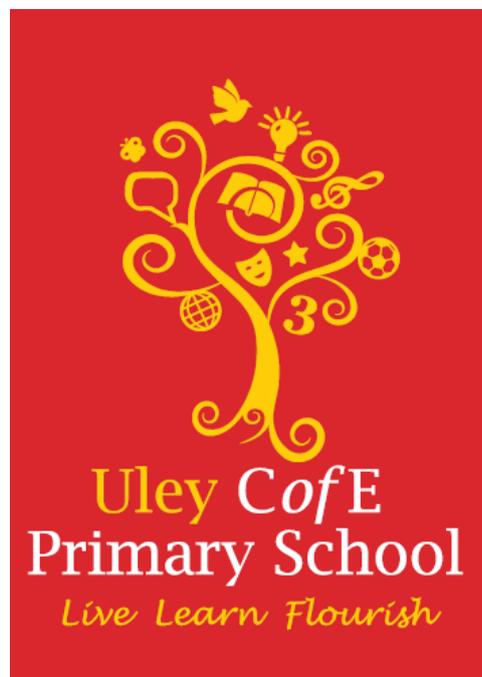


ULEY C OF E PRIMARY SCHOOL



WRITING POLICY

SPRING 23

They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

Ethos Statement

We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

OUR SCHOOL VISION

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

OUR SCHOOL MISSION

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

Rationale

Writing is a primary means of expression, both for personal cognitive purposes and for effectively communicating with others. To communicate effectively through the medium of writing there must also be an emphasis upon developing children's speaking and listening skills and from this deepening their understanding of composition, grammar, and word use to effectively relay the message they wish to convey.

Our Ethos

The following statements are central to our approach and belief in how we teach children to communicate effectively through the medium of print:

- Speaking and listening with confidence are significant factors in developing effective writing.
- Social construction of knowledge and understanding plays a vital part in the understanding of text creation (fiction and non-fiction).
- Reading and writing are closely connected and mutually supportive of each other's developmental understanding.
- Writing is a craft that is best understood through the child engaging with writing across a range of experiences.
- Writing is best framed within recognisable text types or genres.
- Writing tasks should be prepared preliminary through talk and interaction with peers and teachers.
- Teachers should use high quality modelling for all children to ensure they deepen their understanding of effective writing for purpose.
- All writing should have a clear purpose that is understood by the children.
- Children should be given opportunities to collaborate with their peers to both compose and revise their writing.
- Opportunities for reflection and improvement should be given and this should lead to children taking opportunities to assess their own writing and areas they may need to improve.
- All opportunities to teach grammar in relation to texts and across the curriculum should be taken in order to reinforce these key transferable skills and knowledge.
- Transcription (i.e. handwriting, punctuation, and spelling) is an important part of the children's gaining a deep understanding of the writing process and these should be planned for and taught in discrete sessions if required.

- ICT (including the interactive whiteboard) can be a very effective stimulus to engaging all children within the writing process and deepening their understanding.

Curriculum Provision:

The school will implement the National Curriculum to ensure that all children are progressing and achieving in line with national expectations. The curriculum will be monitored by the English Team to ensure that the curriculum is being used effectively to provide challenge, stimulation and excitement to improve the quality of writing across the school.

The whole curriculum offers teachers an opportunity to teach writing skills across other subjects and this should be used effectively to do this. This should be done on a regular basis with at least two extended writing opportunities per half term given in the other liberal arts and science subjects.

Teaching and Learning:

Writing is a complex process involving the understanding of many aspects of language. Pupils use previous and current knowledge to make decisions at various stages of the writing process. This knowledge governs their choices about structure, organisational features, grammar and sentence construction, vocabulary and transcription. It is our purpose through effective teaching to ensure that children have the relevant knowledge to make these decisions confidently and securely.

Teachers should establish a clear purpose for the writing; they should establish the audience the children will be writing for; they should make clear the outcomes for each block of writing and for each individual lesson that is planned to contribute toward that outcome and clearly show the links between past and present learning while also indicating future learning.

Teachers should make clear the particular text type/genre that the block will focus on, they should give clear examples of high quality writing and poorer quality writing in that text type/genre – children should be given opportunities to analyse the differences they can identify between these pieces of writing regularly across the block of work. Teachers should show the key features of the text type/genre that they and the children can refer to if required across the block of work

Children should be taught in whole class sessions using a range of pedagogical techniques – i.e. modelling, direct teaching, effective questioning, shared writing, guided writing, and social construction. There should be clear enthusiasm shown by the teachers and effective use of partner talk and social construction.

Children should be allowed to experience editing and improving of their learning. This should be done on a regular basis across the block of work. A typical block of work could follow the sequence below (this is merely a rough model and should not be followed indiscriminately as teachers must use their professional judgement in ensuring the children make progress):

Week one: Introduction to text, grammar, features, technical, features, rubric, opening, closing, first draft,

Week two: first draft, edit for particular features, grammar, improving, final published piece.

Strategies that can be used across the block (all weeks):

Role-play, hot seating, joint writing, group writing, shared writing, guided writing, modelling, editing, peer editing, shared editing.

