



WRITING POLICY

Review by Head. Noted by SE Cttee.	16 th May 2019
Next Review	Summer 2021

The Vision of St John's CE Primary School, Rishworth

Matthew 5:16 (NRSV)

"Let your light shine before others, so that they may see your good works and give glory to your father in heaven."

Following Matthew 5:16, people shine through success, honesty, independence, neighbourliness and enjoyment. We believe children learn best when they're happy and have the confidence to respond to challenges, within a caring Christian environment where adults lead by example. We value the partnership with families and the community whilst striving to give our best.

The School's Aims are:

- ◆ To maximise the academic attainment of each child
- ◆ To maximise the personal, social, spiritual and physical development of each child

The pupils, staff, parents and governors of St John's have worked together to create **our core values:**

Success. We aim to provide excellent learning opportunities to ensure the best possible progress and attainment for all children whatever their needs and abilities.

Honesty. We aim to develop children's understanding of the importance of honesty in all relationships and as part of self-reflection in a Christian environment.

Independence. We aim to develop the self-confidence in all our children that enables them to think and work independently, so striving for excellence in all areas of the curriculum.

Neighbourliness. We aim to ensure that every child becomes a compassionate and respectful member of the school, local, national and global communities.

Enjoyment. We aim to be a safe, friendly and welcoming environment where children have exciting and creative learning experiences that help develop an enjoyment and love of learning.

THE IMPORTANCE OF WRITING

Writing is a key skill, enabling pupils to express themselves creatively and imaginatively.

It enables them to communicate ideas and understanding effectively in all curriculum areas.

INTENT

1. **Self** – Children will develop their writing skills so that they are able to communicate their ideas and emotions fluently to others
2. **Others** – Children will have opportunities to write for a range of purposes and audiences showing empathy and understanding of others who are different to themselves
3. **Wider world** – We believe writing is a fundamental part of communication in an ever more connected world. An ability to write coherently and also understand the intention of other writers is essential as they progress into the next stage of their learning

GUIDELINES FOR TEACHING WRITING

- Teaching is embedded within meaningful contexts. Positive attitudes to writing are fostered through carefully designed teaching activities and classroom provision. The need for pupils to perceive writing as a meaningful and immediate form of communication underpins decisions taken in relation to this provision.
- Teachers adopt a text-based approach to writing lessons whereby a variety of writing tasks are drawn from the book.

- Teachers use a balanced approach. Teaching is designed to reflect the need for pupils to be taught explicitly *about writing* and the separate skills and knowledge involved in writing, whilst recognising the need to provide pupils with the time to experiment and master writing for themselves. Pupils are encouraged to take risks and experiment with writing as a means of expressing their own ideas and understanding.
- The school believes that effective teaching of writing is closely linked to speaking, listening and reading. The teaching of writing emphasises these links. Pupils learn about writing by exploring how other writers develop texts.
- The teaching of writing takes account of the need to scaffold pupils' writing. The process of writing is considerably enhanced by providing pupils with scaffolds in the form of writing frames, specific vocabulary, words and phrases and models of sentence structures. Teachers encourage pupils to identify purpose, structure and language features for themselves and apply them, in the form of writing frames, to their own work.
- The school adopts an *emergent* approach to the teaching of writing. Pupils are encouraged to write independently from the earliest age. Teachers teach segmenting skills using *Read Write Inc*; knowledge of graphic representations of phonemes is systematically developed through the scheme. Emergent writing requires that pupils are happy to apply their knowledge of speech sounds and how they are represented in writing.
- Teachers teach pupils about writing by examining how writing is used in everyday contexts; in fiction and non-fiction material, books, leaflets, menus, newspapers, computer generated texts etc.

In Key Stage 1 and 2 the progression of skills is based upon the National Curriculum 2014 and in Foundation Stage skills are based upon the Early Years Curriculum Guidance.

TEACHING STRATEGIES FOR WRITING

Synthetic Phonics:

- Early, emergent writing is supported by small, ability group teaching. Pupils are taught to segment words into sounds and are taught to represent sounds in letters.

Shared Writing:

- Teachers in KS1 provide two, fifteen minute, shared writing sessions each week for the whole class.
- Teachers in KS2 extend this to three sessions each week.
- Pupils are required to reflect upon the texts studied in shared reading and apply what they have been learning.

