be reviewed in Summer 2022

HEATON ST. BARNABAS' CE PRIMARY SCHOOL

WRITING POLICY JANUARY 2020

"I can shake off everything as I write; my sorrows disappear, my courage is reborn."
Anne Frank

AIMS AND PRINCIPLES

The teaching of Writing at Heaton St Barnabas' CE Primary School will:

- meet the requirements of the National Curriculum 2014 and the EYFS framework;
- develop children's enjoyment of Writing and confidence in themselves as writers;
- build on Speaking and Listening as foundational elements in developing Writing;
- view Reading and Writing as closely-connected and mutually-supportive disciplines – we read as writers and write as readers;
- develop children's ability to write clearly, accurately and coherently, with the skills to adapt their language and style for a range of contexts, purposes and audiences;
- provide opportunities for children to write across the curriculum;
- use models of quality writing from a diverse range of authors, cultures, styles and times;
- promote inclusion and equal opportunities;
- encourage children to feel pride in their own achievements in Writing and also to acknowledge the achievements of others.

At Heaton St Barnabas' CE Primary School, we believe that, with quality teaching and sensitive support, children are capable of:

- writing accurately and coherently using a variety of styles (e.g. narrative, descriptive, factual, poetic, non-chronological);
- writing interestingly and sensitively using a varied vocabulary;
- understanding and using accepted grammar conventions;
- writing with enjoyment, confidence and satisfaction;
- choosing an appropriate style for the writing purpose;
- spelling mono- and polysyllabic words, and the statutory spellings for their year group, accurately in the course of everyday writing;
- using clear and legible handwriting that will also be joined in Key Stage 2
- presenting their work neatly and with a sense of pride.

THE TEACHING OF WRITING

Heaton St Barnabas' CE Primary School uses the Talk for Writing framework for the teaching of Writing in all key stages. This framework may be adapted by teachers or supplemented with additional teaching strategies according to the needs of learners.

Teachers will actively model the skills involved in Writing and will use shared writing, guided writing and independent writing as strategies to support children as they move from novice writers to skilful, independent writers.

ORGANISATION OF WRITING BY KEY STAGE

Writing in the Early Years

A range of writing and mark making materials is available at all times. Children are encouraged to use a pencil/crayon/brush freely before formal copying or writing begins. Small construction and dough play help develop finger manipulation and hand-eye co-ordination. The use of sand trays and finger painting encourage mark making and a tactile awareness of shapes and patterns.

Models of writing are provided in the form of books which are always available in the classroom and through examples on display or in the role play area. Pencils, notepads, etc. are provided in provision areas to enable children to make lists, write instructions and record observations. Children are taught to hold a pencil correctly and are encouraged from an early stage to write their own name on all work. The aim during Reception is for children to become confident mark makers and develop good pincer grip and pencil control.

As children become familiar with common words e.g. *and, I, is, the*, etc., they are encouraged to write these on their own with the teacher supplying unknown words. This is the beginning of free/independent writing. As each new high frequency word or 'tricky' word is introduced, it is displayed in the classroom and children are encouraged to use it independently in their writing. There is a lot of practice with, and experience of, letters, words, phrases and sentences. Children are encouraged (following a stimulus) to think of and write their own list of words or sentence.

Once pupils are confident to begin writing independently, Talk for Writing is introduced. This highly-active framework for teaching Writing involves children listening to, learning and reciting with actions traditional or popular stories (*Imitating*), changing aspects of these stories orally and in writing (*Innovating*) and finally creating a new story based on the original story pattern (*Inventing*). Talk for Writing may be introduced as an oral approach in the early stages of learning to write and will progress to a recorded activity as pupils' written skills develop.

Writing in Key Stage 1

At the beginning of Key Stage 1, most children are ready to develop independence in writing and are encouraged to do so by making use of high-frequency or topic-specific word banks in the classroom. The high-frequency word display that was introduced in Reception is expanded to include Year 1 'tricky' words. Children are encouraged to write phonetically-plausible words on their own and to attempt to spell harder words themselves before asking a teacher. Their skill in sounding out and writing words grows as their phonetic knowledge of the language increases. Teaching staff model to children how to extend their ideas into logical sequences that use vocabulary, grammar and punctuation appropriate to Key Stage 1.

Teaching of Writing in Key Stage 1 is based on the Talk for Writing approach: children begin by orally *imitating* and *innovating* a text, taking account of its vocabulary, grammar, punctuation and underlying pattern, before moving to written innovation and finally *inventing* a new story or text of their own. This approach develops children's fluency and confidence in oral storytelling or recounting before moving to independent writing. The Talk for Writing approach is adaptable and is used to support children in learning how to write poems, non-fiction texts in English and writing from other subject areas.

