



**MELLERS PRIMARY SCHOOL
WRITING POLICY
October 2021**

Intent

We encourage children to write in creative and imaginative ways, developing confidence and independence, whilst developing a love for writing. In pursuit of this aim, we believe that children should experience a range of purposes, audiences, and forms of writing, especially writing for real purposes. They are supported in the exploration of both fiction and non-fiction texts. It is essential that our children have the skills to write to a high standard. This is consistent with our whole school vision which aims to smash the glass ceilings that society imposes on our children through living in Radford. We want our children to attend university and succeed in adult life and to do this, they need to be able to write effectively.

We teach children to take a pride in their presentation and they learn to write in a fluent joined handwriting style. They develop phonic skills and learn spelling rules. Children will be familiar with the process of planning, drafting and editing to develop their work whilst learning the conventions of written language and grammar. Specific vocabulary instruction is taught across all key stages.

Our teaching and learning is based on the objectives set out in the National Curriculum and the Early Learning Ages and Stages in the Early Years Foundation Stage document.

Implementation

Progression and continuity:

- 🛡 Language and Literacy plans in the Foundation Stage provide a progression through the Early Learning Ages and Stages in the Early Learning Foundation Stage document
- 🛡 Medium term planning and weekly English planning from Year One to Year Six provide a progression of transcription (spelling and handwriting) and composition (composition, vocabulary, grammar, and punctuation) skills taught throughout the school following the National Curriculum statutory requirements. Teachers follow the planning provided through the CLPE scheme, 'The Power of Reading'
- 🛡 The structured phonics programme from the Foundation Stage to Year Two teaches children to learn to read and write one grapheme for each of the 44 phonemes. They are also taught to read and spell words on the statutory lists
- 🛡 The grammar and spelling objectives are planned for from the Mellers' long-term plan taken from the National Curriculum
- 🛡 The Nelson Scheme is used to provide a structured approach to teaching handwriting throughout the school
- 🛡 The writing long term plan ensures children work on a range of text types throughout Key Stage One and Two

Teaching writing - The teaching sequence

Stimuli for writing

We aim to provide children with as many 'real' reasons to write at Mellers. We feel that this purpose improves the quality of the children's work. We are constantly looking for opportunities and often use trips and enrichment activities as a stimulus for writing. This is not

always in the form of a recount but maybe taking on the role of a character from the visit or writing to the bus company to complain about the standard of hygiene on the bus used on the trip. We use books and reading as a stimulus for writing using the teaching sequences from The Power of Reading (CLPE). Working alongside creative artists has also proved a valuable source of stimuli and this is often linked to the topic the children are working on. We aim to be as creative as possible with the connections we make between the topic the class are working on and the writing activities offered.

Practice in the Foundation Stage

In Foundation One, children are encouraged to take part in a wide range of writing activities. These could be watching a teacher model writing their names or sentences they have said, writing taking place during role play; or to write about a model they may have made in the construction area. Writing can take place at any point in the day and in any area in the setting. There is continuous provision for writing activities in both the indoor and outdoor area where children can explore writing through play.

