

St Thomas CE (VC) Primary School



Writing Aspect Policy

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Aspect or Area

Aspect Policy



ST THOMAS
CE (VC) PRIMARY SCHOOL

Writing at St Thomas

Introduction

At St Thomas Primary School our aim is that every child will learn to write, and love to write, by being given real and exciting materials to inspire them; and by providing them with opportunities to write for different reasons and in different genres and contexts. We aim to provide all the children at St Thomas with support to write using quality first teaching and a clear, well planned progression across all aspects of writing at genre, sentence and word level. We understand that the spoken language, reading and writing are tightly interwoven and therefore we aim to use excellent reading materials and texts as well as examples of high quality writing to inspire children and to enable them to emulate these styles which helps children understand that their writing is for reading. We also aim to ensure language and vocabulary is built up from our youngest children through school using our own school's version of Talk 4 Writing in collaboration with our own assessment systems to ensure our children are able to write at the best of their ability. Spelling and grammar is taught fluidly across writing lessons and discreetly using SPaG mats and the No Nonsense Spelling program and handwriting is taught and practised across the school in conjunction with phonics and spellings. We also recognise the importance of applying writing skills across the wider curriculum and plan regularly for this to take place.

Aims and Objectives

The aims of our Writing Policy are:

- To promote a positive and enthusiastic attitude towards writing;
- To use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- To create an interest in words and their meanings in order to broaden vocabulary;
- To create confident, independent writers and spellers
- To provide the chance for every child to become a writer
- To create writers who can re-read, edit and improve their own writing
- To create writers with a legible, joined and fluent handwriting style
- To provide regular opportunities for pupils to write for a range of purposes and audiences
- To develop a broad range of writing skills that can be applied to a wide range of text types and genres across the whole curriculum
- To encourage our pupils to speak clearly and confidently and articulate their views and opinions.

- To teach our children the need to express themselves orally in an appropriate way, matching their style and response to audience and purpose.
- To develop the skills of participating effectively in group discussions.
- To incorporate talk partner work
- To teach grammar as part of the teaching sequence, incorporating it into daily lessons so that the children see the context of grammar (SPaG mats support the knowledge of these aspects in a way that stands alone)
- To correct grammatical error orally/ written work (in line with the marking policy)
- To have a systematic approach, revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- To support all pupils who need extra support to become writers due to learning and/or motor difficulties
- To prepare pupils for the next stages of their education.

Guidance

All staff should familiarise themselves with the materials, guidance and resources in the Writing File which is on the school server and this will be introduced to all new staff as part of their induction. The file contains key documents which set out the progression the school uses for writing (including the school process for planning and teaching using T4W as a basis) and the Writing Progression Documentation which enables genres to be introduced and taught in a structured and progressive manner allowing children to build on, and strengthen, their understanding of the features and structure of each genre as they move through school. Also, within this file, each year group has a writing assessment document which is progressive and based on the key writing objectives of each year group. Each year group is expected, alongside regular AfL and formative assessment, to assess at least 1 piece of independent assessed writing per child per half-term. This should then feed directly into the summative assessment on O Track, the school online assessment tool.

FOUNDATION STAGE:

It is the aim of the scheme of work that by the end of Foundation Stage children will be able to work at expected levels in both 'Communication and Language' and 'Writing' and most children to be at the end of Phase 3 in Phonics by the end of the year.

In Nursery, writing is addressed through focused activities and areas of provision. One of the provision focuses upon transferring the spoken word into the written word using the ideas in 'Helicopter stories'

where stories are used to not only reinforces the connection between spoken and written words, but also gives pupils the chance to see how ingenious mark making and letters can be, which can in turn inspire them to explore writing in their own way. The approach has been shown to boost confidence in literacy and improve vocabulary skills, which enhances communication through speaking and listening. In Reception, we take a more practical approach to improving children's awareness of writing. Elements of the English sessions will be evident during planning, teaching and learning such as Shared Writing and Guided Writing. The implementation of the writing lessons in Reception is gradual throughout the year. Children will develop skills and concepts in writing through various adult and child initiated activities in the autumn term and through activities throughout the provision, moving towards a more formal writing session by the end of the year. Each child will have a 'writing book' where these lessons are evidenced and any independent writing done in the provision is kept in the child's file or evidenced in Tapestry with observations. Speaking, listening, communication and vocabulary development are a key part of language development in EYFS and are tightly interwoven with all writing lessons and in line with the EL goals.

