

Teaching of Writing Policy



We discover, we learn, we grow

Intent:

At South Avenue Primary School, English and the teaching of English is the foundation of our curriculum. It is our intent to provide our children with a high-quality education in English that will teach them to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. Our goal is to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want children to be confident in the art of speaking and listening and use discussion to communicate and further their learning.

We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child, inclusive of vulnerability, can celebrate success. Teachers plan and teach purposeful English lessons which focus on the particular needs of each child.

We intend for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and build an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting.

English at South Avenue will not only be a daily discrete lesson, but is at the heart of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring that curriculum expectations and the progression of skills are met.

Impact:

All children will enjoy writing across a range of genres, make links and apply their skills in cross-curricular topics. Children of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded. They will have developed a wide vocabulary that they are able to use within their writing and will have a good knowledge of how to adapt their writing based on the context and audience. Children will leave school being able to effectively apply the spelling rules and patterns they have been taught.

Aims:

These are in line with the National Curriculum Programmes of Study for KS1 and KS2.

To develop children's writing skills so that they can:-

- Express themselves clearly and precisely for enjoyment
- Demonstrate their understanding of how writing enables them to remember, communicate, organise and develop their ideas and information
- Write for an increasing range of purposes matching their language to the needs of the appropriate audiences

- Understand the appropriate use and purpose of an increasing range of written forms
- Write neatly and with accurate spelling, punctuation and grammar.

Emergent writing From the Foundation Stage Children are encouraged to write in an emergent style where all their efforts are valued and encouraged. The classroom and outdoor environment is set up to provide a wide range of opportunities for writing and pupils are encouraged to write as part of their child-initiated play. These emerging skills are then built upon in adult directed sessions.

Shared Writing - Guided Writing have a place within every unit of work and are used throughout the school to model and develop children's writing skills. Teachers use these tools to teach specific skills and allow children to work towards their writing goals.

Extended Writing. Pupils are given regular opportunities for extended writing. Children then take part in an extended period of writing, based on a genre from their English unit of work or to practise features from a previously covered unit. Children are then given opportunities to self and peer assess their writing as well as improving their work with the teacher when they are in a focus group. Each piece of writing is marked against the features of the specific genre and focuses on the celebration of individual successes and areas for improvement.

WAGOLs - What a good one looks like pieces of writing are put on the English working wall to show the children what a good one looks like! At the start of each unit these are from external sources or previous children's work. As the unit progresses, these are taken directly from the work that the children have been doing in class. Visualiser stops during writing, mini-plenaries are used so children's work can be put under the visualiser and celebrated. The excellent features are modelled, and children will identify where the success criteria has been used correctly.

ASSESSMENT, RECORD KEEPING and TARGET SETTING

Writing Assessment – Children's writing is assessed formatively against the learning objectives and outcomes. Children also receive feedback verbally and in written form on their work. Internal and external writing moderation enable teachers to ensure their judgements are accurate.

Writing:

At South Avenue, we aim to create an environment that will promote both reading and writing. In order to ensure that all pupils learn to be confident writers, we encourage children to write creatively whilst teaching key writing skills explicitly and systematically. Teachers plan sequences of lessons to build towards a longer writing outcome that is linked to reading, drama and other shorter writing tasks, broadly following the structure below:



Recommended Teaching Sequence in an English Unit of Work based around a text	Reading a text, appropriate in age and content, checking understanding
	Analysing texts studied in terms of structure and language
	Studying, learning and practising relevant grammatical and vocabulary based skills
	Shorter writing composition opportunities and activities to respond to Reading
	Planning longer pieces of writing
	Creating longer pieces of writing
	Evaluating and self/peer assessing pieces of writing
Editing and Improving writing (including re-drafting where appropriate)	

Wherever possible, writing is linked to the termly class topic and, therefore, the wider curriculum. There is a balance between fiction, non-fiction and poetry with an emphasis on whole texts rather than extracts and worksheets. Medium and long term plans are found on the staff shared drive under the 'English' area.

What does writing look like at South Avenue?

Across the school:

- A purpose and audience for each piece of writing is decided from the outset.
- Writing is displayed and celebrated all over the school.
- We provide stimulating first hand experiences, e.g. trips, storytellers and drama.
- Writing is taught as a carefully sequenced activity.
- Teachers provide regular helpful feedback through marking against Steps to Success
- Time is planned into lessons for children to respond to marking and feedback.
- Writing is, in the main, linked to class topics to promote engagement.
- We ensure progression in complexity of tasks and expectations year on year.
- We build stamina for writing by providing opportunities to write independently and for extended periods.
- Editing and reviewing form a large part of lesson time – with age-appropriate strategies for purple-pen response marking used across the school.
- Peer marking is encouraged as an additional way for children to respond to writing.

Planning:

Each year group covers a range of text types and this should show progression across the school, we support this through criteria documents. Weekly plans show a reading link (as well as a link to the topic), a writing skill focus, a SPaG focus and bring this together into an independent writing task. In planning, resources are clearly identified.

Time Allocation:

Writing is a key aspect of the curriculum and opportunities to practice writing skills are made throughout all subject and areas taught across the curriculum. Therefore time allocation will be flexible.

However as a basic minimum guide Years 1-2 are given 3.5 hours of focused learning and teaching in writing per week and Years 3-6 are given 5 hours per week.

Resources:

Teachers refer back to high quality texts in their planning which are shared with children. This includes whole texts, excerpts and model writing. Within planning teachers use a variety of resources for stimulus: textbooks, pictures, videos, planning sheets, novels, non-fiction texts, text in a variety of genres, tapes, CDs and big books.