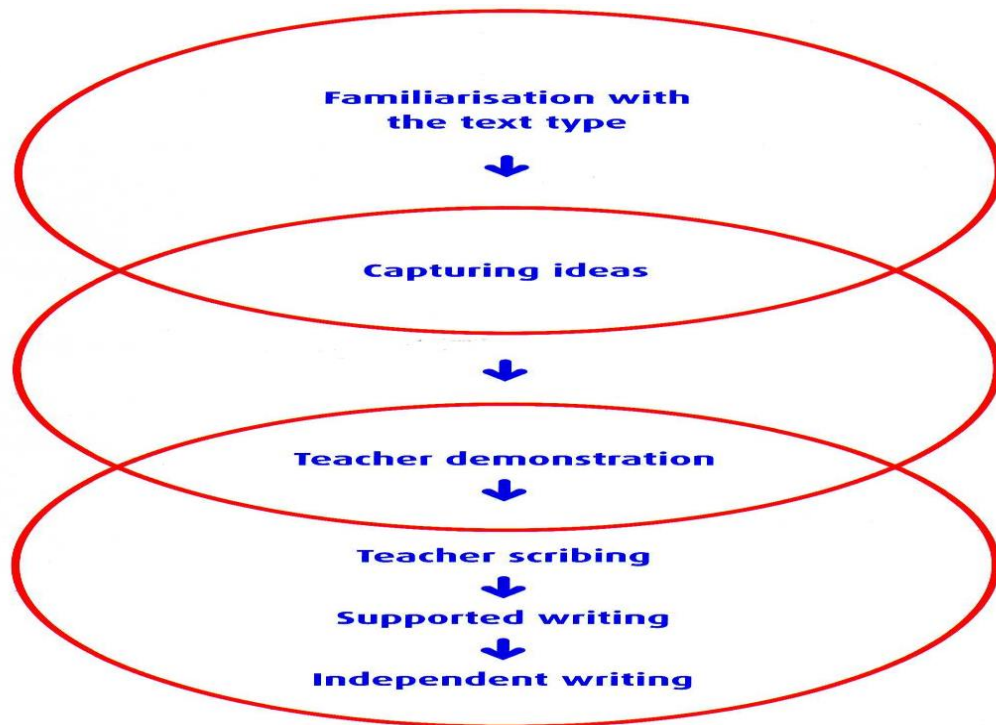
The first piece of emergent writing or mark making that a child has done on entry to the Foundation Stage is kept as a record of achievement.

F1 children take part in the 'Write Dance Scheme' weekly and produce a piece of 'recorded' writing (this could be on paper or a photograph of mark making elsewhere) each half term. This is an assessed piece of writing (every half term) which is recorded in their English Books and is usually based upon the current topic or phonics work.

In Foundation Two, children are encouraged to apply writing into their play. They also take part in a weekly guided writing session producing a range of text types in their red English Books. This is usually based on a quality text and the planning is used from 'The Power of Reading'. They also have access to independent books which they use during Continuous Provision to encourage confidence and develop writing for pleasure. Weekly handwriting sessions and daily phonics lessons are recorded in 'Phonic Books'.

Key Stage One and Two

'The Power of Reading' planning is followed throughout Key Stage One and Two. A quality text will be used as the stimulus and children will be immersed in the story through art, drama, dance, music and reading of the book. Children will write a variety of texts inspired by the book. A unit of work will last for several weeks. This approach is illustrated in the model below:



Shared Writing and Modelled Writing

Shared writing is a whole class activity where the teacher models the writing of a text. In shared writing, the children will contribute to the text by suggesting words or sentences to be used; they are critical partners for the teacher. The teacher demonstrates how to write and explains decisions. S/he will model thinking, rehearsing sentences, writing and re-reading, constantly generating words and ideas. Across the key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. A particular aspect of spelling or grammar and punctuation work provides an additional focus depending on the objectives and targets being worked on at that time.

Talk for Writing

Teachers may choose to use the Talk for Writing strategies inspired by Pie Corbett. These particularly support the children who use English as a second language. Text mapping, oral recitation and innovation of texts may be used to form all or part of the teaching sequence.

Guided Writing

Guided writing is the mid-way point between independent and shared writing. It is the teacher or teaching assistant guiding a group of children through a piece of writing, helping and supporting them. This is extremely focused and addresses the needs of a specific group, allowing the adult to give immediate feedback on the successes and areas for development.

Independent Writing

When independently writing, the children may have received input from the teacher in shared or modelled writing but the child is left to his/her own devices when the writing takes place. At some point throughout a unit of work, all children will have completed their own piece of independent writing. Independent writing is supported using dictionaries, word banks, plans and alphabet cards.

Exciting writing with cross curricular links

When teachers are planning for the half term, they will identify two subjects in which the children can produce an extended piece of writing on. The written outcome can be in any text type. The writing will be stored in the Curriculum Journey Floor Book.

Handwriting practice

Handwriting and letter formation are taught explicitly throughout the school. The Nelson scheme is used from Foundation Stage throughout Key Stage One and Two. This scheme teaches children to join from the onset of writing as soon as they can form letters securely with the correct orientation. This is consistent with the National Curriculum. Positive links are made to spelling and phonics work.

