

LEARNING TOGETHER TO BE OUR BEST

**DOVER PARK
PRIMARY SCHOOL**



Writing Policy

Date agreed: July 2022

Review date: July 2024

Signed: _____
Chair Board of Governors

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	July 2019	MK	FGB	Revised Policy
2	July 2021	AW	FGB	Review
3	July 2022	MK	FGB	Revised Policy

DOVER PARK PRIMARY SCHOOL

WRITING POLICY

Rationale

At Dover Park Primary School, we believe that the ability to write neatly with confidence and accuracy is an essential life skill. Writing is a complex process that draws upon more than handwriting and spelling. It is the ability to effectively communicate ideas, information and opinions through the printed word in a wide range of contexts. Successful writers understand the social function and characteristics of writing in order to use different genres appropriately, matching it to audience and purpose. Writing also requires the writer to understand and accurately apply the conventions of syntax, spelling and punctuation. We aim to equip children with the skills necessary to achieve this, throughout the curriculum.

Aims

Our aim is for all children at Dover Park to:

- Write with confidence, clarity and imagination;
- Understand and apply their knowledge of phonics, grammar and spelling;
- Understand how to write for a range of purposes and audience, in a range of genres (including fiction, non-fiction and poetry), using the appropriate style, structure and features;
- Plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria;
- Develop a technical vocabulary through which to understand and discuss their writing;
- Develop their imagination, creativity, expressive language and critical awareness

Writing at Dover Park Primary School is taught and celebrated in a range of ways, and is taught daily across the school, across a range of subjects. We aim, wherever possible, to create cross-curricular writing opportunities, as we believe that in order for children to see themselves as successful writers they need to be involved in writing for a purpose and for different audiences.

We follow the National Curriculum (2014), which ensures that a range of purposes and audiences are covered, through a variety of text types such as:

- Narrative: extended stories, stories by the same author, myths and legends, adventure stories, traditional stories etc...
- Non-fiction: persuasive texts, non-chronological reports, information texts, recounts, reports, letters etc...
- Poetry: rhyme, nonsense rhymes etc...

Teachers plan their units of work using the Hampshire phase documents as a guideline for each 10 week block of learning.

Throughout each unit, the links between reading and writing are made explicit – we read as writers and we write as readers. The progress throughout each unit of work shows the transition between reading as writers (focusing on structure, characterisation, and language features etc...) to writing as readers (word play, describing, composition, planning, editing, revising etc...).

Writing is taught in a range of ways:

Modelling Writing

The teacher talks aloud the thought processes as a writer with the children. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuation, rehearsal, proof reading, editing, word selection, sentence construction and paragraphing.

Shared Writing

This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas.

Supported Composition

The children work in pairs to provide the next sentence of the text. This may follow from the modelled or the shared writing process.

Guided Writing

Pupil groups are needs led and are identified through ongoing assessments. The teacher or other adult works with the group on a carefully selected task appropriate to that group's needs and targets. This will focus on a particular aspect of the writing process rather than writing a complete piece. Guided writing will take place every week. This will be evidenced on weekly planning. Misconceptions, gaps in learning and common errors will be addressed through targeted group work.

Independent Writing

Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit and assess their work, applying the skills they have learnt throughout the unit of work on that particular genre.

The teaching and learning of writing varies across the age range in school. In the early years emergent writing is encouraged through the use of different writing materials, including felt tipped pens, crayons, chalk, sand, magnetic letters, big brushes, water, paint and computers, as well as writing in the role-play areas, such as postcards, menus, invitations, labels etc. Alongside this, children take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible joined script.

Discrete daily lessons build on pupil's phonic and spelling knowledge to enable them to sound out words and spell high frequency words correctly. Children throughout the year groups have spellings to investigate/ learn relevant to their age, and these focus on high frequency words or a particular spelling pattern.

As children progress throughout the school, they are given many opportunities to write independently at length, and to apply the skills they have learnt and practised in shared and guided writing. Wherever possible, writing is made meaningful by being planned for a specific purpose or in response to a particular experience.

