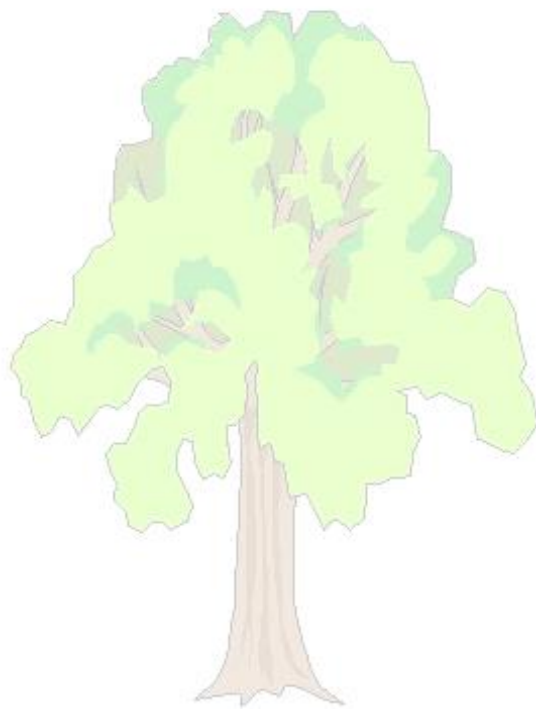


Writing Policy



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Senacre Wood Primary School English Policy

INTRODUCTION

The National Curriculum states that:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

At Senacre Wood Primary, we are committed to providing a high-quality education in English. As a school, we want to develop real writers who record for a purpose and an audience. Writing is a crucial part of our curriculum and children from Foundation Stage to Year 6 are provided with regular opportunities to develop and apply their writing skills across the curriculum.

INTENT

At Senacre Wood Primary, we follow the aims of the National Curriculum to ensure that all pupils:

- *Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.*
- *Appreciate our rich and varied literary heritage.*
- *Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.*
- *Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate*

National Curriculum 2014

At Senacre Wood Primary School, it is our intention for all pupils to be confident and competent writers. We aim to provide them with a high-quality education in English that will teach them to become enthusiastic writers who can write fluently and communicate their ideas effectively. We aim to do this by equipping them with a strong command of the spoken and written language, and to develop their love of literature as well as their understanding of our literary heritage.

Within daily English lessons, based on the National Curriculum for English, we aim to ensure that we:

- Provide regular opportunities for pupils to plan, revise and evaluate their writing.
- Develop children's awareness of different audiences and purposes for speaking and writing so that they can adapt their style appropriately.
- Use speaking and listening opportunities to support pupils' learning and influence their writing.
- Enable children opportunities to acquire and use new vocabulary, across all areas of the curriculum, so that they are competent, confident and independent in their use of language.
- Provide pupils with a secure understanding of grammar so that they are able to apply this to written work.

- Provide opportunities for pupils to develop writing stamina so that they are able to write at length.
- Enable pupils the opportunity to develop fluent, legible handwriting.
- Teach pupils methods, and understanding of spelling, so that they are able to spell words accurately.

IMPLEMENTATION

PLANNING

At Senacre Wood Primary, we plan English using the National Curriculum 2014 and the EYFS statutory framework. Our medium and long term planning is informed by these documents which map out the English curriculum for each year group. All teachers plan on a half termly basis and these are shared with the English subject leader for review and evaluation.

A range of key texts are used to inform writing outcomes. These may include film clips, audio files (for example, spoken word or performance poetry) and high-quality extracts (such as a first chapter of a novel) as well whole texts. The subject leader ensures these are carefully mapped and evaluated regularly and that there is a clear literary rationale behind their use and how they will move the class learning forward. Texts will be used which build in opportunities to explore grammatical structures, ambitious tier 2 vocabulary and differing authorial voices. The texts are also carefully selected from a thematic perspective for their literary content, including diversity and SMSC values (Social, Morale, Spiritual, Cultural) as well as links with class enquiries. Details of these can be seen on class book maps which are published termly on the school website.

A writing cycle is used to ensure that children are able to explore, discuss, plan, draft and edit different genres and structures of writing. To support this process, teachers plan English sessions so that children have the tools they need in order to succeed: teachers 'plan backwards' from their intended outcome; once the intended outcome has been decided, they plan each session with the over-arching intention of how that lesson will help their pupils achieve in the final outcome. Each session is designed to explore a specific skill or piece of knowledge using a mixture of child and teacher lead activities, taking into account different types of learning styles as well as opportunities for whole class, group, pair and individual work.

