

Clifton with Rawcliffe Primary School

Writing Policy



Date of policy: April 2021

Date of review: April 2022

Person Responsible: Jane Cowie

Description of school / background information in provision of writing

Roles and Responsibilities

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Clifton with Rawcliffe Primary School is an above average size school. Nearly all pupils are from a White British background. The proportion of pupils entitled to free school meals is well below the national average. The number of pupils with learning difficulties and/or disabilities is well below the national average and the proportion of pupils with a statement of special educational need is half the national average.

Roles and Responsibilities

Governors

The Governing Body (Policies Committee) has been involved in the development of the school's writing policy. It will continue to review and evaluate it regularly. The link Governor for this subject area will liaise with the subject leader on a regular basis.

Identified member of staff

An identified member of staff takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, other staff members, Pathfinder MAT, Local Authority (LA) and relevant outside agencies.

Parents and Guardians

Parents and guardians are encouraged to support the provision of writing within the school programme and have access to this policy. The school plays its part in ensuring that parents are kept up to date with the writing activities that go on in information via the school newsletter and letters sent home with pupils.

Pupils

Pupils have an entitlement to writing taught in a creative way.

Staff

All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them. Any staff involved in writing activities should have opportunities for relevant training.

Senior Leadership Team (SLT) and the Writing Subject Leader will also ensure regular in-school training through lesson support and whole school 'School Improvement Sessions'.

Adults Other Than Teachers (AOTT)

The school actively seeks to include AOTTs to assist and supplement the writing provision, both in the curriculum and after-school. These are overseen and timetabled by the Phase Leaders to ensure quality and suitability. DBS information is collected, where appropriate, and stored in the school office.

Aims and objectives of the policy

At Clifton with Rawcliffe we encourage children to write in creative and imaginative ways, developing confidence and independence, alongside a love for writing. In pursuit of this aim, we believe that children should experience a range of purposes and forms of writing, especially writing for real purposes. They are supported in the exploration of both fiction and non-fiction writing. Through writing, children will:

- develop their powers of imagination, inventiveness and critical awareness
- develop a capacity to convey meaning to a range of audiences through an interest in words and their meaning, and a growing vocabulary
- become familiar with a range of forms of fiction and non-fiction writing
- learn to write in a fluent joined handwriting style
- use planning, drafting and editing processes to improve their work
- learn the conventions of written language and grammar

Writing genres

Each aspect and type of writing will be addressed at every opportunity, with coverage of fictional writing and non-fiction text types.

Teaching programme and strategies

Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their ability, will enjoy success and be motivated to further develop their individual potential in writing.

The teaching of writing offers opportunities to support the social development of children. Groupings allow children to work together and give them the chance to discuss their ideas and feeling about their own work and the work of others. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves.

Stimuli for writing

We aim to provide children with as many 'real' reasons to write as possible. We are constantly looking for opportunities to provide the children with and often use trips and enrichment activities to support this. We often use books and reading as a stimulus for writing, particularly within English lessons. We aim to be as creative as possible with the connections we make between the topic the class are working on and the writing activities offered.

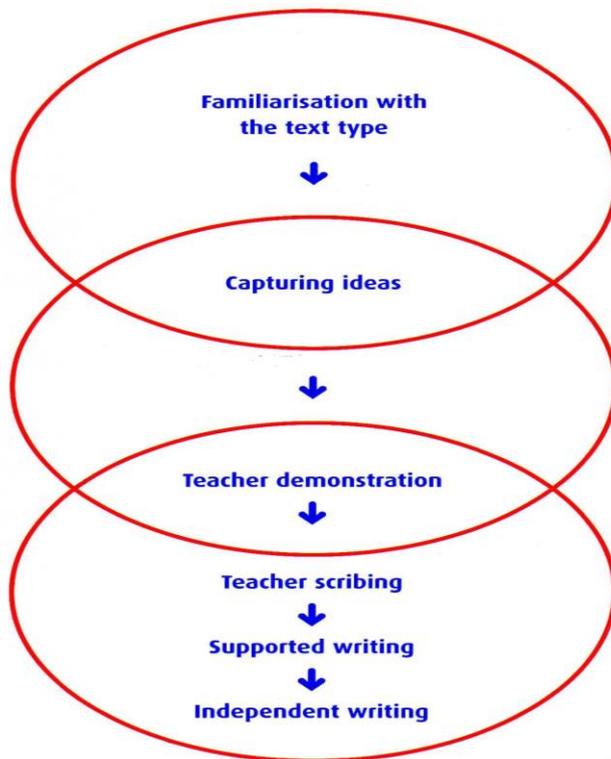
Practice in the Foundation Stage

Writing is taught in the Foundation Stage through every area of learning. Children's early mark making is valued and children are encouraged to bring writing into their play and to give meaning to their marks. They are taught, once ready, to form letters correctly, initially the letters in their names, then moving on to other letters which are taught in specific groups according to their orientation. In FS2, or sooner if they are ready, children are taught to use and apply their phonic knowledge independently when writing, giving plausible spellings for new words. Opportunities for writing in the FS are available in every area of provision (indoors and out).

