

RIVERSDALE PRIMARY SCHOOL

Writing Policy

Date:

Review Date:

Signed: _____ (Governor)

Signed: _____ (Headteacher)



“Writing is the painting of the voice.”
Voltaire

Article 28:
You have the right to education.

Article 29:
You have the right to education which develops your personality, respect for other’s rights and the environment.

AIMS

All children must be able to communicate effectively in writing.

INTENT

For children and teachers alike, our aim is to foster a sense of pride in children’s written work, as we believe that self-esteem is raised when children are able to communicate meaning accurately.

At Riversdale Primary School we aim to achieve this through:

- ensuring progression of writing skills across the school rooted in accurate use of grammar concepts;
- providing meaningful writing experiences using the contexts inspired by quality texts;
- inspiring pupils to write through exciting shared experiences;
- modelling a high standard of writing to secure high expectations and inspire writers;
- ensuring children are taught and recognise the range of social functions that writing can perform e.g. persuade, instruct, inform, and entertain;
- developing a clear understanding of the grammar, structure and language features associated with different genres of writing;
- enabling children to demonstrate the ability to choose the appropriate form and content to suit the purpose and audience;
- supporting pupils to acquire a wide and varied vocabulary;
- ensuring pupils apply the spelling patterns and rules learnt throughout their primary education effectively.

IMPLEMENTATION

Effective teaching of writing must:

- Develop skills of composition and creativity (style, organisation, choice of language, effect);
- Develop transcription skills (handwriting, spelling, use of ICT where appropriate);
- Develop skills in the structure of writing (grammar, sentence structure, punctuation).

Children will:

- write every day;
- write at least one independent, sustained piece per fortnight, following an immersion process (*see appendix*) with one piece being written in their best work book each half term (Year 1 to begin in the Summer Term);
- grasp the intended purpose and audience of their writing;
- know their next steps to improve their writing, including current target that is not genre specific;
- take responsibility for improving and editing their writing in purple pen to show the difference between their original piece and their edits;

- place their target on their desk before each writing opportunity so that it can be seen when they write;
- assess themselves against their target;
- ensure the quality of their writing is consistent across **all** subject areas and any homework tasks set;
- have the opportunity to complete an independent, sustained piece of writing in **all** curriculum subjects and in a variety of genres;
- use school handwriting style (Jarman) and write in pencil until their writing is consistent, joined and legible when they will be awarded a pen licence enabling them to write in **black** ink.

Teachers will:

IMMERSION:

- ensure that high quality and engaging “texts” are used as a stimulus for writing, including the class book, picture books, video clips etc;
- provide the opportunity for every child to produce sustained, independent writing each fortnight following a series of immersion lessons including drama lessons (see appendix);
- ensure that children have a range of stimulating contexts for communicating in writing, across all subject areas.

WRITING PROCESS:

- plan each piece of extended writing, taking into consideration a range of audiences and purposes which includes the familiarisation of the text type through reading, the identification of structure and language features, modelled writing, shared writing, supported composition, guided writing and independent writing (see appendix);
- ensure a balance of writing skills and experience of different genres;
- support pupils in developing success criteria for each piece of writing based on the intended audience and purpose using the Boxed Success Criteria model;
- model the writing process for the children on a regular basis;
- provide children the opportunity to improve and edit their own writing, particularly sustained, independent pieces;
- model the editing process for the children on a regular basis, so that they are able to develop the skill of self-assessment over time;
- provide opportunities for children to be creative with their choice of genre and style at least once a half term.

GRAMMER, PUNCTUATION AND SPELLING:

- teach an appropriate balance of grammar/sentence/spelling/handwriting skills across each week;
- ensure that children are given the opportunity to apply their grammar learning (including punctuation) to a piece of writing each week and an extended piece each fortnight;
- encourage children to consistently apply their grammar learning (including punctuation) on a regular basis, providing it is appropriate for the specific genre or style of writing;
- teach spelling according to the school spelling policy.