LESSONS AND ENVIRONMENT

VOCABULARY

At Senacre Wood Primary, we recognise that vocabulary instruction must be accessible and inclusive therefore vocabulary is a priority within the classroom and adults must model appropriate use of the English language.

Within all areas of the curriculum, children are exposed to Tier 2 and Tier 3 vocabulary. As part of this, all staff understand that children should not guess at new vocabulary but should be explicitly taught what a new word means, given examples and have multiple exposures to it for it to be retained. Working walls must have learnt and new vocabulary added to them so that children see words daily and are able to use this to support written work.

RESOURCES

Dictionaries, thesauri, word mats and writing prompts, at an appropriate level, are available in all classrooms and pupils are supported to use them within and beyond the English lesson.

MODELLING

Teachers are expected to model written tasks showing a strong command of the English language at all times, whether this is spoken or written. Staff are expected to use good quality models to show children their expectations or how to include the vocabulary and key features within the outcome genre. When modelling written work (either through shared, guided or modelled writing) teachers 'think aloud', narrating their writing on the board.

Different techniques for class modelling are utilised often. Shared writing gives the teacher the opportunity to model the thought process behind composition, checking spelling, punctuation and grammar aloud, and discuss word choices with the children. The shared writing can be printed or photographed as evidence of the children's contributions to that part of the lesson, and then referred to as writing continues. Guided writing may be used for small group work. An adult writes alongside a group of children who may all have similar areas for development in their writing. We would strongly advise the use of the visualiser for constant and consistent visual reference, as well as live marking and feedback.

SUCCESS CRITERIA

To support pupils understanding of writing expectations and assessments, teachers use success criteria for writing. These can be used in a range of ways- displaying on the board at pertinent points in the session so that children can judge their own progress, displaying it on the working wall as a weekly journey, including it in on the learning objective slip to be used as part of the assessment progress or stuck into books as a checklist after writing has been completed for self, peer or teacher assessment.

RECORDING WORK

Pupils record English work within their English books. In the majority of cases, the discrete teaching of grammar will be planned to compliment the final written outcome and so should also be included in books rather than rubbed off of mini whiteboards at the end of a session. White boards should only be used in an assessment for learning style task, where staff need to quickly ascertain if children have understood a new piece of knowledge. They are not for scribing so that children can copy how ideas are recorded. We also do not use draft or 'rough' books, instead choosing to include first drafts in English books as part of the writing process. In the same way, we do not use a 'final piece' or 'writing' book which only shows the final product of any written work. We believe writing is a journey and we advocate the notion that a piece of written work is never really finished- that improvements can always be made, just as real writers draft, edit and publish work.

WORKING WALLS

Classrooms are expected to have an English working wall within their environment. English working walls are in constant use throughout individual lessons and build to show how the learning is developing throughout the week or unit of work. Where possible they should be at the front of the classroom. To achieve consistency, each class has uniform headings for learning walls; this includes a GPS area to aid children's retention of the skill they have been working on.

Within this display or separately, spelling rules, key spelling vocabulary and focus spelling words are expected to be displayed on the class learning walls for children to use in their work.

MARKING AND FEEDBACK

All children are entitled to regular and comprehensive feedback on their learning to enable them to become reflective learners and help them close the gap between current and expected performance. In general, feedback and marking should be completed daily; this should include verbal feedback and live marking within the lesson. Feedback should focus first and foremost on the learning intention of the task; focused comments should help the child 'close the gap' between what they have achieved and what they could have achieved.

Within English, and throughout the curriculum, children should be encouraged to self-evaluate. Children can identify their own successes and look for improvement points; they should be encouraged to assess their work ahead of final marking, using success criteria.

When marking piece of writing, the normal marking annotations should be used to denote the level of support given (please refer to marking and feedback policy). Staff will use green to tick the points in the work where children have met criteria from the Learning Ladders/National Curriculum statutory guidance; these ticks will be annotated in the margin to support assessment. When editing, or where next steps are given, pupils are expected to use purple polishing pen.

SPELLING CORRECTIONS

Within Key Stage One, children should be encouraged to read work aloud to find corrections. Spelling of words above the key stage's spelling rules and patterns can be corrected but this should be completed in a meaningful manner. Within Key Stage Two, high frequency words should be identified by the children for correction through peer marking. Teachers should focus on new use of language and technical vocabulary related to the task. Incorrect words should be marked as code 'sp' in the margin for pupils to identify and correct.