In Foundation Two, handwriting books will be used for all pupils, aiming for children who have developed their fine motor skills to use the red handwriting books by the end of the year. Daily phonics practice will also be recorded in this book. Handwriting will be practised at least once a week in F2.

All teachers will differentiate the books according to the ability of the pupils, so less able pupils in older classes might still need to use the purple books with lines, and more able pupils in years two or three might be ready to use green lined books. All children in Key Stage Two will use a fountain pen in handwriting lessons. More able children in Key Stage One may be given the opportunity to use a pen, if appropriate. Children in Key Stage Two will work towards earning a 'Pen Licence' where they are allowed to use a pen in all their workbooks apart from Maths.

In every lesson, teachers will model the handwriting to be worked on and intervene throughout the session to correct children or praise, when appropriate.

Spelling

Throughout the Foundation Stage and Key Stage One, up to the end of Year Three, children receive daily phonics input following Letters and Sounds and Communication, Language and Literacy Development Programme (CLLD) in line with the Curriculum 2014 by the Nottingham City Primary Team. This has been streamlined to improve progression and meet the needs of the phonics screening check. It uses the principles of, 'Teach, Practice and Apply'. The children are grouped according to ability. There is a separate policy for the teaching of phonics.

In addition to the daily phonics session, children will still have time to work on and learn the spelling of tricky words.

In Years Four to Six, children will cover the objectives set out in Curriculum 2014 and will also learn to spell the words in the statutory word lists. Spelling will usually be worked on four days a week. Those children still needing phonics will follow a phonics intervention programme. There may be a test at the end of the unit. Key Stage Two will use the cloze procedure or use a 'collaborative spelling test'.

Every pupil has a personal organiser with the opportunity to practise the week's spelling objective at home. They will practise the words using games. Parents will be encouraged to be involved in practising spelling with their children and adding a comment in the book.

Grammar and Punctuation

Throughout school, grammar and punctuation will be taught within English lessons and woven into the work on the text. This will follow the school's medium-term plan which uses 'Rainbow Grammar' strategies and reflects the Vocabulary, Grammar and Punctuation appendices of Curriculum 2014.

Planning

Writing will be planned for using the objectives from Curriculum 2014. The writing of different texts will be taught within different units of work and even coverage will be ensured through using the Long Term for English (see appendix one) and medium-term planning. The medium-term planner is completed every half term. Exciting writing will be planned for by teachers' making decisions based on the topic, needs of the class and their experiences. Teachers complete short term planning on Smart Files.

Assessment of writing

Assessment should be a positive regular record and part of the teaching process. It enables planning based on concrete information. Assessment takes place as formative and summative, both of which are used to inform the teacher of progress and to assess the child's learning.

Formative assessments

Guided Writing

The best method we believe of assessing children's writing is through guided writing sessions where children work in a small group with an adult on a specific objective.

Foundation Stage Assessments

Each child has an individual assessment completed every half term, where objectives are dated when they have been achieved. This sheet is in the child's writing book. Other evidence can be found in the 2 Simple Electronic Profile.

Learning Ladders

Each child will have a learning ladder specific to the level the child is working on in writing. This will be regularly updated by the class teacher to assess the progress they are making and inform the child of next steps towards the next level.

Spelling tests

Children will work on a spelling objective over the course of several weeks or will be taught to spell words from the statutory word lists and will be tested, usually at the end of a unit. Results inform the teacher of the progress individual children have made towards achieving that objective.

Summative assessments

Key Stage One and Two SATs

Children in Year Six and Year Two will have all of their recent writing assessed for their results at the end of Key Stage One (in Year Two) and end of Key Stage Two (Year Six). This may be moderated by an external moderator. Teachers will gather evidence of the child's achievement and will make judgements with the support of the published exemplifications and learning ladders.

Children in the Foundation Stage, Years One, Three, Four and Five will also have their writing levels recorded in SIMS. As with Years Two and Six, teachers will gather evidence and use learning ladders, exemplifications to support them in their assessment of children.