Shared writing is used to:

- model the writing process for children, including the thought processes involved in authoring a text;
- make explicit teaching points in relation to secretarial and compositional aspects of writing;
- provide pupils with the opportunity to reflect on their reading – using what they have learned about structure and language features from their reading to inform their writing;
- provide an opportunity for pupils to develop and use language to talk about writing.

Guided Writing

- Teachers will work with each guided writing group on a weekly basis for one twenty-minute session.

Guided Writing is used to:

- teach to the group's learning targets;
- make explicit teaching points to ability groups of pupils;
- support pupils in orchestrating elements of the writing process simultaneously;
- provide opportunities to participate in writing conferences;
- help pupils build up a language to talk about writing.

Independent Writing

- Teachers provide frequent opportunities within the literacy hour for pupils to experiment and apply their growing knowledge and skills in writing.
- Pupils are required to work independently of the teacher in these sessions, although support from other pupils or adults will be encouraged.

Independent Writing is used to:

- provide a context for the application of knowledge and skills;
- provide a context for the development of independent learning;
- provide a context for the communication of own thoughts and ideas.

TEACHING WRITING THROUGHOUT THE CURRICULUM

Children's writing is developed through application in other curriculum areas. Pupils are taught to organise information effectively in non-narrative forms of writing. Teachers employ the same teaching strategies to develop writing skills in other curriculum areas.

EXTENDED WRITING

Planning for writing will take account of the need for pupils to be engaged in extended writing activities.

DEFINITION OF EXTENDED WRITING

The school identifies three types of extended writing:

1. Writing tasks set and completed in an extended lesson
 - Carried out weekly to inform assessments
2. Writing tasks that involve the writer in planning, drafting, revising and editing and are probably carried out over a series of lessons. These tasks may not result in a lengthy piece of writing.
 - Carried out at least half-termly.
 - Some work done in the English lessons
3. Writing tasks that are extended over several lessons in order to produce a piece of some length,
 - Carried out at least termly over a series of several weeks.
 - Some work done in the English lessons

ASSESSMENT

Writing Assessment- During each assessment cycle the class teacher will plan an appropriate writing task for the pupils in their class - this should link to the unit of work that has been studied not a stand-alone piece.

Following assessments, a pupil progress meeting (PPM) will be arranged where the class teacher will come prepared to discuss the progress of the pupils in their class –having fully analysed the teacher assessment results, and completed the Target Trackers assessment tool. It will be the class teacher's responsibility to justify the progress and make suggestions for interventions, future planning needs and any other support.

HANDWRITING

The role of handwriting in the writing process:

- The school recognises that a neat, economical handwriting style promotes writing development. A fluent, cursive script enables pupils to write for longer periods without great effort.
- Teaching activities reflect the principle that handwriting is not a *copying* activity. Teaching will emphasise that handwriting is a series of movements performed in a specific order.
- Legible handwriting is a requirement in all curriculum areas and will be reinforced throughout the curriculum.

GUIDELINES FOR TEACHING HANDWRITING

- The school has chosen to teach the Nelson script. In the Early Years printed script with a *joining flick* is taught to support the transition to cursive script in Y2.
- Guided writing is used as an opportunity in YR, Y1, Y2 and Y3 in order to teach correct letter formation. Correct letter formation will be constantly reinforced through praise and encouragement throughout the school.
- Handwriting is taught discretely in order to establish the movements.
- Letter shapes are taught in the sequence outlined in the SOW. Letters are grouped by letter shape.
- The time spent on teaching varies according to the age and needs of the teaching group. In Early Years letter formation is given high priority as pupils develop the necessary fine motor skills and learn to sequence the movements effectively. By Y4 most pupils should have acquired the necessary neat, economical style and direct teaching time will be significantly reduced.
- Good posture, paper position and pencil grip will be focused on.

HANDWRITING AND LEFT-HANDED CHILDREN

- Pupils who are left-handed will be encouraged to place their paper on their left side so that they can position their hand below the line.
- Non-smudge writing implements will be available for left-handed children.
- The teacher should ensure that the child's chair allows them to see over their hand and that the child is not attempting to write in poor light.

- Left-handed pupils will be encouraged adopt a pencil grip that does not allow their thumbs to impede vision of their writing.
- Consideration of these points should be made when deciding where to seat left-handed children.