In Key Stage 1, children begin to learn the skills of checking their writing and improving it by, for example, adding capital letters and full stops or correcting basic grammar.

Writing in Key Stage 2

In Key Stage 2, children will engage in writing a wider range of text types e.g. explanation, discursive, persuasive, play texts, and their writing will show a greater awareness of the features of these different texts. Children will be encouraged to write with an audience in mind. They will be taught how to add interest and impact to their writing through vocabulary, sentence grammar and punctuation choices.

Teachers will continue to use Talk for Writing as a teaching approach but will adapt it to suit the needs of learners in Key Stage 2, for example, by adjusting the length of time given to *Imitation*, *Innovation* or *Invention* stages, or by incorporating additional writing strategies or techniques into the Talk for Writing unit of work.

Teachers regularly model to children how to proof-read, edit and improve their writing so that they are increasingly able to self- and peer-assess their writing against agreed success criteria. As a result, children become progressively more skilful and independent in the key skills of checking, editing and improving their writing. Opportunities to draft, edit, re-draft and 'publish' pieces of writing are planned into units of writing work.

In Key Stage 2, new grammar and punctuation is introduced wherever possible in context, using a model of quality writing as an example. The teaching and modelling of new or complex grammar or punctuation may take place in lessons given over wholly to these points where it cannot be covered in sufficient depth as part of shared or guided writing sessions.

GRAMMAR, PUNCTUATION AND SPELLING (GPS)

The teaching of grammar, punctuation and spelling (GPS) is given a high priority throughout the school. It is taught primarily in English lessons through quality texts, teacher modelling and through specific GPS lessons. However, teachers will take advantage of opportunities to reinforce GPS learning when writing in other subjects across the curriculum.

Spelling is taught in the context of phonics lessons in Reception and Key Stage 1, and in Key Stage 2 phonics intervention programmes. Children in Key Stage 1 and Key Stage 2 are taught the statutory spellings for their key stage and receive spellings to learn and revise at home on a weekly basis. Teachers will use spelling games and quizzes to reinforce knowledge of statutory spelling words and specific spelling patterns.

The teaching of Handwriting is covered in the separate Handwriting Policy.

ICT AND WRITING

ICT is used in all key stages to support the development of Writing:

- In the EYFS, children are encouraged to find letters on a keyboard, write their name on it and play early literacy games.
- In Key Stage 1, the computer is used as a writing tool – children enter text, change its appearance and begin to edit it. They begin to add headings to texts.
- In Key Stage 2, the children are introduced to using spell checks correctly and are able to write, edit and re-draft their own work. They experiment with presenting text in different ways, for example, altering font type, size and colour or by structuring text in sections with headings and sub-headings.

The school currently has a class set of iPads and a class set of Chromebooks for use throughout all Key Stages.

ADDITIONAL SUPPORT

Support with Writing, beyond that given by teachers as part of quality-first teaching, is available to all children who are identified as needing additional help. This support may be delivered in the form of one-to-one or group interventions in phonics, spelling, grammar, handwriting or sentence construction. These interventions will generally take place in addition to timetabled Writing lessons.

EQUAL OPPORTUNITIES

All pupils regardless of ethnic or cultural origin, gender, ability or socio/economic background will have equal access to this curriculum. When a child has a specific educational need, the SENCO, English Leader and Class Teacher will liaise to ensure that teaching and learning is adjusted so that the child is able to access the curriculum at a level that is appropriate for their needs.

ASSESSMENT, RECORDING AND REPORTING

Writing is formally assessed three times a year against attainment descriptors drawn from the National Curriculum 2014. These results are entered onto school tracking systems, to track and assess individual pupil progress. These assessments inform target setting, the subsequent planning and delivery of Writing teaching, and the organisation of intervention programmes.

Teachers work in year group or phase teams to moderate samples of writing from each class three times a year. Examples of writing in Year 2 and Year 6 are moderated against end of Key Stage exemplar materials published by the Department for Education. In other year groups, samples of writing are moderated by comparing with equivalent examples moderated in previous years, or with writing from schools in a shared Teaching Alliance, or with the support of an external Literacy consultant.

Teachers receive training and support in Writing moderation on an annual basis from an external Literacy consultant.

ROLES AND RESPONSIBILITIES

The English Leader has responsibility for coordinating Writing throughout the school. This responsibility includes:

- Modelling good practice in planning, teaching and assessment;
- Supporting and coaching staff;
- Reviewing and updating resources;
- Keeping up to date with new initiatives;
- Reviewing the Writing policy.