Marking and responding to pupils' work




When assessing and responding to work on a daily basis the following principles are applied: -
Responses should be:

- a) Positive i.e. to enhance pupil confidence, referring to content of the writing not only the technical points or effort (the bubble)
- b) Provide opportunities for pupils to develop and improve their work (the star)
- c) Correct some spelling, punctuation and grammar mistakes throughout the piece of work however, show tolerance of error i.e. it is our policy that not all errors will necessarily be signalled and corrected, depending on the maturity of the writer and the purpose of the writing but usually some will be identified
- d) Provide the opportunity to mark with the pupil when possible

Our school has a policy for marking and responding to pupil's work.

Peer and self-assessment

Children will assess their own work using the traffic light system. They will colour a small box at the end of their work to indicate the amount of progress they feel that they have made towards the learning objective. This will be:

-  Red: no progress made
-  Orange: some progress made
-  Green: good progress made

Children's self-assessment and peer assessment will be supported with the use of differentiated success criteria. Children will be given time to respond to the teacher's marking before they begin their next piece of work.

Recording

Children's progress is recorded in the following ways:

- Milestones are recorded in SIMS to track progress
- The data is then discussed in pupil progress meetings with the Head and Deputy Head Teacher in pupil progress meetings
- Informal notes made on teachers' planning
- Pupils' yearly reports

Differentiation

We recognise that children learn at different rates. The assessment and planning process outlined above provides for individual differentiation appropriate to specific needs. In spelling, for example, some pupils may learn 3/5 words weekly whilst others learn 10 or more. We recognise that it is crucial for less able and younger children to have their writing 'scaffolded' through the use of a writing frame and more able children challenged to be more independent.

Special Educational Needs

Particular writing needs are identified by the class teacher and pupils follow a provision map to show the support they are given. Advice from the SENCO is sought by class teacher as to how best to plan for pupil's special educational needs and which resources might be used.

Pupils working on fast stream targets and those identified as 'more able and talented' will be provided with suitable challenging tasks to develop their skills in all areas. Independent task linked to library /research skills will be planned for.

Equal Opportunities

We endeavour to create a climate where all children can develop as writers. We provide a range of styles of writing, as models, from a variety of cultures and traditions. Staff make every effort to use stimuli that reflect the cultural diversity of our school and to draw on pupils' own experiences. We aim to create a rich writing environment.

Boys' and girls' achievement is planned for, considering pupils' preferences for writing and boys' traditional under achievement in writing at Key Stage Two.

English as an additional language and bilingual support is sort where possible for pupils. The support provides small group work with a specially trained adult working at the level of the group aiming to enable them to achieve their age-related expectations.

Links with Computing

Computer based work is available to all pupils. Children use computers wherever possible as an integral part of the writing process, including research using the internet. All pupils will have access for drafting and for the production of finished pieces. Pupils will experiment with a range of fonts and styles. Film is frequently used as a stimulus for writing.

Resources

At Mellers Primary and Nursery School we believe children should have a broad experience of writing for different styles/purposes/audiences. We provide the experience through using the following resources:

- 🛡 The National Curriculum objectives
- 🛡 EYFS Ages and Stages document
- 🛡 The Nelson handwriting scheme
- 🛡 The Power of Reading (CLPE)
- 🛡 Resources produced by staff such as the common planning formats
- 🛡 Resources produced by Nottingham City Consultants, e.g. the rewritten letters and sounds/CLLD programme
- 🛡 Writing Skeletons by Sue Palmer
- 🛡 Talk for Writing materials by Pie Corbett

Class based stock:

- 🛡 Dictionaries
- 🛡 Thesaurus
- 🛡 Texts the children are currently working on

Children's writing materials

Each child should have the following:

- 🛡 Handwriting pen
- 🛡 Red English book
- 🛡 Curriculum Journey Book
- 🛡 White board
- 🛡 Personal organiser

Storage of writing equipment

Clear labelling and agreed routines should enable pupils to enjoy independent use of writing equipment, including use of the class computer and the interactive white board.

Class displays

Display is an important aspect in writing development and reflects the high status attached to writing at Mellers Primary School which celebrate quality writing. It provides a range of models for writing including environmental print; books and other print resources; the teacher's writing; the pupil's own writing; examples of different types of writing from the adult world and bilingual models for writing. In every classroom, there is a display showing the children's writing from English lessons and cross-curricular writing. Children's writing on display is positioned to enable pupils to read it easily.