HANDWRITING

Handwriting should be taught as a modelled, supervised and guided activity, ensuring that pupils do not form habits which are unhelpful later. Within EYFS and Year 1, it will be taught on a daily basis as part of their Read, Write Inc. Phonics sessions. Within EYFS and Year 1, children are taught an un-joined script. This allows for the correct physical development of the child's hand before a joined script is introduced. Children are taught to form their letters using Read, Write, Inc. rhymes and picture prompts. When pupils are secure with their letter formation, including size and orientation, they will be introduced to cursive handwriting; for the majority of pupils, this is in Year 2.

Throughout Key Stage Two, in line with the end of Key Stage 2 expectations, children will be asked to practise handwriting regularly to ensure cursive writing is maintained and sizing is consistent.

For more information about handwriting, please refer to our handwriting progression document which is available on the English page of our school website.

To support the teaching of handwriting, we use the Letter Join program. This is enforced by using the cursive script from Letter Join on Microsoft programs which is used for display, task sheets and during lessons.

LEFT HANDED WRITERS

Teachers should be aware of left-handed writers and take their well-being into consideration. Left handed writers can smudge work across a page, be uncomfortable when sat next to right-handed writers and struggle with work placement on the page. Teachers should have knowledge about their class and be able to seat left-handed children sensitively and comfortably.

GRAMMAR, PUNCTUATION AND SPELLING (GPS)

Punctuation and grammar is integral to all English lessons; GPS is taught both discretely and within reading, writing, spelling and phonics sessions. In Key Stage 2, teachers have a discrete session of GPS skills, usually towards the beginning of the week, which will help the children meet the outcome they are working towards; this skill is then applied to a writing task later in the week or unit.

Staff use the Kent guidance document for the progression of skills within GPS, created by Penny Bill in 2016, to ensure there is full coverage of the curriculum. This document can be found within the progression documents on the English page of our school website.

To support the teaching of GPS, teachers have been provided with the following resources/schemes

- Year group CGP revision and question books
- Schofield and Sims formal grammar teaching aids,

Teachers may also supplement these with other games and activities. We believe that grammar should be treated the same way as maths; children enter our classes at different stages and need to be able to master a skill before moving on. GPS learning can be found within the English book.

Teachers should model high expectations when working with children on their range of vocabulary and grammatical structures, using the correct terminology as outlined in the National Curriculum. Misconceptions in GPS are very easy to form and teachers should closely observe and quiz children on the skill, which they are acquiring, ensuring previous knowledge is set in a solid foundation before moving forward with the next expectation.

SPEAKING AND LISTENING OPPORTUNITIES

Effective communication is a key skill for life. The ability to speak and listen is fundamental to pupils' language and social development. Our pupils are given every opportunity to practise these skills through class discussion, group work, paired conversations, drama, debate and performance.

As oracy skills form an integral part of our English Curriculum, the progression of skills has been mapped using speaking and listening 'ladders'; these are also mapped on each teacher's medium term plan. Speaking and Listening evidence is recorded using observation slips and recorded onto Seesaw, our online learning platform, to record moments that cannot be captured in books. Speaking and listening activities are embedded throughout the wider curriculum, as well as English, as we know that being a great speaker helps children to become great writers.

SPELLING

We recognise that spelling is not an easy task for many children, which is why we believe in the full immersion in language and new vocabulary as well as multiple applications of the spelling scheme that we use.

Early spelling is taught using the Read, Write Inc. (RWI) phonics programme, where children develop their knowledge of phonemes (sounds) and graphemes (written letters). In Year 1, children learn their phonics and 'tricky' words using RWI. When pupils have completed the RWI phonics programme (usually within Year 2), we use the Read Write Inc. spelling scheme to manage the transition from phonetically plausible words to those which require rules or need memorising. Using RWI Spelling, weekly spelling lessons will follow the RWI spelling scheme. Rules and/or patterns will be explicitly taught in lesson 1 of the week and opportunities to follow up and practise the patterns are taught through dots and dashes, Word changers, choose the right word, four in a row, dictation as well as teachers own planned activities. Lessons are recorded in RWI work books and children may use the back of their handwriting book to practise spellings.