Frequency and Range of Writing:

Children are exposed to a balance of non-fiction and fiction (personal, imaginative and functional) writing throughout the year and each term. Teachers use the 'Planning Guidance' document (appendix 1) to support them in selecting an appropriate writing genre and linking writing features and SPaG skills.

Plans include:

- At the start of each week there is a BRIEF overview of the guided reading, phonics/handwriting/spelling and outcome.
- Learning Objective linked to NC and success criteria
- Dedicated response marking time (when needed)
- Overview of input and activity/activities children will complete
- Deployment/reference to TA (this is a focus for them not a limitation to prevent them working with other children as needs arise)
- Plenary - these could be mini plenaries within lessons but are designed to assess children's understanding and next steps in line with the learning objective.
- In each week, there is evidence of immersion into a text genre and a relevant SPaG focus linked to a text genre in the 'Planning Guidance'.

Shared planning:

Within in year group teams, planning may be collaborative with the expectation that each teacher will take into consideration their own class' needs and adapt plans where necessary.

Marking and Feedback:

It is important that we have a consistent approach to marking which enables our children to recognise their achievements and their next steps. It is also important that marking has a purpose and does not create unnecessary workload.

Whole class feedback marking process:

1. Non-negotiables - The teacher looks through the pupils' books for common misconceptions and errors in non-negotiables (see appendix 1). Making a note of individual students or collective issues on marking grid.
2. Work to praise and share - Teachers underline in green examples of work which meet LO/criteria grid. On marking grid note any particular work to share.
3. Whilst looking through the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson using the marking grid.
4. Books are sorted into piles of children who have not grasped the concept taught, those who showed good understanding and those who did particularly well.
5. Next Steps - the teacher records a common misconception for the class and make notes on how the class will respond to this at the start of the next lesson.
6. In the next lesson, 5- 10 minutes is spent reviewing the achievements and next steps from the whole class marking grid. This could include displaying work on a visualiser.

Key for marking:

LO - if learning has been achieved, LO should be highlighted in green

S - written next to LO if child has received significant adult scaffolding.

sp - next to spelling error if it is a common misconception word/a word from this week's learning no more than 3. Correct three times. Children should be encouraged to look back on spellings to ensure these are not repeated in later pieces of work.

-underline in **green** where children have met the learning objective or items in a checklist.

- **pink** underlining can be used at a teacher's discretion for specific errors when needed e.g. in Yr2 omitted capital letters may require the word to be underlined in pink. Children are taught that PINK MEANS THINK and therefore rectify the error. In your response marking, teachers may refer to the pink underlining and say today this means you need to look for x error.

When children transition to Year 5 they will receive a purple 'Polishing Pen' to evidencing editing and improving.

Keep an 'Excellent Example' of each writing genre to form a book of models. This could be celebrated in a class wonderful writing book for example. The intention is that these can then form model texts as resources in future years.

Assessment:

To support teachers' assessment of writing teachers provide opportunities for internal and external moderation. All teachers use an assessment grid at the start of each English book (see appendix 1). This shows the genre of writing and the date evidence has been shown. Teachers can use this to inform future planning and recognise where children are meeting or exceeding the expected standard. Children must meet each statement a minimum of 3 times in order to show they are working at the expected standard unless the statement is for the greater depth standard.

Where children are key marginals and judgements are more difficult, the PiXL PLCs are used to support a more in depth judgement.

Evidence of writing in the classroom:

All classrooms have a writing working wall which links to their topic and writing focuses. They also have their class non-negotiables clearly displayed within the classroom. Class non-negotiables should be discussed, taught and agreed at the start of each year in reference to the non-negotiable cards (appendix 1) classes are free to adapt these following their class discussion so that children feel ownership over these.

Spoken Language - Learning to talk and learning through talk:

At South Avenue, we believe that speaking and listening form the foundations of all learning in English. In formal and informal situations, we create and encourage opportunities for meaningful conversation, discussion and talk around learning. Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment. Through oracy, children learn how other people make sense of the world, how language is used to reason, how emotions and identities are expressed, and how to work together to solve problems.

What does oracy look like at South Avenue?

Across the school:

- Listening to and participating in stories, poems, rhymes and songs.
- Use of sentence-stems to scaffold oral responses in class.
- Questioning across the curriculum.
- Reciting and reading aloud.
- Drama activities to enliven and enrich children's learning.
- Re-telling and role-play.
- Opportunities for children to talk about and discuss their reading and writing.
- Debating.
- Collaborative work and reporting back following group work.
- Presenting in front of an audience.

Spelling:

Understanding how to spell correctly is important in supporting children to organise their thinking around language. Knowing how to apply spelling rules and recognising key words is empowering for children. Spelling plays a significant part of standardised assessment and is taught throughout the school. We use the 2014 National Curriculum as a guideline as to which spellings should be taught in which year group.

What does spelling look like at South Avenue?

The teaching of spelling in EYFS and KS1:

- In EYFS, children are introduced to the concept that words are broken down into sounds. In Reception, visuals are available on tables showing images to remind children of trickier digraphs they want to write.
- Children in Nursery and reception sort objects from bags, identifying those that start with the daily focus.
- Children in EYFS and KS1 have short, focused phonics sessions daily which build slowly from learning single letter sounds to digraphs (two letter sounds such as 'sh' and 'oa') and split digraphs.
- This knowledge is applied in children's reading and writing.
- Children learn sounds, actions and letters through games and activities that support sounding out, segmenting and blending.
- Children having a go at writing by sounding out words and recording the sounds they hear.
- A 'sound table' for young children to add things to beginning with the sound of the day or week.
- From Year 1, children applying phonic knowledge to read real and 'alien' words. • From Year 1, children are actively encouraged and taught to proof read their writing for spelling errors.