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## WRITING POLICY

At West Thurrock Academy our aim is to promote high standards of language and literacy to enable children to communicate clearly and meaningfully when writing within English lessons and across the curriculum for a variety of audiences and purposes. It is an integral part of the schools' role to ensure that all children are literate and they fully develop their writing ability so they are provided with the tools for lifelong learning and enjoyment.

This policy is to ensure that there is coherence, continuity and progression within our teaching.

We aim to:

- ❖❖ Nurture the children's sense of themselves as writers.
- ❖❖ Develop confident, independent writers who are able to express themselves clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.
- ❖❖ Develop the stamina and skills to write at length, with accurate spelling, punctuation and the correct use of grammar.
- ❖❖ Build on prior knowledge to expand the range of writing and the variety of grammar used.
- ❖❖ Encourage children to become enthusiastic and reflective writers.

In particular, our teaching of writing will increase children's abilities to:

- ❖❖ Write imaginative, interesting and thoughtful texts.
- ❖❖ Produce texts which are appropriate to task, reader and purpose.
- ❖❖ Vary sentences for clarity, purposes and effect.
- ❖❖ Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.
- ❖❖ Select appropriate and effective vocabulary.
- ❖❖ Use correct spelling.

Oral skills are fundamental to the development of writing. Children are developed to become competent in speaking and listening, making formal presentations, demonstrating to others and participating in debate. Through discussion, children are encouraged to elaborate and explain clearly their understanding and ideas. Drama and role play are frequently used as a route into writing and children use co-operative learning strategies to support their writing.

## **SUBJECT ORGANISATION**

At West Thurrock Academy, pupil provision is related to attainment, not age. The children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries and thesauruses. Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible, we encourage children to use and apply their skills in all areas of the curriculum.

We support all learning groups, ensuring challenge and progression against children's individual learning targets, related to the school's end of year assessment criteria. In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities which extend and challenge every child regardless of ability. We achieve this through a range of strategies.

## **CURRICULUM PLANNING:**

Planning should be done in three phases:

- ❖ **Long-term planning**, using the Writing Curriculum Map which maps out the genres to be studied over each year.
- ❖ **Medium-term planning**, using the progression in the writing assessment document, Support for Writing: Text Types Guidance and Progression Papers, where needed.
- ❖ **Weekly planning**, using the children's interests, the class teacher is responsible for tailoring the medium term plans for their class. These list the specific learning objectives, and outline how these objectives will be taught and should show how SEND and 'More Able' children are to be supported and challenged. Planning should include cross curricular links, a range of different activities and learning models, speaking and listening, higher order questioning, guided group work, differentiation, vocabulary, possible means of assessment, ICT, etc.

## **APPROACHES TO WRITING:**

We develop 'writers' and all children are given the tools to independently write from the Foundation Stage. The school uses a range of shared writing, guided writing and independent writing to recognise the needs of the reader and identify the purpose, structure and style of a piece of writing. The school does not permit whole class copying from a source and expect children to write independently.

## **Spelling**

During Early Morning Work (EMW) the children learn differentiated spellings taken from their own individualised Spelling Record. Letters and Sounds are used to develop phonic awareness across Foundation Stage and Key Stage 1. Key Stage 2 focuses on developing understanding of spelling blends and rules for prefixes and suffixes.

## **Handwriting**

During Early Morning Work, the children develop their letter formation and fluency in handwriting whilst practising their spellings and developing their vocabulary.

## **Emergent Writing**

Children enjoy writing from an early age and the intention of teaching is to help them develop the craft of writing to enable them to communicate effectively with a wide range of audiences. Children are encouraged to write independently using their own emergent writing from the time they start in Lower Foundation. They have access to different materials to support and develop writing and many activities are encouraged using the outdoor area.

Young children have opportunities to write and use mark making within all areas of learning and in a variety of contexts, wherever possible e.g. role play, menus, invitations. Letters and Sounds provide the children with tools for word and sentence building. This is modelled to children and children use their phonic knowledge to write words in ways which match their spoken sounds, including writing some irregular common words. Children utilise these skills in their own independent writing and are encouraged to write sentences which can be read by themselves and others. Alongside this, they take part in activities to encourage physical development that builds fine and gross motor skills necessary to develop a comfortable, legible script e.g. write dance.

## **Teaching Writing**

Teachers plan for different groups: whole class, small group work, paired and individual. Lessons are tailored to the children's independent learning needs. Clear objectives are set for each lesson and shared with the pupils. Teachers differentiate according to the needs of the children and set targets for pupils to work towards on a regular basis.

