

# Meadowside CP & Nursery School



## Writing Policy

<b>Policy written by</b>	<b>School</b>
<b>Policy Updated</b>	<b>October 2016</b>
<b>Reviewed &amp; Agreed by Governors</b>	<b>December 2016</b>
<b>Next Review</b>	<b>December 2019</b>
<b>Head teacher</b>	
<b>Chair of Governors</b>	

## **Policy Audit**

This quick audit will help all staff and Governors to assess whether the basics of this Policy are in place.

This Policy complies with Warrington LA guidance.	<b>YES</b>
The Policy is available for staff at:	<b>School Office and school website</b>
And for parents/carers at:	<b>School Office and school website</b>

## **Writing and Reviewing Policy and Guidance**

The Writing Policy relates to other policies including:

- Parent Involvement Policy
- Teaching and learning policy
- Home Learning policy
- Handwriting policy

## **Rationale**

At Meadowside CP and Nursery School, we believe that the ability to write with confidence and accuracy is an essential life skill. Writing is a complex process that draws upon more than handwriting and spelling. It is the ability to effectively communicate ideas, information and opinions in a wide range of contexts. Successful writers understand the social function and characteristics of writing in order to use different genres appropriately, and can write for a specific audience and purpose. Writing also requires the writer to understand and accurately apply the conventions of spelling, punctuation and grammar. Essentially, our aim is to ensure that we provide children with the necessary skills to become confident and able writers, throughout the curriculum.

## **Aims**

Our aims for all children are:

- To write with confidence, clarity and imagination.
- Understand and apply their knowledge of phonics and spelling.
- Understand how to write in a range of genres (including fiction, non-fiction and poetry), using the appropriate style, structure and features.
- Plan, draft, revise and edit their own work, and learn how to self- and peer-assess against the success criteria.
- Develop their imagination, creativity, expressive language and critical awareness through their writing.
- Use a cursive style of handwriting. (See policy)

## **Action and Implementation**

Writing at Meadowside CP and Nursery School is taught daily, in a range of ways, and across a range of subjects. High quality texts are used to challenge, enthuse and engage children. Teaching writing from a text encourages creative leaning and helps to embed reading and writing for pleasure deep into the curriculum. This approach aims to encourage pupil enjoyment of writing, motivate reluctant writers, raise attainment and promote creativity.

Cross-curricular writing (LOT) opportunities are provided fortnightly and an essential part of our ethos, as we believe that in order for children to see themselves as successful writers they need to be involved in writing for a purpose.

We follow the National Curriculum (2014) guidance, which ensures that a range of genres are covered, including narrative (e.g. extended stories, stories by the same author, myths and legends, adventure stories and traditional stories), non-fiction (e.g. persuasive texts, non-chronological reports, information texts, recounts, reports and letters) and poetry (e.g. rhyme, nonsense rhymes, shape poems, acrostic and descriptive poetry). When teaching the any genre the purpose, form and audience must be considered.

Throughout each unit, the links between reading and writing are made explicit. The progress throughout each unit of work shows the transition between reading as writers (focusing on structure, characterisation, and language features) to writing as readers (word play, describing, composition, planning, editing, revising).

### **Effective Writers**

- Enjoy writing and find the process creative, enriching and fulfilling
- Read widely, recognise good writing, and understand what makes it good
- Are aware of the key features of different genres and text types
- Learn about the skills of writing from their reading and draw (consciously or unconsciously) upon its models in their own work
- Know how to develop their ideas
- Know how to plan and prepare for writing
- Make informed choices about what they are writing, as they write (for example, about vocabulary, grammar, text structure)
- Understand how to reflect upon, refine and improve their own work
- Respond to constructive criticism as they take on board verbal feedback with immediate effect. (See Marking policy)

At Meadowside CP and Nursery Primary School, writing is taught in a variety of ways. The teaching and learning of writing varies across the age range in school. In the early years emergent writing is encouraged through the use of different writing materials, including felt tipped pens, crayons, chalk, sand, magnetic letters, big brushes, water, paint and computers, as well as writing in the role-play areas, such as postcards, menus, invitations and labels. Alongside this, children take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible script. As children progress throughout the school, they are given many opportunities to write independently and to apply the skills they have learnt and practised in shared and guided writing. Wherever possible, writing is made meaningful by being planned for a specific purpose or in response to a particular experience.

