

PROMOTING POSITIVE OPPORTUNITIES FOR ALL

BRIGHSTONE C.E.
PRIMARY SCHOOL



Writing Policy

Date Agreed:

Review Date:

Signed:

Chair Board of Governors

BRIGHSTONE C. OF E. AIDED PRIMARY SCHOOL

Revision No.	Date Issued	Prepared By	Approved	Comments
1	October 2012	RB	QESO	New Policy
2	June 2015	RB		Revised Policy
3	March 2016	RL		Revised Policy
4	October 2016	RL		Revised Policy
5	January 2018	RL		Revised Policy

WRITING POLICY

Rationale

At Brighstone, 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 through the printed word in a wide range of contexts. Successful writers understand the social function and characteristics of writing in order to use different genres appropriately, matching it to audience and purpose. Writing also requires the writer to understand and accurately apply the conventions of syntax, spelling and punctuation. We aim to equip children with the skills necessary to achieve this, throughout the curriculum.

Aims

Our aims are for all children at Brighstone 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 a technical vocabulary through which to understand and discuss their writing;
- Develop their imagination, creativity, expressive language and critical awareness through their writing.

We aim to develop, through our teaching of writing, the following attitudes:

- Curiosity and interest;
- Pleasure and thoughtfulness;
- Critical appraisal;
- Independence;
- Confidence;
- Perseverance;

- Imagination.

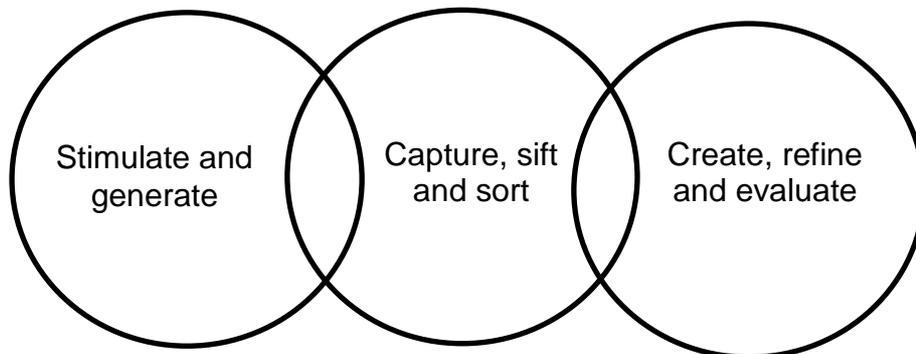
Action and Implementation

Writing at Brighstone Primary School is taught and celebrated in a range of ways, and is taught daily across the school across a range of subjects. We aim, wherever possible, to create cross-curricular writing opportunities, as we believe that in order for children to see themselves as successful writers they need to be involved in writing for a purpose.

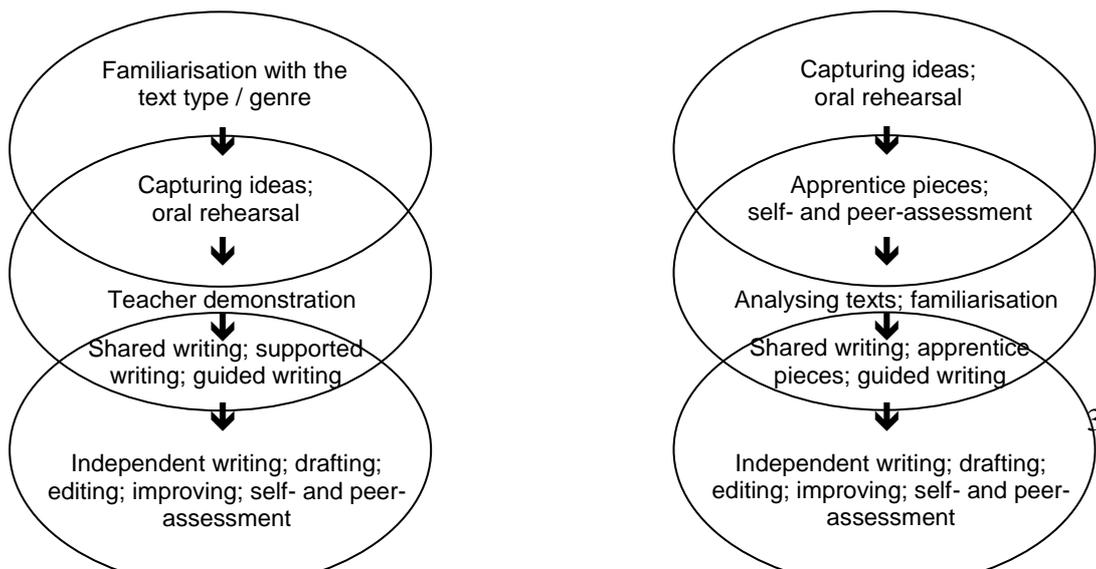
We follow the National Curriculum (2014) which ensures that a range of genres are covered, including narrative (e.g. extended stories, stories by the same author, myths and legends, adventure stories and traditional stories), non-fiction (e.g. persuasive texts, non-chronological reports, information texts, recounts, reports and letters) and poetry (e.g. rhyme, nonsense rhymes, shape poems, acrostic and descriptive poetry). Genres are taught and learnt considering the:

