THE MEADOWS PRIMARY SCHOOL

Writing Policy – Appendix A

There are four main principles to this sub-policy:

- it establishes an entitlement for all pupils;
- it establishes expectations for the standards to be achieved;
- it builds on what pupils have learned previously and promotes continuity and coherence across the school;
- it states the school's approaches to this subject in order to promote public and particularly parents' and carers' understanding of the curriculum.

Aims

- For writing to be seen as purposeful and enjoyable
- For each child to see themselves as a confident and successful writer
- For each child to achieve the level of writing of which they are capable
- For writing to be developed across a range of meaningful contexts
- For there to be a broad curriculum offering the full spectrum of writing genres
- For each child to develop the necessary writing skills to be a competent writer
- For writing to be seen as an essential life skill

Introduction

The importance of writing in the curriculum

Writing is a key life skill which enables children to express themselves, communicate with others and access other areas of the curriculum. It is a complex process which requires a command of sentence and text structure, grammar and punctuation, an ability to edit and evaluate both their own and others writing, a knowledge of how spoken language translates to the written word, an awareness of purpose and audience across different genres and involves a competency in spelling and handwriting.

Early Years (EYFS)

Writing forms a central part of the Early Years Foundation Stage Areas of Learning Curriculum, in the areas of Communication, Language and Literacy. We believe the talk is crucial for developing early language prior to learning to read and write and we understand that vocabulary and reading are fundamental for success across the whole curriculum. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). At The Meadows Primary School, we follow the Read Write Inc programme. Our Pupils receive daily lessons closely matched to their needs. We believe that every child can learn to read and write with appropriate support.

A wide range of writing materials are always available to children in the classroom and a specific role play area which complements the weekly theme is used to provide a real purpose for children's early writing. We recognise both the importance of the teacher acting as scribe on occasions, in order to create stories and the importance of children writing freely as emergent writers.

Key Stage 1

Our pupils continue to follow the Read Write Inc Programme. The pupils who pass the phonic screening check in Year 1, will begin to follow the Pathways to Write Programme in Year 2.
. Pathways to Write is built around half termly units of work, which focuses on a specific text. A mastery approach to the teaching of writing is followed. From the spring term in the Year 1/2 class, the Pathways to Write Programme is followed for the literacy session.

Key Stage 2

We continue to follow the Pathways to Write Programme in Key Stage 2. Each unit covers a range of areas in the national curriculum:

- Mastery of vocabulary, grammar and punctuation skills
- Writing a range of genres across a year
- Vocabulary development
- Using a wider range of reading comprehension strategies as a whole class
- Spoken language activities including drama and presentations
- Opportunities for practising previously taught genres
- An extended, independent piece of writing

This process follows three stages:

Gateway:

- Begin at the Gateway with a 'hook' session to intrigue and enthuse young writers
- Use objects, people, images or role-play to stimulate questions about the chosen text
- Give pupils the opportunity to predict the text
- Establish the purpose and audience of the writing
- Revisit previous mastery skills and ongoing skills

Pathway:

- Introduce pupils to three new writing skills from their year group curriculum
- Provide opportunities to practise and apply the skill they have learnt through short and extended writing tasks including character descriptions, poetry, dialogue between characters, fact files or diary entries in role
- Provide opportunities to re-cap and apply previously taught skills
- Challenge greater depth writers through a wider range of tasks e.g. changes to form, viewpoint and audience

Writeaway: Independent writing.

- Section and sequence texts independently or collaboratively
- Create extended pieces of writing over time
- Opportunity to apply mastery skills
- Time for planning, writing, checking, editing, redrafting and publishing

- A fiction or non-fiction outcome will be written (covering a wide range of genres and themes over the year)

Spelling, Punctuation and Grammar

In order to maintain rigour and accuracy within children's writing and meet the domains and dimensions outlined in the new curriculum, children also have a specific focussed lesson on grammar and punctuation skills. Children are involved in a Spelling, Punctuation and Grammar (SPAG) lesson each day to aid the development of spelling, grammar and punctuation throughout KS2 which also feeds into English sessions via Word Aware starters. Within the week, the children concentrate on grammar and punctuation warm-ups and at times this will be taught discretely and then reinforced during later in English lessons the following week.

Teaching and Learning

Children are involved in a daily English lesson. Teachers plan for this using the objectives and teaching sequence in the new curriculum. These lessons may focus on developing particular skills, or applying skills learnt. They may include reading or writing activities or both. In addition to these lessons, writing is used to communicate in other subject areas and teachers plan specific objectives in order to maximise the potential of this.

All lessons have a clear learning objective (WALT: We Are Learning To…) and success criteria (WILF: What I'm Looking For), which are communicated to the children in a variety of ways, both orally and in writing. When approaching tasks, children have a clear view of the success criteria, often writing these themselves as they get older and use these to assess their own and other's work.

Each unit focuses on three keys: Gateway keys (non-negotiables/basic skills); Mastery keys (year group national curriculum expectations) and Feature keys (vocabulary, manipulating sentences and tense, structure). Teacher feedback supports the target setting process, particularly in the early stages, but as children move through school they are encouraged to take responsibility for being reflective and setting their own goals based on the mastery keys/ end of year expectations.

Teachers plan to use open questioning to encourage children to think and explain.
Talk partners are often used as a way of exploring and extending ideas. Teachers invite responses to class discussion, rather than accepting hands up answers, as a way of drawing all pupils in and encouraging everyone to be an active participant in their learning.

Assessment and recording

Informal assessment is on-going and forms part of every lesson, feeding into teacher's planning. Pupils are involved in self and peer assessment (see Assessment Policy). Teachers provide feedback to pupils on a daily basis, either in written or verbal form. This feedback focuses on how the success criteria (WILFs) have been achieved and the next steps (see Marking and Feedback Policy).

Termly assessment weeks which validate on-going judgements (November, February and May) provide an opportunity for summative assessment against the age-related outcomes for each year group and a progress check to support assessments. Work from Assessment week is stored in each pupil's individual profile book and for Year 6 pupils in their writing portfolios. Pupils identified as not making progress or underachieving are targeted and given support in the form of flexible intervention, according to their individual needs.

Inclusion

Planning at all levels ensures that the interests of boys and girls are taken into account. Pupils are flexibly grouped – sometimes working in ability or mixed ability groups, according to the task. Pupils are given opportunities to learn as individuals, in pairs, small groups and as a whole class, both independently and with support from teachers and teaching assistants.

Intervention programmes at a range of levels are run for individuals and groups of children throughout the year. This is overseen by the subject leader and SENCO.

The Learning Environment

Classrooms have displays of writing checklists and prompts to support teaching and learning. Working walls are also used in each classroom as prompts and reminders to stimulate children's writing. As we value children's writing, these will display examples of work and to celebrate achievements.

Monitoring and Evaluation

All teachers are responsible for monitoring standards in their pupil's work and progress. This is overseen by the English Co-ordinator and Headteacher. Monitoring informs future planning through the school SDP.