



Deal Parochial Church of England Primary School

Writing Policy

Literacy / reading lead teacher: Ms Johnson

Reading Teacher: Mrs Bridgeland

Head Teacher: Ms Brown

Lead governor for literacy: Ms G Waters

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Vision Statement

Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.

Our Christian ethos is upheld by respecting humanity fostered through our community that is welcoming, inclusive and forgiving.

Together we flourish through courageous learning, friendships and generosity.

TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS

At Deal Parochial we strive to develop a love for the English language in its written and spoken forms. We encourage children to develop skills to communicate confidently and effectively in speech and writing, to listen with understanding and to be responsive, enthusiastic and knowledgeable readers. We aim to provide an environment for language development and written work, which is stimulating and is characterised by high expectations of success so that the fullest potential of each individual child may be realised.

We recognise that:

- Writing is pre-requisite for educational and social progress.
- Writing empowers pupils to communicate both creatively and imaginatively.
- Writing is essential for independent learning.
- The mastery of writing is essential in most aspects of everyday life.

Aims

- For writing to be seen as purposeful, enjoyable and personal to the child

- For each child to see themselves as a confident and successful writer
- For each child to achieve their best level of writing
- For writing to be meaningful
- For the curriculum to offer a wide range of writing genres
- For each child to develop the necessary writing skills to be a competent writer with an understanding of the basics – spelling, grammar, handwriting and punctuation.

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 motor skills to manipulate pencils and pens, 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.

Talk for writing

We use the Pie Corbett Talk for Writing and Storytelling techniques throughout the school as a model with which to teach writing. The importance of being able to speak their writing before writing it, is crucial in both fiction, non-fiction and poetry writing and involves techniques such as story maps, boxing up ideas into paragraphs as well as literacy games to develop vocabulary. All classes follow the structure of imitation, innovation and independent writing with all units of work to ensure progression.

EYFS

Writing forms a central part of the Communication and language and Literacy areas of development. Children's oral work provides the foundation for writing and children are encouraged to express their ideas throughout each of the Early Learning Goals. Staff model use of language and create opportunities for children to develop their talk in every lesson. Early Talk for Writing techniques and storytelling are actively employed at this stage.

In addition to cross-curricular opportunities, specific writing objectives are planned in order to begin giving children the skills they will need as writers. A wide range of writing materials are always available to children in the classroom and a specific role play area which complements the termly topic is used to provide a real purpose for children's early writing. The teacher acts as scribe on occasions and the children are encouraged to write freely as emergent writers, with their attempts valued and displayed.

Key Stage 1

A range of planned and incidental opportunities are provided for children to develop their writing skills. Activities are purposeful and linked to other curriculum areas which provide contexts for children to apply their skills. We try to provide real audiences as often as possible (other classes, adults, parents). Our learning objectives are taken from the English New Curriculum which we use in conjunction with Talk for Writing techniques to support our planning of the teaching sequence; ensuring children develop their writing skills across a wide range of genres.

We use the Talk for Writing techniques to develop the children's oral skills as a prerequisite to writing and a wide range of speaking and listening and drama techniques are used to provide children with opportunities to explore and extend their talk as a preparation for writing.

We make clear links with children's reading skills and texts are often used as a basis for developing writing skills, reading and writing objectives being clearly linked in teacher's planning. Children take part in text analysis activities in order to imitate the work of others before attempting work of their

own. This allows children to form their own success criteria based on their analysis of the quality text they are looking at.

A range of techniques is used to teach writing. Teachers plan for modelled writing activities (using the teacher as a model and a scribe for the pupils' ideas) and writing frameworks which provide structure for the children as they begin to write in a variety of genres as well as opportunities for independent writing.

Children are involved in a daily phonics lesson (Little Wandle based) to aid the development of spelling throughout KS1 which also feeds into English sessions. Once a week, the children concentrate on a grammar lesson where the grammar within the new curriculum is taught specifically.

Key Stage 2

We continue to use the English New Curriculum split into upper and lower KS2, links within our long term plan and Talk For Writing as a basis for planning. This guides us in the variety of genres we need to ensure children have access to. It also provides a model for the sequence of teaching whilst enabling us to achieve equal coverage across the key stage. We have developed a bespoke progression of genre writing skills as a staff, identifying particular aspects of several genres across KS1, LKS2 and UKS2. Whilst focussing on developing key skills, teachers' planning also aims to make links across the curriculum and uses topic themes, as well as educational visits and special events to provide real contexts for writing for real audiences. We know from experience that children are more motivated when they have real purpose and their writing quality is enhanced.

Spelling, Punctuation and Grammar

Children have specific focussed lessons on grammar skills. Children are involved in Grammar, Punctuation and Spelling (GPS) lesson each day to aid the development of spelling, grammar and punctuation throughout KS2 which also feeds into English sessions.

Assessment and recording

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

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

Interventions are provided to boost children's progress in writing as identified by the teacher. Writing interventions are based as additional to the literacy session. More able writers are also challenged in the classroom.

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, displays will include examples of work to celebrate achievements.

Homework

At Key Stage 1 homework focuses on reading and spelling, with some occasional topic linked writing projects. At Key Stage 2 weekly homework is set which links to work in the class and supports the learning focus. (See Homework Policy)

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.