Across each block we will strive to support our children by:

- Providing frequent opportunities to write.
- Provide contexts and purposes for writing.
- Provide regular high quality demonstrations of writing.
- Model, draft, edit and discuss many aspects of writing.
- Provide opportunities to reflect on the writing produced and time for editing and improvement both individually and with peers.
- Diagnostically feedback to children providing them with improvement prompts and targets.
- Give instant feedback throughout the lesson to the whole class, groups and individuals.
- Encourage children to take responsibility for their own writing.
- Set high expectations of our children's writing.
- Surround the children in a print rich environment that can support their writing and one, which they have helped create.
- Will use high quality texts to strengthen the link between reading and writing.
- Link the writing to our cross curricular topics (i.e. report on pirates, letter from Captain John, etc.).

Continuity and Progression across the school:

Early years Foundation Stage:

In the Early Years children should be encouraged to attempt their own emergent writing and over time learn correct letter formation and attempt to write simple words and sentences through child initiated and adult directed.

A wide variety of opportunities for children to engage with writing should be given. These could include:

- Shared writing
- Role play area
- Labels
- Recipes
- Mark making books
- Outside links to writing
- Modelling writing
- Group/guided writing
- Shared writing
- Motor skills groups.

Over time the children should begin to understand the relationship between mark making, symbol creation and the meaning that they have to others.

Key Stage One:

At Key Stage 1 pupil should be increasingly competent as writers (the new national curriculum sets down clear standards the children should have reached by the end of year one and year two). Purposes, audiences and appropriate forms are identified and, through shared writing, modelled writing, guided writing and social construction the pupils will plan, develop and review their ideas with increasing confidence and ability.

They should experience writing stories of different types, focus on particular types of writing (e.g. creating a character profile, creating dialogue, creating settings, planning events, understanding structure of different writing and its technical requirements, poetry, play scripts, fiction, non-fiction) and how best to produce these with clear insight and purpose.

Key Stage Two:

At Key Stage 2 children should experience different forms of writing for a variety of audiences. They deepen their understanding of the different purposes for writing and the features of this writing (e.g. imagine and explore feelings, inform and explain, persuade fiction and non-fiction). They deepen their understanding of planning, reviewing, improving, discussing and self/peer evaluation.

The links between reading and writing (fiction and non-fiction) are used effectively by teachers to deepen children's understanding of writing by allowing them to make decisions concerning composition, grammar, and language and vocabulary choice in their writing.

Inclusion:

Individual writing programmes for the teaching of learning should be drawn up as appropriate by the teacher in consultation with the SENDco for inclusion. The use of individual targets for children with specific needs may be appropriate and these should be monitored closely and others chosen when they have been achieved.

Teachers should plan appropriate for the higher achieving children and they should be offered challenged through creating more complex outcomes that incorporate and synthesise a range of skills, knowledge and understanding.

All children should be challenged within their daily lessons and teachers must carefully plan and implement a range of strategies and tasks to ensure that this is happening.

Spiritual, Moral, social and cultural development:

Through writing children can be given a range of activities that develop their sense of awe and understanding of the modern world. Writing can also be used to allow children to gain a deeper understanding of moral, social and cultural norms that would be found in modern Britain. Teachers should use both English and cross curricular sessions to give children this opportunity – i.e. through careful selection of texts, open discussion texts, children’s writing about the text, linking the English outcome to the cross curricular approach.

Assessment, Recording and planning:

Planning is taken from a two year rolling programme which covers key national curriculum indicators. (appendix 1) Teachers plan using Curriculum Maestro English lesson designer where there is a clear progression of knowledge and skills.

Writing is assessed against a personalised success criteria created by the class teacher; tailored to that particular genre, known as a WILF (what I am looking for) or the grids from Curriculum Maestro which are linked to that piece of writing. When a child has completed a unit of work, they mark or peer mark against the WILF. This is then used to inform Classroom Monitor.

During assessment week children complete a short and long writing task from a variety of genre’s chosen by the class teacher. Teachers assess this evidence collected against the National Curriculum objectives and a tick sheet is kept with the writing in a folder.

All children should be given opportunities for sustained writing of different genres, contexts and outcomes across all areas of the curriculum (i.e. history, geography, science, DT, art, music).

This policy is reviewed every 2 years

Appendix 1

KS1 2022-2023 Cycle A			
Autumn 1&2 Linked driver topic: Childhood (History)	Autobiographies <i>I am William</i>	Non-chronological reports <i>Historical knowledge</i>	Riddles <i>Historical artefact</i>
Spring 1&2 Linked driver topic: Bright lights, big city (Geography)	Postcards <i>Using geographical knowledge</i>	Directions <i>Cultural and geographic knowledge</i>	Narratives <i>Marley the Meerkat</i>
Summer 1&2 Linked driver topic: School Days (History)	List poems Knowledge of their school	Diaries Historical knowledge of a Victorian handwriting lesson	Letters Knowledge of their school