Provision

i) Early Years Foundation Stage (EYFS): Communication, language and literacy

- The Reception classroom has a well organised writing area that includes a variety of different resources for mark making and writing such as large sheets of paper, coloured paper, notebooks, diaries, postcards, clipboards, whiteboards, pens, pencils, high-frequency word cards, alphabet cards, interactive displays, messages and examples of children's writing. These resources should all be available for the children to use independently.
- The outside areas include climbing apparatus to develop pupil's core body strength, gross and fine motor skills.
- There are opportunities for pupils to write throughout the setting and pupils are encouraged to write for lots of different purposes, on a range of different surfaces including vertical surfaces.
- Puppets, props and small world is available for language development and role-play.
- The outside area also provides opportunities for reading, writing and role-play.
- Activities to develop children's fine and gross motor skills are provided e.g. building wrist strength by twirling ribbon sticks, Write Dance activities, practising writing patterns with big brushes and water, making letters in the sand.
- Children are able to access a computer which has suitable reading and writing software in use.
- The interactive whiteboard is accessible to the children.
- Inviting book corners have a good variety well organised quality books - hard cover, soft cover, fiction, non-fiction and rhymes.
- Displays celebrate children's achievements and support children's future learning, being interactive where appropriate. They also include typed and handwritten text and captions from adults and children.
- In the EYFS there must be a daily whole class phonics session and a regular literacy based session. These should be supported by linked independent and adult directed activities. These are to be clearly described on planning with the use of learning intentions and key questions, along with details of differentiation. Core texts should be used and links to the learning theme made where possible.
- Children each have a literacy workbook in which directed literacy activities are recorded. Self-initiated learning is recorded in the children's learning journeys and on Tapestry.

ii) Key Stage 1 & Key Stage 2

Pupil's writing can be improved by teaching them to plan effectively and monitor their writing. Teaching a number of different strategies will help. These include;

- **Pre- writing activities**
- **Structuring text**
- **Sentence combination**
- **Summarising**
- **Drafting, editing, revising**
- **Sharing/ publishing**

Effective writers use a number of strategies to support each component of writing process. Children should be taught how, when and why to use each strategy. The strategies should be described, taught, modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility.

Transcription refers to the physical process of handwriting/typing and spelling. Children must develop their fluency in these skills to the point they have become automated. If children have to concentrate to ensure their transcription is accurate they will be less able to think about their writing. A fluent writing style supports composition.

Practice, supported by effective feedback, is required to develop fluency so that children are motivated and fully engaged in the process of improving their writing.

Non-negotiables

- All Key Stage 1 and KS2 classes have a daily English lesson in addition to a spelling, grammar or punctuation input.
- Each classroom has an English working wall that supports current learning with model texts, published examples, pupils' work and key vocabulary.
- At KS1 children should begin to write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.
- At KS2 children should plan, draft and redraft writing of several paragraphs for a range of purposes and audiences.
- SPAG work is recorded in English books as part of the English Learning journey .
- Extended writing in Big Write books takes place once a week in addition to regular apprentice writes in English books.
- Writing is marked in pink and green pens as soon after the session as possible. A follow up lesson is planned and delivered to identify successes and next steps and to allow children to respond to marking in a productive way. (Think Pink, Better in Blue, Go Green)
- In KS2 children write in black pen except for work in maths books. We expect all children to have reached "Scribe" level (most will be joining their handwriting) by the end of Year 3 and be writing in pen.
- Class teachers and Teaching Assistants work with focus group of children to provide guided writing linked to assessment.
- TAs work with groups of children and intervention groups at the discretion of the class Teacher and as directed by the Class Provision Map.
- All Literacy lessons have an opportunity for the adults to work with guided groups for 20 – 30 minutes
- Phonics is taught daily in KS1. Phonics and Spelling are taught daily in KS2.
- Grammar and Punctuation is taught discretely and in context in all classrooms from Year 1 to Year 6. Objectives appear in weekly planning.
- The objectives outlined in the current governmental guidance are delivered through an investigative approach, to allow pupils to "discover" words which fit patterns and those which are exceptions to the rule.
- Teachers introduce 10 Tier 2 words to Grow pupils' Vocabulary each month and display these in the classroom. These are referred to regularly to encourage pupils to use Tier 2 level synonyms for Tier 1 words they are already familiar with.

Planning

The Foundation Stage uses the EYFS Framework to inform planning. Each class plans around a core text that should be linked to the current theme for learning; where possible, mark making and writing experiences are linked to these learning themes.

Within the EYFS the planning for self-initiated learning takes place on a daily basis as it is dependent on and informed by the children's interests and progress.