Vocabulary, grammar and punctuation is planned and taught as an integral part of each unit of work. The objectives are carefully matched to the unit of work to enable them to be taught and learnt within a meaningful context.

### **Extended Writing**

In order to raise standards in writing and to keep pupils actively engaged in the process, an extended piece is completed once or twice a week depending on the year group. In years five and

six an extended piece of writing is scheduled once a week and in years two, three and four at least once every fortnight. Pupils have separate exercise books solely for extended writing evidence. A marking feedback sheet is allocated on the left hand side of the page, which encourages self assessment and editing. Teachers' will model and work on the skills from a specific genre in the week prior to their extended piece. This enables them to stretch and challenge pupils to apply their knowledge and understanding in an unaided, independent process. During the lesson, the teacher will conference with focused children and highlight aspects of the work with the individual, focusing on green for growth. This enables the child to be involved in high quality questioning to drive through improved standards.

### **Modeling Writing**

The teacher talks aloud the thought processes as a writer. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuation, rehearsal, proof reading, editing, word selection, sentence construction and paragraphing.

### **Shared Writing**

This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas.

### **Guided Writing**

Pupils are grouped by writing ability. The teacher or other adult works with the group on a carefully selected task appropriate to that group's needs and targets. This will focus on a particular aspect of the writing process rather than writing a complete piece.

### **Speaking and Listening**

Integral to the process of writing is speaking and listening. 'Talk for writing' is essential to enable children to articulate their thoughts, retell stories, orally create new stories and orally rehearse

what they are going to write and re-read what they have written. This underlines and runs alongside the writing process.

## **Spelling**

In EYFS / Key stage one the children have daily phonics and handwriting lessons to build their spelling knowledge and enable them to sound out and spell high frequency words correctly. In Year two to Year 6 the Liverpool School Improvement toolkit is followed which covers all of the statutory requirements. The scheme enables teachers to differentiate objectives and it provides resources to support spelling convention sequences. Children throughout the year groups have spellings to learn relevant to their age and ability, and these focus on particular spelling patterns. At the end of every term the NFER spelling assessment is used on every child in key stage two to identify their spelling age.

## **Role of Parents and Carers**

Parents and carers are strongly encouraged to be actively involved in their children's writing at all ages, by encouraging them to write for a range of purposes. In EYFS, parents / carers are invited and encouraged to attend stay and play sessions to develop their children's speaking and listening / writing skills. In key stage one and two, class workshops are delivered every term to enable parents / carers to work alongside their child and gain an understanding of what they are learning. Homework is given out to children weekly and parents are to take an active part in helping to support and engage in the learning process at home. Guild lines are set out in the Home learning policy.

## **Assessment and Record Keeping**

Assessment is used to inform the planning and teaching of the elements of writing, spelling, punctuation and grammar. We assess using the school pupil tracker online, which uses age related benchmarking to explore pupil learning so you can identify pupils who are on track throughout the key stages. Assessment is essential on a daily basis. Writing assessment is broken down into different elements.

- Transcription
- Handwriting
- Composition: Composition and effect
- Composition: Text structure and organisation

- Composition: Sentence structure
- Vocabulary, grammar and punctuation

Assessment against the criteria takes various forms:

- Teachers' track writing objectives on a regular basis using the school pupil tracker online and children are identified as achieved, mostly achieved or working towards.
- Success criteria created by the teacher and the children, which is used to self- and peer-assess.
- Termly spelling, punctuation and grammar tests using the rising star assessments to ascertain gaps in learning.
- SATs Writing Assessment at the end of Key Stage One
- Termly spelling tests using the NFER Spelling assessment to identify spelling age.
- Internal writing moderations take place every term to up skill teachers' knowledge and understanding of age related expectations and ensure that sound judgements are made for every pupil.

### **Monitoring of the Policy**

We are aware of the need to monitor and update the school's Writing Policy on a regular basis, so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. Writing throughout the school and how it reflects this policy will also be reviewed throughout the year in the following ways:

- Senior leadership team / writing co-ordinator: Regular book scrutiny
- Learning walks / monitoring of displays, standards in presentation
- Pupil Voice

EYFS/KS1/KS2 internal writing moderations