



St. Leonard's Primary School

Writing Policy

Rationale

Writing is important in everyday life. It is integral to all aspects of life and, with this in mind, we endeavour to ensure that children develop a healthy and enthusiastic attitude towards writing that will stay with them. Writing enables pupils to communicate with people around the world. Building on experiences, it encourages thinking and communication skills to grow.

Our aims at St. Leonard's are:

1. Have a positive attitude towards writing.
2. Write with confidence, clarity and imagination.
3. Understand and apply their knowledge of phonics and spelling.
4. Write in a range of genres (including fiction, non-fiction and poetry).
5. Plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria.
6. Develop a technical vocabulary through which to understand and discuss their writing.
7. Develop their imagination, creativity, expressive language and critical awareness through their writing.
8. Have equality of opportunity regardless of race, gender or ability.
9. Write clearly, accurately and effectively for a range of audiences and purposes.

Organisation of teaching and learning

Writing is taught daily throughout the school. Depending on the teaching and learning within the lesson, the children may be in mixed ability groups or set ability groups. Teaching follows a sequence of learning planned in advance. The teaching and learning is based around a quality text or stimulus which is central to the writing. Each year group has long-term writing plans which outline the sequence of learning for a unit of writing inclusive of: the grammar being taught, the stimulus, grammar that may be further embedded and the learning objectives being covered.

Provision

Teaching of writing is carried out using a sequence of learning. This sequence of learning is centred on a stimuli that engages and enthuses the children. Emphasis is also placed on exposing the children, at every opportunity, to higher level vocabulary. Drafting and editing is key to this process of writing to provide children with the opportunity to improve their writing. We endeavour to develop creative, independent writers that readily use their imaginations to produce age-appropriate writing.

Writing in EYFS

Literacy across the Early Years follows a child-led approach. Children are encouraged to experiment with large and small marks with a range of resources. Children have access to writing equipment in all areas of the provision: indoors and outdoors.

In Nursery, children are encouraged to identify different forms of print and begin to form some of their own print and give meaning to marks they have made. In Reception, children have a daily Literacy input as well as a daily Phonics input which is tailored to abilities. In Reception, children will complete one adult led task with a teacher per week; this is direct teaching with the support of the adult. Handwriting and formation is also addressed within adult led sessions as well as incidentally in the provision.

Nursery children, who are moving into Reception the following year, begin our Fischer Family Trust Success for All Phonics programme in the Summer term and focus on sound awareness and recognition for the first two terms.

All children, across EYFS complete 'draw a person' each half term to track the progression of mark making and writing. Children are asked each half term to draw a person and add any writing to it they wish.

Writing in KS1/2

Below are example aspects of a writing sequence of learning:

- High quality stimuli
- Vocabulary and grammar collection
- WAGOLL – what a good one looks like/example text of the genre you are focusing on
- New grammar – new grammar from that year groups National Curriculum grammar
- Planning and talk for writing
- Draft – modelled/shared/guided writing opportunity
- Editing

Each sequence of writing will include aspects of the above list. Some steps of the sequence may be developed further, some steps may not be included, based on the genre of writing that is being taught and carried out by the class. The aim of a sequence of learning is for children to produce a piece of writing that is creative and imaginative whilst also including year group appropriate grammar and vocabulary. A range of genres is taught throughout the year so children are experiencing all writing.

Planning

We aim to plan meaningful and, where possible, real-life purposes and audiences for writing within and beyond the classroom. We plan purposes which require the children to write in a variety of genres, including hybrid genres, which allows them to apply their understanding of these genres. From Year 1 to Year 6, teachers use the sequence of learning to inform their planning. Every class, use quality texts or parts of texts, or a range of other stimuli such as: videos, pictures, newspaper articles, to engage the children and allow for planning of creative teaching and writing experiences. These experiences give children the opportunity to apply what they have learnt and progress in their writing. We teach pupils to plan, proof read, redraft and present their work appropriately, taking pride in what they have achieved. We are constantly exposing children to new vocabulary and encouraging them to use it in their writing. We explicitly teach spelling patterns and rules from the National Curriculum and expect children to use these regularly in their writing.

We seek to ensure that planning delivers the requirements of The National Curriculum for England 2014 and is suited to all needs of children in all groups. We endeavour to provide every child with a creative, enjoyable and developmental teaching sequence of learning for writing.

Our planning ensures that:

- *There is a clear focus on outcomes
- *There are appropriate and achievable learning objectives for all pupils
- *We address the needs of pupils who work below or above age-related expectations
- *Teaching challenges all pupils to ensure progress
- *There is continuity and progression in pupils' learning
- *There is balanced coverage of word, sentence and text-level learning
- *There are opportunities for pupils to reflect upon their own progress
- *Draws links with other areas of the curriculum, where appropriate.

Assessment of writing

Assessment is regarded as an integral part of teaching and learning and is a continuous process. At St. Leonard's Primary School, we are continually assessing our pupils and recording their progress, allowing us to ensure that the work provided is challenging and will further each learner's progress. Assessment also enables staff to identify children who need further additional/targeted support in their learning.

Formative assessment

This assessment happens daily when teaching and facilitating the learning of the children. This assessment informs planning, adaptations to planning and informs teachers of progress within lessons. Marking, dialogue with the children, observations, feedback during the learning process and self and peer assessment are all effective forms of formative assessment used throughout the school.

Summative assessment

Summative assessment is carried out termly as a formal assessment process of pupils' writing. It is used to review the progress of the children since the previous term and inform staff of their current ability in relation to key objectives and targets. Assessment grids, devised by the English Lead based on Teacher Assessment Frameworks used in Y2 and Y6, in conjunction with St. Leonard's Progress of Writing Skills, are used as an assessment tool to aid the assessment of writing across the school. This process informs teachers of the next steps for children in the following term. Teacher assessment is then recorded on 'Quintupilation' documents and tracked termly. Progress of each pupil is tracked from term to term and year group to year group using the same assessment tools.

Feedback to pupils

Feedback to pupils is an essential aspect of our teaching of writing. This feedback is achieved through discussion with the pupils, marking of work, intervention work with pupils, self-assessment and termly reports.

Effective marking:

- *Aims to help pupils learn and comments are intended to be constructive, positive and forward looking.
- *Is often undertaken while a task is being carried out. This takes the form of a discussion between the teacher and child and is appropriate to age and ability.
- *Is used sensitively and with discretion so that pupils assimilate a limited number of corrections at one time – this varies with age and ability.
- *Informs discussion with pupils in relation to a particular focus for that child.
- *Aims to improve the child's work and increase their confidence with the task they are focusing on.

Moderation

Moderation is an extremely important process in our school and across our cluster of schools. Each year group meets during the course of the year with other schools within our cluster. A focus for writing moderation is identified and year groups moderate each other's work to verify and confirm judgements. This ensures consistency in standards across schools within the cluster. Each year group also meets with the year group above and the year group below and carries out moderation of pupils writing to secure judgements. Moderation is then completed by the English Lead to ensure judgements and assessment is accurate across the school. Work is compared and assessment judgements are discussed to ensure that assessment is accurate. Assessment of children working towards the standard, at the standard and at greater depth is carried out.

Homework

Homework to support the English Curriculum is set on a regular basis. Children in KS1 and KS2 are provided with spellings to learn weekly or two weekly based on spellings and spelling patterns from the National Curriculum. Written homework consists of a variation of punctuation, grammar, and writing.

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