KS1 2023-2024 Cycle B				
Autumn 1&2 Linked driver topic: Movers and shakers (History)	Biographies <i>Historical knowledge</i>	Newspaper reports <i>Moon landing</i>	Posters <i>Rosa Parks</i>	Speeches <i>Historical knowledge</i>
Spring 1&2 Linked driver topic: Coastline (Geography)	Descriptions <i>Geographical knowledge of the physical and human features of the coastline</i>	Adventure narratives <i>Real sea rescues</i>	Non-chronological reports <i>Geographical knowledge about Whitby</i>	Persuasive writing <i>Geographical knowledge of the physical and human features of the coastline</i>
Summer 1&2 Linked driver topic: Magnificent Monarchs (History)	Information leaflets <i>Historical knowledge of royal residences</i>	Kenning poems <i>Historical knowledge of significant sovereigns</i>		Comic strips <i>Historical knowledge of significant sovereigns</i>

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Class 3 2022-2023 Cycle A				
Autumn 1&2 Linked driver topic: Through the ages (History)	Narratives <i>Historical knowledge of the Stone Age</i>	Instructions <i>Historical knowledge of Bronze Age metalwork</i>	Cinquains <i>Historical knowledge of Iron Age jobs to write a cinquain.</i>	Chronological Reports <i>Historical knowledge of prehistory in Britain</i>
Spring 1&2 Linked driver topic: Rocks, Relics and Rumbles (Geography)	Non- Chronological Reports <i>Geographical and scientific knowledge</i>	Poetry <i>Geographical and scientific knowledge</i>	Newspaper Reports <i>Geographical knowledge of earthquakes</i>	Diaries <i>Historical and geographical knowledge of volcanic eruptions</i>
Summer 1&2 Linked driver topic: Emperors and Empires (History)	Biographies <i>Historical knowledge of Roman emperors</i>	Letters <i>Historical knowledge about life in the Roman times</i>	Myths <i>Historical knowledge about Roman beliefs</i>	Poetry <i>Historical knowledge about life in Roman Britain</i>

Class 3 2023-2024 Cycle B				
Autumn 1&2 Linked driver topic: Invasion History (History)	Anglo-Saxon poetry <i>Historical knowledge of Anglo-Saxon legends</i>	Playscripts <i>Historical knowledge of Anglo-Saxon invasion</i>	Norse myths <i>Historical knowledge of Norse beliefs</i>	Non-chronological reports <i>Historical knowledge of the Anglo-Saxons or Vikings</i>
Spring 1&2 Linked driver topic: Misty Mountains, Winding River (Geography)	Diaries <i>Geographical knowledge of the physical and human features of rivers</i>	Leaflets <i>Geographical knowledge of hills and mountains</i>	Explanations <i>Geographical knowledge of the water cycle</i>	Narrative Poetry <i>Geographical knowledge of mountains and mountaineering</i>
Summer 1&2 Linked driver topic: Ancient Civilisations (History)	Free verse poetry <i>Historical knowledge of Sumerian temples</i>	Instructions <i>Historical knowledge of death and burial in ancient Egypt</i>	Stories from other cultures <i>Historical knowledge of an ancient civilisation</i>	

Class 4 Cycle A 2022-2023				
Autumn 1&2 Linked driver topic: Dynamic Dynasties (History)	Narrative poems <i>Historical knowledge of Chinese folktale</i>	Biographies <i>Historical knowledge about leaders of the Shang Dynasty</i>		Stories from other cultures <i>Historical knowledge of the Shang Dynasty</i>
Spring 1&2 Linked driver topic: Sow Grow and Farm (Geography)	Non-chronologic reports <i>Scientific and geographical knowledge of allotments</i>	Diaries <i>Geographical knowledge of farming in the UK</i>	Leaflets <i>Geographical knowledge of farming in developing countries</i>	Balanced arguments <i>Scientific and geographical knowledge of farming issues</i>
Summer 1&2 Linked driver topic: Ground breaking Greeks (History)	Greek myths <i>Historical knowledge of Greek mythology</i>	Balanced arguments <i>Historical knowledge of Greek debates</i>	Playscripts <i>Historical knowledge of Classical Greece</i>	Odes <i>Historical knowledge of Greek history or mythology</i>

Class 4 Cycle B 2023-2024				
Autumn 1&2 Linked driver topic: Maafa History (History)	Newspaper reports <i>Historical knowledge of the Amistad mutiny</i>	Persuasive letters <i>Historical knowledge of the abolition of slavery</i>	Non-chronological reports <i>Historical knowledge of the Windrush scandal</i>	Acrostic poems <i>Historical knowledge gained during the Maafa project</i>
Spring 1&2 Linked driver topic: Frozen Kingdoms (Geography)	Non-chronologic reports <i>Geographical knowledge</i>	Haikus <i>scientific knowledge of polar animals</i>	Newspaper reports <i>Historical knowledge of a chosen explorer</i>	Adventure narratives <i>geographical and Historical knowledge of polar exploration</i>
Summer 1&2 Linked driver topic: Britain At War (History)	Persuasive posters <i>Historical knowledge of key aspects of the war effort</i>	Historical narratives <i>Historical knowledge of the Second World War</i>		Nonets <i>Historical knowledge of the First or Second World War</i>