



## Writing Policy

Writing is a key aspect of the curriculum and along with reading, speaking and listening it makes a significant contribution to the development of children as thinkers and learners. It is a central part of the school's role that all pupils develop their writing ability and enjoy the process of cultivating this lifelong skill. At Overdale C P School we strive to provide children with exciting, purposeful and inspiring contexts in which to become writers. This policy aims to ensure that there is coherence, continuity and progression within our teaching throughout the school.

### Aims

We aim to:

- Nurture the children's sense of themselves as writers
- Create an ethos of achievement in writing
- Encourage children to become enthusiastic, confident and reflective writers
- Provide purposeful writing opportunities where children write for a variety of audiences
- Enable children to independently produce high quality writing across all curriculum areas
- Ensure children know, understand and apply their writing targets in all writing tasks
- Encourage children to play with language and write for pleasure
- Ensure children can write using a legible, joined script

In particular our teaching of writing will increase children's abilities to:

- Write imaginative, interesting and thoughtful texts
- Produce texts which are appropriate to task, reader and purpose
- Organise and present whole texts effectively, sequencing and structuring information, ideas and events
- Construct paragraphs and use cohesion within and between paragraphs
- Vary sentences for clarity, purpose and effect
- Write with grammatical accuracy
- Experiment with adventurous and effective vocabulary which are appropriate
- Apply their understanding of phonics and spelling rules to all forms of writing

### Strategies to develop Writing Skills

- Both transcription (spelling and handwriting) and composition skills (articulating ideas and structuring them in speech and writing) are explicitly taught during English lessons

- Transcription and composition skills are then applied and developed in writing for curriculum areas
- Within each writing unit taught, the correct technical vocabulary is modelled to children which the children then use to discuss their own writing
- Children have frequent opportunities to read aloud their written work for an audience
- Throughout the teaching of writing, links are made to reading. At the start of a new writing unit children analyse the structural and language features of a specific text type and develop their own success criteria to guide their subsequent writing
- Pupils are taught how to plan, edit and redraft their writing, as well as producing a best copy
- Pupils are taught effective composition by forming, articulating and communicating ideas, before organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar

### **Developing Writing Skills in the Early Years Foundation Stage (EYFS)**

Writing down ideas fluently depends on effective transcription: that is, spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. This understanding begins in EYFS through daily, high quality phonics lessons.

In the Foundation Stage, they are encouraged to attempt their own emergent writing and their efforts are valued and celebrated. As their phonic knowledge increases, so does their ability to write independently. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. Legible letter formation is explicitly taught and modelled on a daily basis.

A wide variety of opportunities are provided for children to engage in writing activities and independently apply their phonic skills through role play, creative activities, computing and the outdoor area.

### **Developing Writing skills in Key Stages 1 and 2**

#### **Phonics**

At Overdale C P School we recognise that phonics is fundamental to children's development as readers and writers throughout the primary school years. From EYFS and throughout Key Stage 1 children engage in high quality, focussed phonics lessons on a daily basis to develop both reading and writing skills, following the Letters and Sounds programme. As children progress into Key Stage 2 those who are not yet ready continue to develop phonic skills through specific interventions.

#### **Modelled Writing**

This happens during English lessons and within guided writing groups. During this style of teaching, the teacher thinks aloud while writing and models strategies in front of the children, communicating the strategies being used. Teachers may model writing

skills such as punctuating, rehearsing, proof reading, editing, word selection, sentence construction and paragraphing.

## **Shared Writing**

This can take place in any curriculum lesson but most frequently during English lessons. This strategy can also be used in guided writing groups and has far greater input from the children than modelled writing. The teacher invites contributions from the children and teaches writing skills such as rehearsal, proof reading and editing, and production of a final draft. Teachers may also demonstrate how to create or use success criteria and marking ladders to self or peer assess. This may be the starting point for independent or guided writing.

