

CAVERSHAM PRIMARY SCHOOL



WRITING POLICY

Date: November 2018

To be reviewed: November 2019

PHILOSOPHY

As a Rights Respecting school we believe:

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

AIMS

The school aims to develop the skills necessary for children to express themselves through various forms of writing, both for their own use, and to communicate to others.

We believe that children need to understand from an early age that much of their writing will be read by other people and therefore needs to be accurate, legible, set out in an appropriate way and engaging.

Our ultimate aim is for the children to become confident and independent writers with high standards of presentation, accuracy, engagement and editing skills along with an enjoyment for English.

OBJECTIVES

Within the context of writing, we believe that literate children should:

- Write with confidence, fluency and understanding
- Have fluent and legible handwriting
- Make writing as cross-curricula as possible-give it a purpose
- Have an interest in words and their meanings, developing a varied and rich vocabulary
- Know, understand and be able to write in a range of genres in fiction and poetry
- Understand, use and be able to write a range of non-fiction texts
- Plan, draft, revise and edit their own writing
- Experiment with words and sentence structures
- Know the difference between Standard and non-standard English and be able to use accordingly
- Through reading and writing, develop their powers of imagination inventiveness and critical awareness
- Understand and use punctuation appropriately
- Write for a variety of purposes and audiences
- See the writing process being modelled by their teacher and take part regularly in composing and handwriting activities with the whole class, as a member of a smaller group, or individually (guided/ shared writing)

Through a positive and encouraging approach and a varied range of teaching strategies and experiences, children should develop into independent writers.

TEACHING STRATEGIES

We believe that the most successful teaching is:

- Discursive - characterised by high quality oral work
- Interactive - children's contributions are encouraged, expected, and extended
- Well-paced - driven by the desire to make progress and succeed
- Confident - teachers have a clear understanding of the objectives
- Ambitious - there is optimism about and high expectations of success
- Inspiring - teachers use imaginative planning to engage the children and make them **want** to write
- Purposeful
- Exciting or current

These characteristics underpin the quality of teaching and learning in our school.

Following the Pie Corbett Writing Project, Yr1-6 teachers begin units with a 'Cold task'. This is done anytime in the lead up to a unit to help teacher's plan suitable lessons to aid children's progress. A blue sticker in the top corner of the page helps identifies these tasks with in the English books. Two weeks after the end of a unit, teachers give the children a 'Hot task' to complete in their Assessed Writing books. Progress and learning is measured by comparing the two. The 'Hot Tasks' completed each term are then assessed against the Band and Stage Descriptors in order give an accurate reflection of the stage that the pupil is at.

We follow Pie Corbett's 'Talk for Writing' programme, with an additional step.

1. Cold task
2. Imitate - children map the model and then learn off by heart.
3. Interrogate - analyse the sentence structure, teach the desired elements of grammar
4. Innovate - adapt learnt text to write own version.
5. Invent- two weeks later assessed task.

Useful vocabulary, sentence structures, grammar rules, shared writing are written up on flip chart paper displayed on the washing line/working wall.

All activities are related to the lesson objective which is clearly written for the children to refer to (either in English books or on the white board.)

During the English lesson, teachers use a wide variety of teaching strategies including:

- direction
- demonstration
- modelling
- scaffolding e.g. providing writing frames for shared composition of non-fiction texts
- explanation to clarify and discuss
- questioning
- initiating and guiding exploration
- investigating ideas
- discussing and arguing
- listening to and responding

SHARED WRITING

A whole class process where the teacher models the writing process for the children. Free from the physical difficulties of writing, children can observe, and subsequently be involved in planning, composition, redrafting, editing and publishing through the medium of the teacher. Shared writing is interactive in nature and is appropriate for teaching all forms and genre.

GUIDED/ MODELLED WRITING

This is a smaller group activity in which the teacher plans to work intensively with one group while the other children are engaged in independent work. The groups are arranged in ability or mixed ability groups depending on the nature of the task.

INDEPENDENT WORK

All units of work include opportunities for independent writing. This is when the child writes without adult support using resources such as dictionaries, thesauruses, model texts and word banks.

Peer assessment and self-assessment is encouraged to enable the children to review their own and each other's work and to help them proof read their writing. Children will only write in their own book, acting upon peer feedback as they wish.

At the later stages of KS2, we provide the children with timed writing periods, in which they learn the skill of planning, writing, editing and proof reading under constraint. These pieces are assessed.

STIMULUS FOR WRITING

A range of activities are employed to act as stimulus for writing to enable the child to experience what they will write about. Wherever possible, writing will link to the class topic or 'Big Question'.

- Speaking and listening
- Drama
- Trips
- Visitors
- Cross- curricula experiences
- Multi-media resources e.g. The Literacy Shed
- Class readers
- Picture books
- Writing extracts

THE ROLE OF CLASSROOM ASSISTANTS

TAs take an active role in supporting children with their independent writing, as directed by the classroom teacher. A TA is responsible for working with groups and individual children to build specific skills. This will be outlined in the planning.

PLANNING

The planning format should include:

- the relevant learning objective(s) from The National Curriculum and a child friendly version
- a grammar element (see overview)
- guided, shared or modelled writing opportunities
- elements of Talk for Writing e.g. the three stages: imitate, innovate, invent
- clear TA support
- banded groups (emerging-working below, meeting, working above-mastering)
- differentiated tasks for each group if appropriate

- plan for SEND children
- an aspect of challenge and inspiration
- details of any booster sessions

ASSESSMENT AND RECORD KEEPING

See Assessment policy

MARKING

See Marking policy

THE ROLE OF THE ENGLISH LEADERS

The English Leaders are responsible for:

- the implementation The National Curriculum across the school
- monitoring standards of teaching and learning for English throughout the school
- supporting staff with all aspects of English through INSET, workshops, resources, advice etc.
- updating staff on national and local initiatives
- liaising with the head teacher and senior management team
- ordering and selecting appropriate resources
- liaising closely with the SENCO
- reviewing the effectiveness of the school policy
- updating the English Governor on developments and initiatives from school, LEA and nationally.

SEN AND EQUAL OPPORTUNITIES

Our policy is monitored and reviewed to ensure that all pupils have equality of access to a range of writing opportunities and that all pupils achieve to the best of their potential regardless of gender, race or culture.

(See Special needs policy)

