



Current Policy Date: September 2016

Review: Every 2 years

Date of Next Review: September 2018

Rationale

At Pool Hayes Primary we believe that children are entitled to a rich and stimulating writing curriculum. We are of the opinion that creativity underpins success in writing and that overall effectiveness is achieved through skills learnt in reading, writing and speaking and listening.

Aims

In order for all children at Pool Hayes Primary to reach and extend their potential in writing we aim to:

- Inspire children to enjoy and want to write
- Provide an exciting and challenging curriculum which supports coherence, consistency and continuity whilst constantly improving standards
- Ensure a high level of self-esteem in our writers through encouragement and positive feedback
- Model the highest standards of quality in writing through teaching and marking

Objectives

- To create a stimulating learning environment to support writing
- To use high quality texts to inspire the children
- To model and demonstrate the highest possible standard of work to the children
- To provide positive feedback to children that identify strengths and effective support for areas of development
- Create many occasions for children to experiment with language and style
- To encourage challenge and experimentation in writing
- Give opportunities for children to write across a range of subjects
- Teach children how to reflect on their own work and the work of others and allow time for this to happen
- To increase the children's' knowledge of English grammar and show this in their work

Entitlement

All children have the right to equal access to the writing curriculum regardless of race, gender, religion or ability. To this end, at Pool Hayes Primary we endeavour to ensure that children with individual needs are identified and supported in class. We also ensure, through the monitoring of planning and teaching, that work is differentiated appropriately to allow for the appropriate amount of challenge for every child.

Statutory Requirement for Writing at EYFS

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Statutory Requirements for Literacy at Key Stage 1 and 2



Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Spoken Language

Pupils should be taught to speak clearly and convey ideas confidently using standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and Writing

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Approaches to Teaching and Learning

Early Years Foundation Stage

Positive attitudes to writing should be fostered throughout the Early Years Foundation Stage (EYFS), with the Reception year being a continuation of best practice. Writing may show random marks, squiggles, wavy lines across the page, and contain print, often but not always from the child's name. It may appear in lines across the page, as blocks of writing to represent different sections, groups of words or individual words. Or it may be arranged in other ways, as the child desires - they are the authors and have the right to make choices! It may be influenced by the conventions of print in the child's home language, which the child may have noticed at home, in books and newspapers, or by the writing they have engaged in with a mother or father for example, when sending a greetings card.

Key Stage 1

At Key Stage 1 children will be taught writing and grammar skills through phonics lessons. Under this system children are grouped and taught in ability sets. Opportunities for children to use the skills taught in phonics are then provided in other subjects throughout the curriculum.

Children are expected to complete at least two pieces of independent work per half term that are used for assessment. The children are given targets to work towards at the beginning of each week, which are then assessed against.

Frequently updated Literacy working walls are in all classrooms to support the children's writing.

Key Stage 2



At Key Stage 2 children are taught a daily literacy lesson lasting one hour, with additional grammar lessons throughout the week. It is through the literacy and grammar lessons that children learn the skills required to improve their writing.

High quality writing is modelled for the children where applicable and children's work is praised and shared with the class to promote self-esteem.

Children should be producing one piece of independent, extended writing per fortnight which is assessed to attain the child's progress and attainment.

Frequently updated Literacy working walls are in all classrooms to support the children's writing.

Whole School Teaching Strategies to Improve Writing

- Effective demonstration
- Verbal rehearsal of written language
- Quality modelling
- High-level questioning to develop clear understanding
- Clear explanation to clarify tasks and expectations
- Improvement and editing to encourage children to refine their ideas and increase quality
- Paired talking to support, clarify, teach and learn from children's peers

Handwriting and Presentation

Aims of Handwriting:

- To understand that each letter has only one correct formation and orientation
- To develop a sense of pride, pleasure and enjoyment in their handwriting
- To adopt fluent, legible and joined handwriting by the end of Year 4

A variety of aides are available to support handwriting in the early stages. As correct letter formation and joining become established, the teaching focuses on consistency in size, shape and general clarity of writing. As pupils' handwriting skills develop, they are given opportunities to write on narrower lined paper and develop skills in using guidelines with plain paper. Once pupils establish a fluent, cursive style, they are free to personalise their joined writing. Cross-curricular opportunities are used to provide real purposes for using handwriting skills. The motor skills necessary for handwriting will also be developed in Art, D&T and P.E, as well as in motor skills groups.

Children will need guidance as to the best way to orientate the paper on which they will be writing, particularly if they are left-handed. Left-handed children should sit on the left or beside another left-handed child when paired. In addition they may benefit from the use of a pencil grip. Particular attention is paid to handwriting in the final draft of a piece of written work, especially in KS2.

The Role of the Teacher

At Pool Hayes Primary we understand that progress will only happen in writing through high quality teaching. In order to achieve this we ensure that:

- The teaching of writing is incorporated into medium and short term plans
- The teaching of grammar is incorporated into medium and short term plans
- Challenge is incorporated into planning



Pool Hayes Primary Writing Policy



- Children are provided with a range of writing experiences across the whole curriculum
- Children are able to work in a stimulating environment for writing
- Necessary resources are available to ensure that children have access to materials relevant to their development stage
- Work is differentiated appropriately
- The agreed marking policy is adhered to and children are provided with positive feedback and next steps for development

Assessment and Recording

Assessment of writing will be through moderation across the school, as well as with other schools and the Local Authority. Moderation meetings for writing will be termly and will include samples of children working at, below and above age expected attainment.

From September 2015 all children will be moderated at either working at/above/below age related expectations. Progress will be shown by how many targets the children have achieved from the school medal targets assessment for each year-group.

The Role of the Subject Leader

The writing subject leader will:

- Ensure high quality planning is provided with evident opportunities to develop writing
- Ensure high quality teaching is delivered in line with the aims and expectations of this policy
- Audit and organise resources that stimulate writing in learners
- Monitor samples of children's work
- Review assessment data
- Working with class teachers, co-ordinate groups that require additional support for boosters through data analysis
- Through CPD, keep up to date with current good practice and pass this information on to colleagues

Ratified by Governors - Sept 2016

Signed - T Hussain (COG)



Inspire, challenge, learn