The teaching of writing involves:

- ❖❖ Talk for writing
- ❖❖ Teacher modelled and shared writing
- ❖❖ Guided writing
- ❖❖ Independent/Extended writing

## **Talk for Writing**

Oral rehearsal and 'Talk for Writing' is one of our most valued teaching strategies. It is vital that children have a chance to tell stories, rehearse ideas and sentences, and internalise text structures before writing can begin. This is used from Early Years upwards. We use 'Talk for Writing' to enable children to imitate the key language needed for a particular topic orally before reading and writing texts. Children orally rehearse the tune of the language they need, which takes place before shared writing, where they craft their writing in the same style. Talk for Writing is powerful because it enables children to orally imitate the language they need for a particular topic before reading and analysing it, and then writing their own version. It builds on 3 key stages:

- ❖❖ Talk for Writing begins with engaging activities to the tune of the text, as well as the topic of focus, to help children internalise the pattern of the language required.
- ❖❖ This is often followed by talking an exemplar text, supported visually by a text map and physical movements to help the children recall the story or non-fiction piece.
- ❖❖ Once they have internalised the language of the text, children are in a position to read, analyse and partake in shared writing using the features of the text.

## **Shared Writing**

At West Thurrock Academy, we value detailed modelling in our shared writing, for all genres and year groups. Children are able to imitate the style of the shared writing in their own work and thus have a feeling of confidence and achievement. Collaborative ideas and exciting use of language are promoted and celebrated, ensuring that shared writing sessions are lively and interactive.

Shared writing is a whole class writing activity which takes several forms:

- ❖❖ Teacher demonstration whereby the teacher writes to exemplify, and say aloud, the thought process and the grammatical construction of writing.
- ❖❖ Teacher writing, whereby the teacher and children compose a text together with the teacher recording and improving the children's ideas.
- ❖❖ Supported composition or scaffold writing, whereby children, in the course of shared writing, write part of the text, e.g. in pairs.
- ❖❖ Shared writing is planned into English lessons to aid independent writing and exemplify grammatical features and sentence construction. Every unit of work includes frequent opportunities for shared writing before children to attempt to write independently.

The children may also demonstrate how to create or use success criteria. This may be the starting point for independent or guided writing.

## **Paired Writing**

Children write with another child for:

- ❖ Shared ideas and immediate feedback
- ❖ Development of oral fluency
- ❖ Children often write with a partner when annotating texts or using whiteboards.

## **Guided Writing**

Guided writing is an important step in making the link between shared writing and independent writing. Guided writing takes place within the independent section of the lesson. It is a 15-20 minute session dedicated to developing specific writing skills in order to correct common errors or move the children forward. Children are grouped according to ability. The group will have a specific focus, such as using punctuation correctly or how to start complex sessions. During this time children may be introduced to new language features, writing, discussing previous writing, reviewing targets, sharing writing experiences or preparing for independent writing.

Guided writing is a powerful teaching approach and provides a good opportunity for teacher assessment.

## **Independent/Extended Writing**

Independent writing provides children with time and opportunity to practise, develop and consolidate the skills they have learnt during shared and guided writing. Extended writing ensures that they have opportunities to complete longer pieces of work, both fiction and non-fiction.

Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

## **TARGETS**

Key to developing writers is the school's use of class and individualised targets (using the schools assessment criteria). This goal posts learning and targets are used as a checklist, which the children refer to and use to self-edit their own and peers writing against. When teaching writing, class teachers will also use a success criteria formed by the class early in the topic, to self-edit their work against.

## **DISPLAYS**

Displays in Writing are used as a learning tool. Children are aware of what support their environment holds for them and are used regularly. Working walls change depending on the topic and are an adaptable resource by adults and children. More permanent displays may include:

- ❖❖ Punctuation pyramid
- ❖❖ Grammar and vocabulary examples
- ❖❖ Alphabet frieze
- ❖❖ Letters and sounds
- ❖❖ Golden sentence rules/examples
- ❖❖ Sentence types
- ❖❖ Success criteria for genres/good models of text

### **CROSS-CURRICULAR LITERACY OPPORTUNITIES**

The basic skills taught in the Literacy, Guided Reading, Letters and Sounds and Early Morning Work are referred to and applied across the curriculum in the Foundation subjects. When marking the writing-based Foundation subjects, teachers are required to mark and assess work against the writing assessment tool.

