CROOK LOG PRIMARY SCHOOL

WRITING POLICY

Crook Log Primary School

Writing Policy

1) **Rationale:**

At Crook Log, writing is a highly valued and purposeful part of our curriculum. It is a fundamental life-skill that is vital to not just success in the Literacy hour, but also in other curriculum subjects, eg. Science, History, Geography, RE and PSHE. We want our pupils to not just learn how to write legibly and accurately but to also develop a passion for writing beyond the classroom. Children are taught that from an early stage, much of their writing will be read by other people and therefore needs to be accurate, legible and set out in an appropriate way. They will see the writing process being modelled by the teacher and will be encouraged to take part in composing, spelling and handwriting activities individually, in groups and as a class.

Writing is closely related to reading - the two activities reinforce each other. It is our belief as a school that to be a successful and ambitious writer, children must be exposed to a wide variety of engaging, stimulating texts for fiction, non-fiction and poetry. We follow the principles for teaching writing laid out in the CLPE 'Power of Reading' scheme. Each year group will have focus texts that they will use as a stimulus for the majority of their writing in a half term/term. High-quality texts are selected by the school with teachers given the freedom to plan their writing lessons to achieve the necessary learning outcomes. Each year group is required to look at the objectives they need to teach and plan a sequence of lessons to achieve this. Children will build up their writing towards an end-goal 'extended' piece of writing, which is designed to showcase the literacy skills they have learnt in a particular writing cycle. In KS1, extended writing sessions happen most weeks, due to the nature of their class texts being shorter. In KS2, extended writing sessions can happen every fortnight to ensure that children are building up the necessary skills to produce a purposeful, outstanding piece of writing. It is these pieces of extended writing which are normally used as part of the writing assessment process.

Intent, Implementation and Impact

Intent

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our intent of the writing curriculum is to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences; use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas and are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

Writing is closely related to reading - the two activities reinforce each other. Children are taught that from an early stage, much of their writing will be read by other people and therefore needs to be accurate, legible and set out in an appropriate way. They will see the writing process being modelled by the teacher and will be encouraged to take part in composing, spelling and handwriting activities individually, in groups and as a class. Class targets for writing are changed every half term and reflect the needs of the class.

Free writing areas are in all EYFS classrooms, with a range of writing equipment and paper. Role play areas provide opportunities for writing – taking orders at a café, booking a holiday, selling a house. We encourage the child to see her/himself as an author and where appropriate her/his writing will be developed into a book. This helps the child to be aware that her/his work has a wider audience and also the importance of good presentation.

From KS1, children are encouraged to write for a variety of purposes in many different subjects, their writing is discussed and edited with a member of staff. When appropriate, the children produce a final draft. Children are taught correct cursive letter formation from the outset. The Power of Reading planning incorporates many writing genres from poetry to fiction to non-fiction, all stemming from quality literature. Each classroom provides an environment which supports the writing process. We aim to have a language rich environment to support reading and writing. Children's writing is displayed at all times. In KS1 the teachers highlight VCOP visual strips, to give strong visual feedback to individuals. Children are encouraged to self-assess in the same way when they are ready. In KS2, Success Criteria is used for self, peer and teacher assessment in a 'Great', 'Amazing' and 'Awesome' table stuck on each piece of work. Children are encouraged to peer assess from year 3. We use the Pie Corbett feedback system, enabling children to respond to marking throughout KS1 and 2.

Impact
Children can write in a range of genre and for a variety of purposes, with fluency, accuracy and enjoyment. Their progression and attainment is evident in all their books and in the school environment.

2) Planning and teaching

As with reading, it is important that pupils learn to write independently from an early stage. Literacy lessons are planned and taught each week in each year group, although the structure and content of these will vary depending on the age of the children. Teachers take objectives from either Primary National Curriculum or Early Year Curriculum. Please see below for further details:

EYFS

Nursery

In our Nursery, children begin to explore the idea of writing. Children begin by making imprints in a variety of medium, eg. Clay, sand, water, playdough etc, with various media used to encourage recognition and correct formation of letters. Teachers work on developing the child's fine motor skills in order to improve their manual dexterity to hold and manipulate a pencil. Role play writing and mark-making is valued and encouraged with writing activities often included in the daily classroom setup. Teachers will encourage children to practise writing their name with their attempts made into a display that the children can see every day. Teachers will also undertake termly fine-motor skills assessments so they can track children's progression throughout the year.

A free-writing area, that contains a variety of writing materials, is available to the children, and allows them to experiment with and develop their early writing skills. They discuss their work with the teacher, who will respond to them individually in a positive way in order to extend their confidence and develop future work.

Reception

The children in Reception follow the Foundation Stage Curriculum, incorporating the Early Learning Goals. They are taught phonological awareness, synthetic phonics and spelling (using RWI), word recognition and vocabulary extension in a structured way to give them the skills and strategies needed in reading and writing.

Throughout the year the children use "have-a-go" books. They are encouraged to initially communicate on paper through developmental writing. This work is then discussed with the teacher, who will respond positively to the child's work. If appropriate, a correct model will be written for the child to copy. We encourage the child to see her/himself as an author and where appropriate her/his writing will be developed into a book. This helps the child to be aware that her/his work has a wider audience and also the importance of good presentation.
Each class has a writing area and the role play area includes writing opportunities. Teachers will also capture examples of writing opportunities and publish these on EYFS profile 'Evidence Me', which allows parents to instantly see their work at home.