Books made by pupils are valued and used in the classroom library.

Time Allocation

Each class has four English lessons per week lasting around 50 minutes. This covers the skills of transcription and composition. Included in the English time allocation, there will be grammar lessons. We expect the children to be doing some writing during a part of the English lesson (this may be work in a book or on a whiteboard and maybe as a mental oral starter). Phonics and spelling will be in addition to the English lesson. Handwriting will take place daily in Key Stage One and Two.

Role of the Co-ordinator

To support the implementation of the writing policy and have a positive effect on the teaching and learning of writing at Mellers Primary School, the co-ordinator and English team will:

- Review and revise policy on a yearly cycle
- Monitor subject plans, following school policy, to ensure policy in practice
- Monitor teaching through lesson observations, following school policy, to support the teaching and learning of writing
- Use other monitoring techniques to ensure writing progression, standards and range is maintained (work scrutiny, monitoring of planning)
- Provide support and advice for colleagues on issues regarding children's writing development
- Manage the English budget allocation to maintain resources
- Audit resources for writing

Impact

- Our children enjoy writing and view themselves as effective, competent writers; they have a good understanding of the purpose of writing and can write effectively for a range of purposes and audiences
- By the time they reach the end of Key Stage Two, every child will be a confident, accomplished writer

- Pupils will have a wide vocabulary that they use within their writing
- 🛡 Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- 🛡 Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework
- 🛡 Outcomes at the end of Key Stage One in writing will be at least in line with or above national averages for attainment and progress
- 🛡 Outcomes at the end of Key Stage Two in writing will be at least in line with national or above averages for attainment and progress
- 🛡 The % of pupils working at Age Related Expectations in writing within each year group will be at least in line with national averages
- 🛡 The % of pupils working at Greater Depth in writing within each year group will be at least in line with national averages
- 🛡 There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged) in writing.

Complied by: Joy Buttress

Updated by: Joy Buttress

Signed:

Recommended by PP&C for approval to Governing Body:

Approved by Governing Body:

Issue status: 7

Review Date: Autumn Term 2022

Appendix one



Writing Long Term Plan



Each half term, year groups will write for a range of purposes through a variety of outcomes. In addition to this range, children will have one focus writing outcome for the half term. This may be covered through English lessons or cross-curricular exciting writing. All year groups will have the focus outcome of a story, poetry and non-fiction at some point through the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage 2						
Outcome	Recount	Persuasion	Poetry	Instructions	Explanatory	Narrative
Purpose	To inform	To influence	To entertain	To guide	To inform	To entertain
Year One						
Outcome	Narrative	Recount	Poetry	Instructions	Non-Chronological	Persuasion
Purpose	To entertain	To express	To entertain	To guide	To inform	To influence
Year Two						
Outcome	Instructions	Narrative	Explanatory/ Non-Chronological	Persuasion	Poetry	Discussion
Purpose	To Inform	To Entertain	To Inform/ To Guide	To Influence	To Express/ To Entertain	To Express/ To Influence
Year Three						
Outcome	Narrative	Poetry	Instructions	recount	Discussion	Non-chronological
Purpose	to entertain	to entertain	to guide	to inform	to express	to inform
Year Four						
Outcome	Persuasion	Poetry	Recount	Instructions	Explanatory	Narrative
Purpose	To influence	To express	To inform/entertain	To inform	To guide	To entertain
Year Five						
Outcome	Non-chronological	Narrative	Explanatory	Persuasion	Discussion	Poetry
Purpose	To inform	To entertain	To inform	To influence	To inform To guide	To entertain
Year Six						
Outcome	Persuasion	Poetry	Narrative	Discussion	Explanatory	Non-chronological
Purpose	To inform To influence	To entertain	To entertain	To inform To guide	To inform	To inform and entertain

Outcomes to cover over the year:	Purposes to cover over the year:
Fiction – narrative Poetry Non-fiction – recount Persuasion Instructions Discussion Explanatory Non-chronological	to entertain to inform to express to influence to guide