There is a whole school expectation that spelling words must be discussed in context, used in writing and models and 'spotted' in class reads- it is only due to over-exposure that children will begin to recognise and spell specific words correctly.

ASSESSMENT

Writing assessment at Senacre Wood is an ongoing process comprised of age-appropriate formative and summative assessment strategies. Using independent writing tasks, writing 'ladders' are used to track the progress of all children. This assessment information is used to inform planning, identify targets and the levels the children are working at.

To ensure the accuracy of writing assessments, writing moderations are planned at varying points throughout the year- these are used to support judgements in the data submitted, aid staff CPD and prepare for external moderations by KCC.

To assess pupils GPS understanding, teachers use SATs questions or their own flashback questions to build short assessments on what has been taught over a term, seasonal term or year. These can be used for gap analysis so that staff and pupils know how best to move forward. Within spelling, Speed spells are carried out from Year 2 to Year 6 as part of the Read Write Inc. spelling programme. Six Practice Test papers are used to assess children's ongoing progress. The tests assess knowledge taught in recent units, and check children's knowledge of words from previous units or years. After this assessment, teachers use common spelling errors to inform their planning.

ENGLISH IN EARLY YEARS FOUNDATION STAGE

EYFS planning is based on the Development Matters statements and the Early Learning Goals (ELG). Prime areas of English development are Communication and Language (Listening and attention, understanding and speaking) and Literacy Development (Reading comprehension, word reading and writing.) EYFS staff, continually observe and assess children against these, and plan the next steps in their writing development.

Teachers of the EYFS ensure the children learn through a mixture of adult led activities and child initiated activities both inside and outside of the classroom. EYFS staff use split inputs and small groups; rotating these around independent activities.

Through a carefully planned learning environment, pupils are given the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practice and exchange their range of vocabulary and communication skills. Role-play is changed on a regular basis to enthuse and inspire children to be creative in their use of language, providing varied opportunities to read and write through play.

EQUAL OPPORTUNITIES AND INCLUSION OF ALL LEARNERS

All children have equal access to the English curriculum. Positive attitudes towards writing are encouraged, so that all children, regardless of race, gender, ability or special needs (including those for whom English is a second language) develop an enjoyment in English and writing tasks.

Where required, children's EHCP's incorporate suitable objectives. These targets may be worked upon within the lesson (either in class or in a small group/1:1) as well as on a 1:1 or small group basis outside the English lesson.

Short term writing and handwriting interventions in school helps children with gaps in their learning. These are delivered by trained support staff and overseen by the SENCO and/or the class teacher. Within English lessons, teachers have a responsibility to use adaptive teaching techniques, to support children with SEND, but also

activities that provide sufficient challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

On the rare occasions that a child struggles with the fine motor skills required for cursive handwriting, the SENDCo may advise class teachers and parents that the child's focus should be on clear, legible writing that can be composed at a good pace, rather than cursive joins, however this advice should be taken into consideration with the child's year group as this can stop children achieving the end of Key Stage 'Expected' assessment.

IMPACT

In order to ensure we measure impact, we gather a variety of data and feedback to check whether learning has been retained. The information gathered impacts the future planning of teaching and learning opportunities, ensuring we are responsive to the needs of our learners. Formal pupil progress meetings are held 3 times a year. During this process, progress is measured within the year group as well as from benchmark assessments (e.g. ELG or End of Key Stage One).

The following are methods also used to support measuring the impact English teaching across the school:

- Formative assessments
 - Through regular retrieval and application, we can check children's retention of previously taught grammar and punctuation concepts as well as spelling rules.
 - A reflection on standards achieved against the planned outcomes
- Summative assessments:
 - EYFS- Baseline and end of Year assessment against Early Learning Goals.
 - Key Stage Two, end of Key Stage GPS SATs assessments.

ROLE OF THE ENGLISH SUBJECT LEADER

It is the role of the subject leader, along with SLT, to ensure the subject is monitored using a range of methods which inform the development of English. Following monitoring, outcomes are shared, with colleagues and relevant stakeholders, in a timely manner and areas for improvement are swiftly and effectively acted upon.

It is also the role of the English subject leader to:

- Promote the value and importance of GPS, handwriting and writing amongst staff and pupils.
- Identify and support the training needs of colleagues.
- Moderate teachers' assessment to ensure consistency with levels across year groups.
- Monitor, maintain and provide high quality resources.
- Ensure pupils' voice is valued and responded to.
- Keep up to date with developments in the area of English.