SPELLING

The role of spelling in the English curriculum:

- Conventional spelling is essential for the effective communication of meaning.
- Accurate spelling improves presentation and writing fluency.
- Possession of a broad spelling vocabulary and knowledge of a wide range of words serves to promote the expression of ideas and information in writing.

GUIDANCE FOR TEACHING SPELLING

- Pupils in the early stages of learning to write draw heavily on their knowledge of phonics and the representation of sounds in letters. The school uses Read Write inc. as a basis for systematic teaching: phonological awareness, blending and segmenting.
- Phonics, when necessary, is taught in KS2 with the focus on alternative spellings of long vowel sounds to assist pupils in achieving conventional spellings.
- In KS2 teaching activities will be focused on promoting pupil's understanding of morphology and etymology so that they can increasingly spell for meaning.
- Throughout both key stages pupils will be taught to use reference texts, including ipads and electronic dictionaries, to find spellings and interesting words.
- An investigative, interactive, problem solving approach is taken to the teaching of spelling.
- Some spellings, drawn from the National Curriculum will be taught and learned by rote. Spelling tests will be carried out to assess these spellings.

GRAMMAR AND PUNCTUTATION

The importance of grammar and punctuation to the curriculum

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning. The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

Teaching and Learning

To teach pupils about grammar and punctuation, the emphasis is on the close consideration of examples of language in use, including pupils' own writing and on the exploration of language as a system. The aim is to develop pupils' curiosity about language and their capacity to observe and reflect, which will in turn enable them to develop more control and choice in their use of language.

Spelling, Punctuation and Grammar should be taught daily in the starter of the lesson and if applicable in "stand alone" lessons if the link is too tenuous. Teachers should refer to the Termly Grammar Outcomes outlined in the new English curriculum.

The role of the teacher:

- To provide direct teaching and accurate modelling;
- provide resources and an environment which promotes a developing understanding of grammar and punctuation;
- To observe pupils, monitor progress and determine targets for development
- Within the teaching sequences, the objectives relating to grammar are located within sentence level work. Shared reading and writing provides a helpful context for the discussion and demonstration of grammatical features at word level (morphology), sentence level (syntax) and text level (conventions of style and organisation). Guided writing gives opportunities for the pupils to focus on specific aspects of grammar and punctuation, while the group/independent sessions provide helpful contexts for investigations and application of grammatical knowledge in pupils' own writing.

Continuity and Progression Foundation Stage

Pupils expect written text to make sense and they recognise sentences in their shared reading of texts and in their own play and experimental writing. They write simple sentences based on speech and begin to use significant punctuation, for example capital letters for their own name and at the beginning of a sentence.

Key Stage 1

At Key Stage 1 the emphasis is on developing pupils' general awareness of language, both written and spoken. Pupils are encouraged to attempt more complex spoken language and to observe the use of punctuation in written texts as a pointer for pausing, intonation and as an aid to meaning. They recognise sentences, expect them to make sense and use basic sentence structures in their own writing. Some punctuation marks are used in context, for example capital letters, full stops, commas in lists.

Key Stage 2

In Years 3 and 4 pupils are introduced to the grammatical functions of different types of words and they begin to explore how sentences are constructed. The emphasis here is not about grammatical labelling (the naming of parts of speech) but on discovering their function, i.e. what words can be made to do. Explicit teaching of a wider range of punctuation marks occurs and this is reflected by their use in pupils' writing. However, care should be taken that punctuation is taught within the context of what is being read and what the pupils need to use in their own writing.

In Years 5 and 6 this basic knowledge is extended through the close reading and discussion of carefully chosen examples from a range of text-types. In their writing pupils are encouraged to draw on this understanding to develop a sense of style, to experiment with the construction of complex sentences and to restructure sentences for clarity and effect. This will necessitate the use of a wider range of punctuation marks, including punctuation within a sentence. Pupils are taught to consider the purpose and audience of each text carefully.

HOMEWORK

Pupils will receive spellings once per week that are tested in school. Lists must be differentiated and link to phonics taught in class, KS2 spelling curriculum guidelines and Y6 Sats list of spellings. Grammar and punctuation homework will also be given every week.

LINKS TO THE EQUALITY AND DIVERSITY POLICY

The school continues actively to develop the writing curriculum to:

- Promote good relations between people of different racial groups in order to encourage inclusion in the wider educational community
- Ensure that all members of the school community from all racial groups are encouraged and supported to achieve their full potential
- Prepare pupils for a life in a culturally diverse society