Key Stage 1

The teaching of phonics, spelling and handwriting complements the philosophy and practice of the Early Years - e.g. the children are still encouraged to 'have a go'. Teachers in Key Stage One will take their specified Power of reading texts and identify writing opportunities from these match their curriculum outcomes. As the children in the Infants are still very much learning to write, units of writing are often broken up into smaller chunks to ensure children achieve the desired writing outcome in their Extended Writing. Children are taught to be familiar with certain marking symbols that will often form the part of a piece of writing's success criteria. Children are encouraged to write for a variety of purposes in many different subjects, their writing is discussed and edited with a member of staff. When appropriate, the children produce a final draft.

The Read Write Inc phonics programme supports spelling as well as reading. This is used systematically to support writing and build up accuracy and speed. Children in Year 1 learn all of the sounds required for them to pass their end of year phonics screening assessment, with

phonics groups in Year 2 designed to either extend children's phonological awareness through the teaching of SPaG (Spelling, Punctuation & Grammar) objectives, or to target children who did not pass their phonics screening.

Children will begin to have formal handwriting lessons each week in KS1. In Year 1, children are taught to form their letters correctly and neatly sot that their writing is legible. In Year 2, children begin to learn the correct cursive letter formations as they are now familiar with phonics sounds they have learnt in Year 1. Whilst cursive handwriting is not necessarily required to be an expected level writer at the end of KS1, it is required as they move up through the school.

In Year 2, children will also be given 'Writing Journals' – these are books purposefully designed for the children to write freely. This is personalised by the child and is their property. With guidance, the children use these for free writing of any genre; from lists, poems and comic strips, to chapters in stories. It is their choice. Through regular weekly writing opportunities, children are encouraged to write about something they are interested in, in any style or purpose they choose. Teachers are not expected to mark these however they should be familiar with what children are writing in their Writing Journals. Children may also be encouraged to share their writing with their peers.

Lower Key Stage 2

In Years 3 and 4, there is a progressive emphasis on the skills of planning, drafting, revising, proof reading and the presentation of writing. The reading and writing range increases. There is the need for pupils to understand a wider variety of texts, their organisation and purpose. These are taught within the Literacy Lesson, practised and used across the curriculum if appropriate (see cross-curricular links).

Children will have a SPaG exercise book and an Extended Writing book. The Extended Writing book will contain all of their planning, drafting and writing in, with an emphasis placed on children implementing their SPaG skills into their writing. Children will build up to an extended piece of writing every 1-2 weeks which will often then be edited. Success Criteria grids are used to establish the steps that children need to follow in order to achieve the desired writing outcomes.

Most children in Years 3 and 4 will continue to write in a pencil however, once their handwriting is deemed to be of appropriate legible, they may be given a blue handwriting pen. Children will edit in a different colour to what they have initially written in.

Upper Key Stage 2

In Years 5 and 6 children will have become more increasingly sophisticated writers. Most children will move onto using a blue handwriting pen, with the aim that all of children in Year 6 are using a handwriting pen at the start of the academic year. All children will edit in an opposing colour to what they have drafted in, with an emphasis placed on peer editing also.

3) The Classroom Environment

Each classroom provides an environment which supports the writing process. Literacy displays will be featured in every classroom with a range of children's writing displayed. Learning objectives are displayed with short and long term targets for the half term, reflecting the needs of the class. We aim to have a language rich environment to support reading and writing. 'VCOP' support is displayed in each room as a visual and teaching aid, however this is appropriate to the age of the children. In EYFS and KS1, there are RWI phonics displays for teachers and children to refer to. In KS2, there will lots of SPaG prompts to remind children.

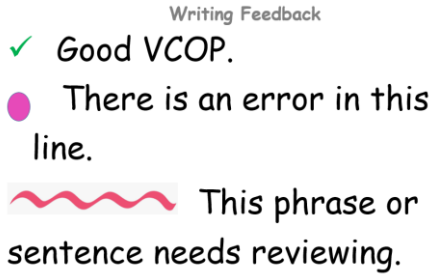
4) Record keeping, marking, monitoring and Assessment

Writing

Writing from each child throughout each term is moderated against the criteria used for cross borough moderation (2018) and KS2 moderator's checklist, and is done regularly to help inform secure judgements about a child's level. Our school assessment system (Insight) is updated regularly. Parents are informed of a general target in the school report and of more specific targets at parent's evenings. Much of the writing assessment is on going. As work is marked, new targets are set when appropriate.

From Year 1, we have adopted the Pie Corbett feedback system for writing in order that the children can respond more productively, that

time is used efficiently and effectively, and that there is a child centred purpose to the feedback.



- Green tick above a good example (VCOP)
- A pink dot in the margin means find an error in that line (spelling, punctuation) KS1/Lower ability to indicate what the error is.
- A pink wobbly line under a phrase/sentence means it needs reviewing

More specific marking/feedback is also provided for specific year groups. In KS1, the teachers highlight VCOP visual strips, to give strong visual feedback to individuals. Children are also encouraged to self-assess in the same way in Year 2 towards the end of the Summer term.

In KS2, success criteria is used for self, peer and teacher assessment in a 'Great', 'Amazing' and 'Awesome' table for each piece of extended writing. Children are also encouraged to peer assess from Year 3 by reading their peers' work.

Once a term, staff carry out a writing moderation in a staff meeting. This may be within school or across the School Collaborative. The staff agree levels of attainment for writing. This trains staff in the ability to level writing accurately. The assessment sheets completed in the front of writing books is transferred to Insight, which directly matches what is presented in the books. Writing progress is monitored on Insight by the Literacy coordinator and team leaders; reports on progress and attainment are provided for the HT and governors. We also take part in cross borough monitoring of writing to ensure consistency.

5) Cross-curricular links

Literacy skills underpin all subjects in the National Curriculum. We encourage the children to write for a variety of purposes across the

curriculum, in history, geography, RE, science and other foundation subjects. Links are made when studying particular genres, and skills are practised across the various subject areas where appropriate.

Revised September 2023
Joshua Bergamo