

LOVE, COURAGE & RESPECT

Learning and Achieving Through Love, Courage and Respect

BRIGHSTONE C.E. PRIMARY SCHOOL



Writing Policy

Date Agreed: May 2023
Review Date: May 2024

Approved by: FGB

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
6	May 2023	RL		Revised/Updated 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), for a range of purposes and audiences, 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 in English lessons. We explicitly teach transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). We aim, wherever possible, to create meaningful 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.

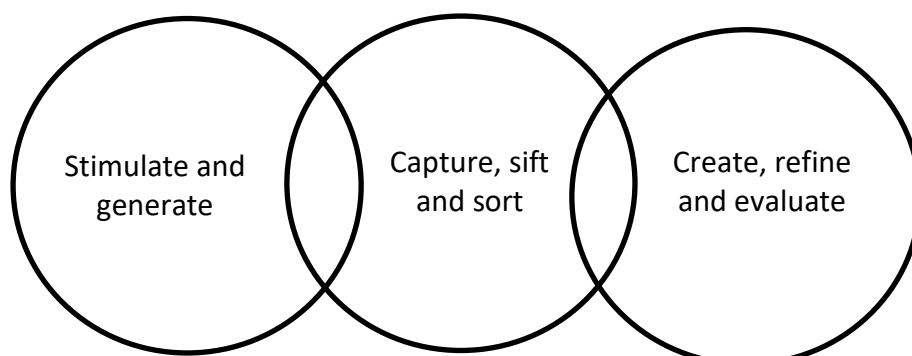
Through our curriculum, we ensure that children acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

We ensure that our children, throughout their time in school, have the opportunity to write in a range of genres, including narrative (e.g. extended stories, stories by the same author, myths and legends 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

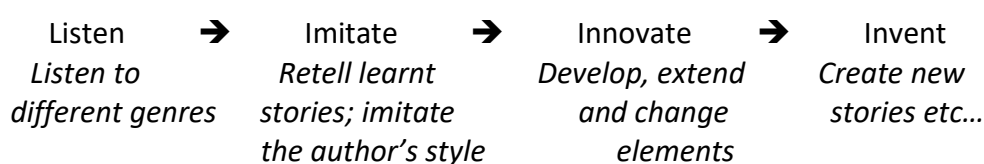
We use high-quality texts to 'drive' our English learning journeys, and throughout each learning journey, the links between reading and writing are made explicit – we read as readers, read as writers and write as readers. The progression throughout each learning journey shows the transition between reading 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, working towards a specific writing outcome:



Within this structure, there may be some flexibility to meet the needs of the pupils or the learning journey (for example, if one text driver is leading to more than one writing outcome). Learning journeys include many of the elements below:

- Stimulate and generate:
 - Exploration of the text
 - Capturing ideas and responses to the text
 - Drop-in writes (sites of application in which they apply previously learnt skills)
- Capture, sift and sort:
 - Use of WAGOLs (What A Good One Looks Like)
 - Exploration and teaching of key grammatical, vocabulary, structural and compositional elements for the identified writing outcome, including sentence structure, style of writing, content and so on
 - Shared writing
 - Modelled writing
 - Apprentice writing (in which they practise newly learnt skills)
- Create, refine and evaluate:
 - Planning, drafting, editing and improving their writing outcome
 - Self- and peer-assessment

Throughout these processes we:



Integral to the process of writing is speaking and listening. Spoken language is essential to enable children to articulate their thoughts, share and respond to opinions, 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 effective writing, and understand what makes it effective;
- 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 self- and peer-assessment.

Writing is taught in a range of ways:

Modelled 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, oral rehearsal, proof reading, spellings, 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 encouraged to plan, draft, write, edit and assess their work, applying the skills they have learnt throughout the learning journey, as well as previously learnt skills. There are planned opportunities for apprentice writes, in which children practise a particular newly learnt skill before applying it in the final writing outcome, as well as for 'drop-in writes', a site of application in which children apply previously learnt skills in a new context.

Further information

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 electronic devices, 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.

Spellings lessons build their spelling knowledge to enable them to sound out words, apply spelling patterns 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 those children in Year 2 and Key Stage 2 who still require it, follow the Read Write Inc phonics programme. These lessons include opportunities to develop their vocabulary, write sentences linked to the current text, and practise and apply their spellings and phonics (see our Reading Policy for further information about our RWI systematic synthetic phonics scheme).

As children progress throughout the school, they are given many opportunities to write independently and to apply the skills they have learnt and practised. 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 learning journey. The objectives are carefully matched to the planned writing outcome to enable them to be taught and learnt within a meaningful context.

Where needed, writing support is carefully chosen to meet the needs of the children, particularly those who need extra support or challenge. Support may include targeted support, scaffolding, visuals, talking tins for children to verbally record their sentences before writing, counters to count the words in a sentence, handwriting support, and the use of technology.

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 (see Reading Policy for further information about this);
- Teacher AfL within and across lessons;
- Internal moderation;
- External moderation;
- SATs Writing Assessment at the end of Key Stage One (Y2) and end of Key Stage Two (Y6) against the frameworks;
- Regular spelling tests in lessons;
- 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 (B), Working Towards (WTS), Expected (EXS) and Greater Depth (GDS).

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

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:

- Learning walks and book scrutinies carried out by the relevant members of staff;
- Governors' monitoring;
- SLT/staff book scrutinies;
- External moderation;
- Internal moderation.