Children have a set of agreed success criteria stuck in their book for every genre of writing covered. This should be referred to if that genre is covered in any writing-based subject.

### **THE USE OF ICT**

ICT is used where it enhances, extends and complements English teaching and learning. Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. ICT is used at whole-class, group and independent levels. Interactive Whiteboards enable interactive texts to be read and shared, and permits the writing process to be modelled effectively. A wide variety of text types are available through the internet to support the teaching of writing. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers).

### **ASSESSMENT AND TARGET SETTING**

Assessments are made in line with school assessment policy. Teachers use assessment to ensure planning is based on prior attainment, to deliver an effective, relevant curriculum which builds on prior attainment, meets the needs of pupils and to provide pupils with targets to achieve their next steps. Group or individual targets are set accordingly. Marking of pupils' writing follows the school's agreed marking policy (star and a wish).

Teachers set the children individual targets regularly through 'next steps' marking. Time will be planned in for children to reflect on their feedback and to respond to the marking.

Individual pupil attainment is tracked using the school's assessment criteria. The writing assessment sheets are stuck into the back of individual pupils' books and updated during marking and guided group sessions. Eyear group is moderated on a tri-weekly rota in staff meetings to

ensure consistency across the school. Year 2 and year 6 teachers take part in informal and formal moderation meetings with other teachers within and across the borough.

All teachers make formal teacher assessments every term and these are recorded into Target Tracker.

Children are assessed on entering school and are formally assessed at the end of each Key Stage. Optional tasks are used from year 1 to year 5 to monitor ongoing progress. In the Foundation stage, end of year assessments are completed using the Early Learning Goals. All results are recorded on Target Tracker.

### **INTERVENTION PROGRAMMES**

We provide daily intervention groups, or one to one sessions, for identified pupils. These include:

- ❖❖ Wave 2 – Literacy support.
- ❖❖ Year 1 and 2 booster sessions for phonics.
- ❖❖ Letters and Sounds – Wave 2 in year 3 and Wave 3 in year 4.
- ❖❖ Year 5 and 6 booster sessions for English.

### **INCLUSION**

All children receive quality English teaching on a daily basis and activities are differentiated according to their individual abilities. Where identified pupils are considered to require targeted support, to enable them to work to age appropriate objectives, a variety of interventions are available. These include the use of Provision Maps, Teacher Assistant support, and interventions. 'More Able' pupils are planned for and are provided with suitable and challenging learning objectives.

### **EQUAL OPPORTUNITIES**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

### **ROLE OF SUBJECT LEADER:**

The Subject Leader is responsible for improving the standards of teaching and learning in writing through:

- ❖❖ Ensuring that the standard and profile of Writing remain high across the school;
- ❖❖ Leading by example showing a thorough understanding of the subject;
- ❖❖ Updating the action plan that is focused on the needs of the school to ensure that the Writing is delivered and implemented effectively;
- ❖❖ Taking the lead in policy and curriculum development;

- ❖❖ Reviewing the Writing policy annually;
- ❖❖ Monitoring and evaluating pupil progress and achievement;
- ❖❖ Monitoring Writing throughout the school through book scrutinies, marking, interventions, samples of work and staff discussion of progression within classes, between classes and over time;
- ❖❖ Identifying the strengths and weaknesses in pupils' work from across the school;
- ❖❖ Working with colleagues to regularly moderate pieces of Writing using the assessment materials to ensure there is consistency across the school;
- ❖❖ Leading, auditing and supporting colleagues to ensure consistency in different areas such as good quality of teaching, marking and assessing;
- ❖❖ The deployment and provision of support staff;
- ❖❖ Organising workshops for teachers and parents;
- ❖❖ The quality of the learning environment and displays;
- ❖❖ Purchasing and organising resources;
- ❖❖ Keeping up to date with recent developments within the subject, network and share good practice and information to staff.

## **THE GOVERNING BODY**

Reports are made to the Governing Body on the progress and outcomes of our English provision.

## **CONCLUSION:**

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- ❖❖ Teaching and Learning Policy
- ❖❖ Assessment and Record Keeping
- ❖❖ Provision Policy
- ❖❖ Computing Policy
- ❖❖ Equal Opportunities Policy
- ❖❖ Speaking and Listening Policy
- ❖❖ Reading policy
- ❖❖ Phonics policy
- ❖❖ Handwriting policy
- ❖❖ Classroom environments policy
- ❖❖ Display Policy