In Foundation Stage, children will only begin to learn to spell the sight words once they have proved to the teacher that they are able to read them and handwriting will focus on forming letters correctly.

KEY STAGE 1:

To begin with in Year 1, pupils will continue to develop their literacy and writing skills through provision with more formal lessons being delivered to the class, using the school's T4W process and genre progression document, during the week. Both shared and guided writing sessions support the learning of writing styles and begin to introduce basic grammar and punctuation relating to the objectives for that year. Speaking and listening will still form many parts of the wider writing diet and are a key part of the writing curriculum, orally rehearsing sentences before writing them and reading their writing out loud to an adult or their peers. The teaching of phonics and spellings will be tightly linked and a more fluent handwriting style will be introduced to those who can form all letters correctly.

In Year 2, children will have a daily writing lesson where we begin by look at introducing more genres and increasing stamina for writing. Oral sentences should be written down increasingly accurately and children should be able to spell many of the words leant in Year 1 and make phonetically plausible attempts to spell words they have not leant. Listening to high quality stories and reading high quality texts will continue to build children's vocabulary and enable the children in Year 2 to continue to develop their internal language bank. Children in Year 2 will be provided with increasing opportunities to develop their independent writing skills and 'short burst' writing will help them develop this along

with lengthier pieces. Writing opportunities will also be part of the wider curriculum. Handwriting should now be formed clearly and there may be some attempts to join it.

KEY STAGE 2:

Across KS2 (and in Year 2) all children will benefit from a daily writing lesson. These lessons will be based the genres to be taught in that year group (non-fiction genres, poetry or a fiction unit based upon a class book or the current topic). They will cover areas across the English National Curriculum, including writing. Within Non-Fiction Units, the Writing Phase will usually come towards the end of the unit so that pupils can apply the skills learned throughout the other phases within the unit (Reading, Speaking and Listening and Analysis). Within Fiction Units, writing tasks may be more frequent with short burst tasks within a Unit and longer composition lessons towards the end.

Also, within writing lessons, pupils may experience shared or guided writing sessions where teachers / teaching assistants will work with the whole class or smaller groups of pupils to focus on a particular skill, demonstrating, scribing and supporting where necessary. Again, it is left to the discretion of the teacher but should not take away from providing opportunities for the children to write independently. In addition to this, pupils will be given opportunities to use and apply their writing skills across all areas of the curriculum and teachers plan regular opportunities for this.

In terms of planning, teachers will plan units of work based around a high-quality class book or using texts from the which fit in with their current topic as this enables the children to base their writing on something they already know about or are currently learning about which in turn provides them with reasons and a will to want to write. Units may be one week long or over a number of weeks, but will be a mix of fiction, non-fiction and poetry. Teachers may have a picture of the overview of the whole unit in one block initially but will plan on a weekly basis, taking into account the learning from recent lessons in order to ensure pupils make the best possible progress. When planning other curriculum areas, teachers will ensure that pupils are given the opportunities to apply their writing skills regularly throughout the term to help them know more, remember more and understand more.

Monitoring and Review

It is the responsibility of the all teachers to follow the principles stated in this policy and for the Writing Lead, the English Team and SLT to monitor and review the teaching and learning of writing across the school as part of the whole school monitoring schedule.. There is a named Governor responsible for Writing and this governor will discuss writing practice with the Writing Lead regularly and provide feedback to the whole governing body, raising any issues that require discussion.