ASSESSMENT:

- cover all year group objectives, ensuring that children are able to address objectives several times over the year, thus consolidating writing skills;
- complete feedback and marking, where possible, within the lesson. All marking and feedback is given in line with our marking and feedback policy;
- assess and record writing levels termly using the school designed writing assessment standards so support in making judgements and target tracker to input data;
- display examples of written work within the classroom;

- ensure at least 1 piece of work reaches ‘published’ standard every half term and written up in their yellow “Best Work” book, using Jarman handwriting style. ICT can be used if this suits the genre of writing but should be done sparingly.

HANDWRITING:

- The whole school follows the Jarman handwriting scheme. Pupils are encouraged to develop a neat, legible, speedy handwriting style. Handwriting is a cross-curriculum task and is taken into consideration during all lessons;
- Teachers must model the school handwriting style through resources, learning objective/success criteria etc;
- In Foundation Stage, handwriting is addressed during daily phonics sessions and pupils also have one focused handwriting session each week;
- Please see the school handwriting policy for more detail.

Above all, teachers must know what each child needs to do to improve. To this end, teachers will:

- create targets in child-friendly language and share targets with the children regularly;
- base targets on regular assessment of children’s work using Target Tracker statements/DfE Frameworks for guidance;
- give one target at a time that is writing specific but not tied to an individual genre/writing style (two targets may be given only if a very small target is given as the second target);
- write targets on a super sticky post-it note to be stuck in the back of the English book and date when given;
- mark writing using the marking policy, taking into consideration the specific success criteria given and the child’s individual target;
- record when targets are met in the back of the English book;
- review targets at least half termly, preferably every 2/3 weeks.

IMPACT

- pupils will enjoy writing across a range of genres;
- pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded;
- pupils will have a wide vocabulary that they use within their writing;
- pupils will have a good knowledge of how to adapt their writing based on the intended purpose and audience;
- pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught;
- the % of pupils working at are within each year group will be at least in line with national averages;
- the % of pupils working at greater depth within each year group will be at least in line with national averages;
- there will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged).

This policy will be reviewed at least every two years.

Appendix: Immersion Process

High quality writing comes from high quality discussion. Therefore, for each piece of sustained, independent writing the immersion process **could** include:

Textual Analysis:

- Teacher's or high achieving readers read a text to the children, ensuring high quality expression in order to ensure engagement. Children given the opportunity to verbally analyse the text with regards to grammar, sentence structure, word selection etc.

Images/Video Clips:

- Children should be given the opportunity to use visual stimuli to support their writing process, discussing these as a class/in small groups/in pairs. This allows students to see an aspect of what they are writing about, providing them with more concrete ideas for their writing.

Drama:

- Drama should be used regularly to support children with the understanding of the high-quality text being explored. This can be through a range of skills such as role play, still image, thought tracking, hot seating, debating, improvisation etc.
- Drama is an excellent opportunity for the development of high quality oracy, linked to standard English, which directly impacts written English. Drama also supports children with the development of inference and evaluative skills when children's drama work is discussed and analysed regularly.

Modelled Writing:

- The teacher talks aloud the thought processes as a writer. They have complete control over the writing and make explicit the structure, language features, spelling and punctuation of the text type as appropriate.

Shared Writing:

- This is a collaborative approach; pupils contribute their ideas and thoughts for the teacher to select the most appropriate. The teacher needs to give reasons for the choices made or ask students to explain why the teacher has chosen specific ideas.

Supported Composition:

- The children work in pairs to provide the next sentence of the text. This may follow from either modelled or the shared writing process. This may be part of a TPS activity (think, pair and share).

Guided Writing

- Pupils are grouped by similar writing achievement based on previous assessments and/or target needs. The teacher works with each group in rotation during the week so that every child partakes in guided writing once per week. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process as opposed to writing a complete piece. Tasks may include the processes of planning, drafting and editing pieces of writing. Teachers choose a target for each group to work on based on an assessment of their individual needs and previous writing. TAs are also expected to take guided writing groups when appropriate.