Both Key Stage 1 and Key Stage 2 follow the schools core text curriculum when planning literacy, with reference to the Hampshire Phase Documents. Texts are identified across KS1 and KS2 that are high quality and link to Discovery Learning themes. The core text allows regular reading as well as providing a meaningful context for writing. Each unit of approx. 3 weeks is usually themed around writing a particular text type linked to the rich text. Across each unit, children are given opportunities to explore the Stimulate and Generate phase (drama/ role play/ thought tracking / annotating photos etc.), Capture, Sift and Sort phase (exploring the grammar and features, looking at good examples/ WAGOLLS) and the Create, Refine and Evaluate phase (writing sections or versions of a text before planning, drafting and editing their own written text).

The majority of literacy lessons are expected to be differentiated to 3 different targeted levels and teachers are required to indicate on their planning if the children are working independently or as part of a guided group.

Teachers are required to set high expectations during each literacy session to ensure children are being stretched. This means that children are required to write at length on a regular basis and for an extended period at least once a week. If a shorter writing activity (Apprentice writes) is planned, the teacher will provide an extension activity. The extension should provide a learning experience that builds on learning and targets progress to the next level, it may be a form of self or peer assessment. Planning should show where each adult is placed within the class.

Handwriting

At Dover Park children are taught to develop a joined script as they progress through the school (for most by end of Yr 3). All adults must model the school script appropriate to their year group in their own writing and expect children to reflect the correct letter formation and joins in their daily handwriting in all subjects. Children will be taught the value of good presentation. A DUMTUMS poster in each classroom highlights the school expectations for starting a piece of work. Good presentation is expected, modelled and valued by all staff. (see detailed handwriting policy)

Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's writing at all ages. We encourage children to write for a range of purposes such as shopping lists, diaries, notes, letters, cards, stories through homework, project work and take home tasks.

Spelling and grammar homework will be sent home each week e.g. on a Thursday to be collected in the following Tuesday for marking. All children will have an English homework book.

Assessment and Record Keeping

Assessment (by staff and children) is used to inform the planning and teaching of spelling and writing. We assess writing using the following Moderation focuses:

- Text Structure and Organisation;
- Composition and Effect;
- Sentence Structure and Punctuation

Assessment against these criteria takes various formats:

- Children will respond to next steps marking in blue pen. Their response will have an impact on their learning and feedback will be given by the teacher.
- Pupils have individual targets set throughout their English books after the teacher has marked the writing. The children regularly self-assess using these, with teacher support, during Guided Writing and independent writing sessions, and progress is shared with the parents and children during the termly Learning Conversations at Parents' Evenings. Writing attainment is sent home three times a year as part of the termly reports;
- Success criteria created by the children during the lesson, which is used to self and peer-assess and will be used for marking;
- Entry and Exit tasks to show progress over the learning journey of the "unit" – these are to be completed from Y2 upwards with little support. (May not be relevant for some SEN pupils)
- KS1 (and less able KS2 pupils) termly phonics tracking assessment, in which children are assessed against the Letters and Sounds phases and gaps in learning are identified;
- End of KS1 (Y2) and KS2 (Y6), a selection of writing in different text types is Teacher Assessed to give Writing Level for "end of Key stage" judgment
- National Curriculum Grammar Punctuation and Spelling Test (end of Years 2 and 6)

Equality of opportunity

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement and to promote the individuality of all our pupils, irrespective of attainment, age, disability, gender, race or ethnicity or cultural background as defined by the Equality Act 2010.

All children have particular learning needs, including SEN and Gifted and Talented. Attainment is monitored half- termly (see section above 'Assessment and Record Keeping'), as well as through ongoing daily formative classroom assessment, and provisions are put into place to support identified children, such as Wave 2 and Wave 3 support. Writing support is carefully chosen to meet the needs of all children, particularly those who need extra support or challenge. These include 1:1 sessions (including Catch up Literacy), small writing groups (including Rapid Writing) and phonics intervention groups (including Rapid Phonics). Extra resources may also be used, such as writing frames and talking tins / talking postcards for children to verbally record their sentences before writing, Neo writers, Clicker 6, pencil grips.

Monitoring of the Policy

We are aware of the need to monitor and update the school's Writing Policy on a regular basis, so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy at least once every two years. The member of the Senior Leadership Team with responsibility for writing is the Literacy Leader – Maria Kirby.

Writing throughout the school and policy into practice will also be monitored throughout the year in the following ways:

- Governor's work scrutiny;
- SLT/staff work scrutiny;
- EYFS/KS1/KS2 external moderation;
- KS1 / KS2 moderation;
- Moderation with other schools in the cluster.
- Literacy Leader Termly monitoring and reporting to SLT and Governors: Blink, Work and planning scrutiny, Learning walks, pupil interview, half termly data analysis, Impact of interventions