## **Guided Writing**

Guided writing is an important step in making the link between shared writing and independent writing. During guided writing the teacher guides learners at an appropriate level by:

- Providing focussed feedback to a group of learners with a similar identified need and then teaching skills to address it
- Working with a group to model group or individual targets
- Developing or reinforcing skills taught in shared writing
- Orally composing a group text
- Focussing on the oral composition of sentences prior to writing
- Demonstrating a specific stage in the writing process
- Encouraging children to extend their writing further by writing effective questions on their work for the children to respond to

## **Paired Writing**

Pupils write with another pupil to:

- Share ideas and gain immediate feedback through peer assessment
- Orally rehearse ideas prior to writing

Pupils often write with a partner when working on laptops, annotating texts or using whiteboards.

## **Talk for Writing**

Good speaking and listening skills are crucial to the development of writing. Drama and role play opportunities are provided prior to writing when teaching poetry or narrative. Teachers also plan for talking opportunities through drama, talk partners and group discussion to enable children to verbally rehearse their ideas before writing. We adopt Pie Corbett's Talk for Writing approach to the teaching of narrative and non-fiction writing, through which children learn to internalise text structures and widen both their spoken and written vocabulary. This understanding is then used as the basis for their own writing innovations.

## **Independent Writing**

We want children to enjoy writing from an early age. Our ultimate intention is to enable children to independently and effectively communicate in writing for a wide range of audiences. In the EYFS children are encouraged to write independently using their own emergent writing from the time they come into school. Throughout Key Stages 1 and 2 children have the opportunity to write independently and at length.

## **Cross Curricular Links**

Writing has obvious links to many subjects in school and teachers aim to make the most of those links to create exciting and purposeful writing opportunities. School trips and visitors are an integral part of our creative curriculum and often foster inspiration to write. Children practise and develop their writing skills in other subjects such as science, history or geography and use knowledge from other subjects to inform and inspire writing in English lessons. Writing from all subject areas is recorded in the children's theme books.

## **Children with Special Educational Needs**

Children who are making less than expected progress with writing are quickly identified so that appropriate support can be put into place. Progress will be monitored carefully to measure the impact of the support or intervention programme used. Where progress continues to be a concern, the SENCO is consulted to plan further support (see also Special Educational Needs Policy).

## **Gifted and Talented Children**

At Overdale C P School, we present a curriculum appropriate to the abilities and needs of all children. The progress of all children is monitored closely. Teaching strategies and resources are differentiated in response to the need and abilities of individual children to ensure their ongoing progress with a wide range of writing skills.

## **Assessment**

Children are assessed every session using AFL. Marking provides the opportunity to see how well individual children understand and apply what has been taught and should always relate to the specific focus for teaching. Teachers fill in SIMS after AFL has taken place to identify next steps and children who require strand interventions.

## **Learning Environment**

Overdale School is an attractive and stimulating place where displays reflect current and recent learning. Classrooms have clear areas related to topics and themes which are changed, added to and updated as topics progress. Class working walls include examples of high quality texts, flip charts of shared or modelled writing, Pie Corbett style text maps and scaffolds for text and language support. Class displays also include examples of written work. Class teachers include interactive elements with

questions and activities to stimulate children's development of their own thoughts and ideas about authors, texts and language.

## **Planning and Resources**

Planning objectives are taken from the English Programme of Study within the National Curriculum 2014. Wherever possible links with other subjects are identified and used as opportunities to develop children's writing in a range of genres. Weekly plans give details about how the objectives will be taught to differentiated groups and how adults in the class will be deployed.

Children have access to dictionaries, thesauruses, spelling log books (KS2), word mats, pens and pencils, rulers, etc. Pupils are given opportunities to write on mini whiteboards to 'try out' ideas before committing them to paper. In EYFS there is also a large collection of materials to utilise the kinaesthetic aspects of writing, such as sand trays and foam. Various teaching books and big books are available in school and are generally kept in class, though shared resources are also available.

The school is keen to ensure that children develop a range of computing skills to enable them to use computing effectively as a tool for communication. Children are supported in the development of their computing skills and given opportunities to use these as early as possible in their written recording.

## **Review**

The policy will be reviewed annually by the English subject leader(s) and leadership team and shared with all governors.

Policy last reviews: October 2017

To be reviewed: October 2018