

**Writing Policy**

**2021-2023**

**Rationale**

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 life-long skill. At Horwich Parish CE Primary 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

 • 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 whom 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.

• 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, children 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 (see handwriting policy). 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.

**Phonics and Spelling**

Phonics at Horwich Parish CE Primary School we recognise that phonics is fundamental to children’s development as readers and writers throughout the primary school years. From EYFS to Year 1 children engage in high quality, focussed phonics ‘Floppy Phonics sessions’ lessons on a daily basis to develop both reading and writing skills, following the Floppy Phonics programme. Children in Year 2 children follow this programme also.

As children progress into Key Stage 2, children follow the Nelson Spelling scheme. For some children who have gaps in their understanding of spelling patterns receive targeted support in addition to first quality teaching in the classroom as part of an intervention programme. Catch up sessions are provided for children who do not pass the phonic screening in year 1 and 2.

In regards to the common words for Year 3 and 4 and Year 5 and 6, the spellings are separated into a half termly tests to ensure the children have a clear focus on learning these key spellings.

**Modelled Writing**

 This happens during English lessons and where relevant in project lessons. 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 and where relevant in project lessons. This strategy can also be used in guided writing groups where applicable 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 to self or peer assess.

 **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.

Teachers will plan guided writing sessions flexibly and will often plan to work with a particular group of children as a result of their teacher assessment of a previous writing task, where children with similar needs are identified. At other times, teachers may identify a group of children with similar learning needs during a lesson and decide to pull these children together immediately.

**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.

**Writing Targets from Year 1 to Year 6**

Children in KS1 have targets which are called ’bag for success’. The teacher highlights in pink aspects achieved in the writing and highlights an area in green which they need to work on. The targets are kept in their extended writing books and working wall.

In KS2 children are provided with three class targets and where applicable a personalised target. They are place in children’s extended writing books and on the literacy working wall. The teacher records on the target sheet if each target has been achieved.

**Punctuation and Grammar**

In EYFS and Key Stage 1, this is taught through phonics lessons and part of English lessons each week. In Key Stage 2, punctuation and grammar skills are taught within English lessons; however specific grammar lessons are taught each week. Within these lessons, children are taught the terminology and subject content specified in the National Curriculum 2014. Subsequent lessons are then planned for the children to apply their learning.

**Cross Curricular Links to Writing**

Teachers aim to create exciting and purposeful writing opportunities. 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. Horwich Parish focus writing on Cornerstones projects. Writing from all subject areas is recorded in the children’s: skills books, extended writing book and project 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)

**Greater Depth**

At Horwich Parish CE Primary 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 provided in response to the needs and abilities of individual children to ensure their ongoing progress with a wide range of writing skills. We encourage children to further their skills in regards to achieving greater depth by ensuring children are provided with opportunities to learn and apply these skills. This may be provided as part of the lesson with the teacher or TA or as a discrete lesson.

**Learning Environment**

Horwich Parish C E Primary School class working walls include examples of: high quality texts, flip charts of shared or modelled writing, examples of the planning, collecting information, drafting and editing process, success criteria and examples of vocabulary to develop language. Examples of sentence constructions are consistently demonstrated with the appropriate technical vocabulary.

**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. Children have access to dictionaries, thesauruses, word mats, pens and pencils, rulers, etc.

In EYFS there is also a large collection of materials to utilise the kinaesthetic aspects of writing, such as sand trays, foam and ball bearing letter runs. Various teaching books and big books are available in school and are generally kept in class, though shared resources are also available in the resources room.

**Monitoring**

From Year 1, children’s independent writing is assessed using the ‘expected standard’ assessment sheets, which is used for target setting. The assessment sheet also includes ‘working towards’ and ‘greater depth’ depth skills. Teachers use the tick sheets to monitor progress and identify next steps. Children who are identified as not making expected progress with be highlighted for support via an appropriate intervention. The English subject leader(s) and Senior Leadership Team (SLT) will ensure rigorous assessment and monitoring takes place through regular book scrutiny and moderation of assessed work. They will also ensure that appropriate training opportunities are provided for staff, to meet identified needs.

**Moderation**

To ensure accuracy of assessment in writing the school complete termly in house moderation with year group partners and other members of staff. The school moderate as part of the cluster: Horwich and Blackrod schools. Year groups for the cluster of schools join together to moderate with a defined focus. In addition the school is supported by the Local authority with briefings and moderation briefings.

**Recording and assessing writing**

**English skills books:**

Children in Year 1-6 use skills books to record the read, analyse and drafting process. All self-editing takes place in the skills book in green pen and next steps for learning (see further reference tin the feedback and marking policy). When assessing writing, teacher will review writing completed in English books but will also make reference e to other curriculum writing.

**Extended writing books:**

Children in Year 1-6 complete end of unit writing tasks and distance from learning writing pieces in this book. Feedback takes the form as a reader only and comments will link to the targets provided. If the writing is ‘distance from learning or an assessment piece the title will be highlighted in yellow to show progress over time.

**Handwriting**

At Horwich Parish CE Primary School handwriting and letter formation is explicitly taught throughout the school. The correct way of forming letters with joining flicks is modelled by the teacher and patterns of letters are taught where appropriate in KS2. Children need to have adult interventions when handwriting to ensure incorrect formation is not practiced. Good presentation is emphasised at all times and through all forms of writing.

In the Foundation Stage children are taught to write their name through tracing, copying and writing from memory. Support is given to those with poor pencil grip through triangular pencils and pencil grips. Left-handed writers should be sat on the left hand side of the table.

**Disability Equality Impact Assessment**

This policy has been written with reference to and in consideration of the school’s Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.