- purpose
- audience
- form

Throughout each unit, the links between reading and writing are made explicit – we read as readers, read as writers and write as readers. The progress throughout each unit of work shows the transition between reading as readers (focusing on character descriptions, settings, comprehension, inference etc...), reading as writers (focusing on structure, characterisation, vocabulary and language features etc...) to writing as readers (word play, describing, composition, planning, editing, revising etc...). We use the following structure for the learning journey:



Within this structure there may be some flexibility to meet the needs of the pupils or the unit of work. Here are two examples:



Throughout these processes we:



Throughout the learning journey we plan opportunities for children to carry out apprentice pieces and to carry out self- and peer-assessment. There will be 'sites of instruction' within the English lessons, as well as occasional 'sites of application' in which the children will be given the opportunities to apply their previously learnt skills in other contexts, such as Topic, Science or RE.

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.

Good 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
- have 'something to say' (a purpose) and know how to say it for the specific audience;
- 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, etc.);
- understand how to reflect upon, refine and improve their own work;
- can respond to the constructive criticism of others.

Writing is taught in a range of ways:

Modelling 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.

Supported Composition

The children work in pairs to provide the next sentence of the text. This may follow from the modelled or the shared writing process.

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.

Independent Writing

Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit and assess their work, applying the skills they have learnt throughout the unit of work on that particular genre.

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, labels etc... Alongside this, children take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible script.

Phonics/spellings lessons build their phonic and spelling knowledge to enable them to sound out words and spell common exception words correctly. Children throughout the year groups have spellings to learn relevant to their age, and these focus on common exception words or a particular spelling pattern.

Children in Reception and Year 1, and some children in Year 2 and Key Stage 2, follow the Read Write Inc phonics programme in which they have daily opportunities to develop their vocabulary, write sentences and practise their spellings linked to phonics and common exception words.

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.

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 such as shopping lists, diaries, notes, letters, cards, stories etc...

Assessment and Record Keeping

Assessment is used to inform the planning and teaching of writing. We assess using the current Hampshire Assessment Model document which is broken down into the following domains:

- Transcription
- Handwriting
- Composition: Composition and effect
- Composition: Text structure and organisation
- Composition: Sentence structure
- Vocabulary, grammar and punctuation

Assessment against these criteria takes various formats:

- Success criteria created by the teacher and the children, which is used to self- and peer-assess;
- Reception, KS1 (and less able KS2 pupils) are assessed on their phonics at least every half term, and more often when required. These assessments inform planning, groupings and interventions;
- Regular SPaG assessments to ascertain gaps in learning;
- SATs Writing Assessment at the end of Key Stage One (Y2) and end of Key Stage Two (Y6), as well as optional SATs in Years 3 – 5;
- Termly SWST (Single Word Spelling Test) to provide the child's spelling age.

Assessment takes place on a daily basis through AfL to inform planning and teaching, and children's progress against the objectives are officially assessed and recorded using the following terminology: below, working towards, ARE (Age Related Expectations) and beyond.

Pupil progress meetings between each class teacher and the head teacher take place every term, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps.

Single Equalities

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement and to promote the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

All children have particular learning needs, including SEN and Gifted and Talented. Levels are monitored termly (see section above 'Assessment and Record Keeping'), as well as through formative classroom assessment, and provisions are put into place to support identified children, such as Wave 2

and Wave 3 support. Writing support is carefully chosen to meet the needs of all children, particularly those who need extra support or challenge. These include 1:1 sessions, small writing groups and phonics intervention groups. Extra resources may also be used, such as scaffolded writing frames and talking tins / talking postcards for children to verbally record their sentences before writing.

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. We will therefore review this policy at least once every two years. The member of the Senior Leadership Team with responsibility for writing is the English Subject Leader – Rebecca Lennon.

Writing throughout the school and how it reflects this policy will also be reviewed throughout the year in the following ways:

- Governor's work scrutiny;
- SLT/staff work scrutiny;
- Pupil voice;
- EYFS/KS1/KS2 external moderation;
- EYFS/KS1/KS2 internal moderation;
- Moderation with other schools;
- Learning walks.