

**The Willows**



**Primary School**

Explore - Dream - Discover

# **Writing Policy**

## **Aims**

We aim for children at The Willows to:

- write with clarity, imagination and confidence;
- understand how to write in a range of genres for fiction, non-fiction and poetry using conventional lay-out and language structures;
- experience a wide range of stimuli in order to produce meaningful and purposeful writing;
- plan, draft, revise and edit (and sometimes publish) their own writing;
- to learn how to critically and constructively appraise and assess own (and peer) writing, and
- develop a secure knowledge of sentence structures.

## **Continuity and progression**

- In the Early Years Foundation Stage children should be given opportunities to speak and listen and to represent ideas in their activities; to use communication, language and literacy in all areas of the curriculum and to become immersed in an environment rich in print and possibilities for communication.
- In Key Stage One, children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.
- In Key Stage Two, children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should explore the use of language in literary and non-literary texts and learn how language can be manipulated for effect.

## **Approaches to teaching**

At The Willows, we believe that a whole school approach to the teaching of writing is vital to long term, sustained success. English lesson objectives are derived from the 2014 English National Curriculum. Teaching strategies from the Foundation Stage through to Year 6 are based around a progressive structure, enabling children to build on their skills from year to year.

Extended, independent writing takes place on at least six occasions over a term and there will also be additional opportunities in subjects such as history, science, RE and geography, demonstrating that our children are able to apply their skills across the curriculum. English units are linked to their termly class novel and topic, giving children opportunities for imaginative and creative writing as well as real life and purposeful writing.

During the writing process, children are encouraged to use a 'slow write' technique that involves writing a piece of work over a number of days. Children are given feedback to encourage them to improve or extend their writing and they act upon this feedback before starting the next section of writing. These pieces of writing help to provide a clear assessment of the children's current writing stage and their areas of development within writing, spelling, grammar and punctuation.

## **Teaching styles and strategies aim to motivate and engage children through:**

- experiential, cross-curricular, quality texts;
- interaction, communication and discussion about writing;
- editing writing which refines or extends ideas, and
- providing opportunities for children to improve their writing inspired by drama techniques and film clips.

Children will experience:

**Shared writing** – the teacher models new skills, discusses different genres of writing, adding actions to help learn different non-fiction text types, extends creative ideas, verbally rehearses writing;

**Guided Writing** – children work in ability groups with adult support to refine or extend skills and ideas as identified through quality 'close the gap' marking;

**Independent Writing** – children have the opportunity to practice and apply the skills they have been learning through shared and guided writing, and

**Editing and Drafting** – children will be given the opportunity to draft ideas first and then edit (through either self/peer or teacher assessment) against success criteria.

## Talk for Writing

Children across the school will use 'Talk for Writing' strategies as a way of supporting the development of writing. Pupils will be encouraged to 'read with a writerly eye'; to explore their thinking and creative processes involved in generating and planning ideas. In Key Stage One, children are given regular opportunities to visually text map and make physical movements to help recall the sequence of a story or facts contained in a non-fiction piece. In this way the children hear the text, say it for themselves and enjoy it before seeing it written down. A key feature is that children internalise the language structures needed to write through 'talking the text' as well as close reading. The approach moves from dependence towards independence with the teacher using guided teaching to develop the ability in children to write creatively and powerfully. Teachers model and incorporate the use of phonics and spelling strategies during shared writing sessions and they are given frequent opportunities in school to write in different contexts and for a variety of purposes and audiences, using quality texts as a model.

## Basic Skills

At The Willows, we have a clear programme of study for the introduction and acquisition of knowledge about grammar and punctuation. Our English sessions are well suited to the practical development of this knowledge through the word, sentence and text level work provided in class. Teachers turn every available minute of teaching into valuable learning time. As well as this, the first few minutes of the English lesson are given over to the practice of essential language skills. Children in Key Stages 1 and 2 will have additional weekly skills session focusing on spelling, punctuation and grammar (SPaG). Lessons are planned from the 2014 National Curriculum and will follow our schools progressive SPaG document (see policy).

## Inclusion

Pupils experiencing a specific challenge in writing will be further supported in their progress through small group work which would be monitored by the class teacher and Special Educational Needs Coordinator. Intervention strategies will be put into place according to the child's needs and ability level. Resources will be readily available to aid the development of all children in their writing.

## Assessment

Assessment is used to inform planning and teaching. In writing, teachers assess independent writing tasks in any subject, so that evidence can be obtained to show which objectives a child has achieved and which they are they are working towards. These assessments inform future planning for reading and writing sessions. Summative assessments in SPaG and phonics take place towards the end of each term for all children from years 1- 6. These assessments are used to provide information about how well children have retained knowledge and understanding in a given area over time. These assessments provide teachers with information about each pupil and help to identify areas of strength and areas which need development or support.