Key Stages One and Two

The work covered at Key Stages 1 & 2 is built on the National Curriculum Programme of Study. Writing is incorporated across the curriculum.

The following model is used throughout school to take the children from the stage of immersion in a text through to independent writing.



Shared writing and modelled writing

Shared writing is a whole class activity where the teacher models the writing of a text using a pre-prepared model text. In shared writing, the children will contribute to the text by suggesting words or sentences to be used when asked to; they can be critical partners for the teacher. The teacher demonstrates how to write and explains the decisions made. S/he will model thinking, rehearsing sentences, writing and re-reading, constantly generating words and ideas. Across the key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. A particular aspect of spelling or grammar and punctuation work provides an additional focus depending on the objectives and targets being worked on at that time.

Talk for writing

Teachers may choose to use the Talk for Writing strategies inspired by the work of Pie Corbett, <http://www.talk4writing.co.uk>

These particularly support the children who use English as a second language. Text mapping, oral recitation and innovation of texts may be used to form all or part of the teaching sequence.

Guided writing

Guided writing is the mid-way point between independent and shared writing. It is the teacher or teaching assistant guiding a group of children through a piece of writing, helping and supporting them. This is extremely focused and addresses the needs of a specific group, allowing the adult to give immediate feedback on the successes and areas for development.

Independent writing

In independent writing, the children may have received input from the teacher in shared or modelled writing but the child is left to his/her own devices when the writing takes place. At the end of a three week unit of work, all children will have completed their own piece of independent writing and publish it. This will usually be at the end of the three-week unit and will be written into their writing book. Independent writing is supported through the use of dictionaries, word banks, spell checkers, thesauruses, writing frames or plans and alphabet cards.

Writing has considerable potential to contribute to much wider areas of learning. It is considered important that writing is integrated into different subject areas for the development of skills.

Curriculum Planning

This is organised in three stages:

Long term planning

This is based on the National Curriculum for writing, which details what is to be taught over the Key Stages and provides the topic basis for planning writing activities over yearly cycle. It is monitored regularly and evaluated annually by the English Subject Leader.

Medium term planning

This takes the long term plan and organises the teaching of Writing into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures that a balanced distribution of genres are undertaken across each term.

Short term planning

Short term planning consists of a three-week block of planning. The first week of planning will consist of gathering ideas, related SPAG and spelling. This may include drama and oracy techniques/games. This is continued into the second week where 'talk for writing' may be used in order to look and use model texts, to rehearse sentences, and to add in new vocabulary. The third week is where the model/shared writing takes place. Each week details the activities that take place. Lessons are planned in detail and specific class objectives are set. Individual learning goals might also be set for different pupils in some lessons.

Teachers collaborate on the planning of writing to ensure parity in provision and to share expertise.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children are always encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking writing activities.

Monitoring and assessment

The writing curriculum is monitored on a regular basis by the Subject Leader, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

She identifies the training needs of the staff and plans the training programmes. She also attends training for writing Subject Leaders run by the local authority and other providers.

We assess children's work in writing using objectives from the National Curriculum.

More important to the school, however, are the formative assessments, which are continuous and on-going, and identify the needs of the individual pupils. These are child friendly statements which are found in the back of every writing book. The teacher and the pupil will collaborate and fill in these statements as they achieve them. These form part of the writing activities and are used to determine the pupils' future developmental areas.

The monitoring of the standards of children's work and of the quality of teaching in Writing is the responsibility of the SLT and the Writing Subject

Leader. The work of the Subject Leader also involves supporting colleagues in the teaching of Writing, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Additional Educational Needs

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that, when possible, these needs can be met within the class organisation.

However, when a child has very specific additional needs, support is provided firstly by the school's internal organisational structure, which gives personal assistance and additional practice and is administered by support assistants within the school during the lessons. Details of this can be found in the SEND Policy.

Implementation of the policy

A copy of this policy is available for any member of staff, Governing Body, parents and guardians and relevant outside agencies.

Date of Implementation: April 2021

Monitoring and evaluating the policy

This policy will be reviewed every two years by the Head Teacher, Governing Body Policies Committee, Subject Leaders and relevant staff members.

Next review date: April 2022