

# Walkeringham Primary School – Writing Policy

## There are four main purposes to this policy:

- To establish an entitlement for all pupils.
- To establish expectations for school staff of this subject.
- To promote continuity and coherence across the school.
- To raise standards in writing across school.

## Aims

- To enable children to write accurately, effectively and with increasing confidence and independence, using a wide range of skills and strategies.
- To encourage children to have an interest in words, their meanings, and their origins, developing a growing vocabulary, both for speaking and writing.
- To enable children to write with accuracy, understanding and enjoyment, and to demonstrate this to show their learning across the whole curriculum.

## Objectives:

Children will:

- Develop their phonic skills, enabling them to segment words into phonemes, choosing the correct grapheme for writing.
- Learn spelling rules, patterns and conventions, to enable them to spell accurately.
- Write, with confidence the Common Exception Words from the National Curriculum relevant to their year group.
- Identify and correct inaccuracies and redraft writing to make amendments and improvements.
- Identify features of a wide range of texts and use these models as a basis for their own writing.
- Write with an awareness of audience and purpose.
- Develop a range of strategies for planning writing.
- Write a wide range of text types.
- Write successfully across the curriculum.
- To write in a legible, fluent and speedy manner.
- Develop and use an exciting and varied vocabulary.
- To use a wide range of punctuation accurately and for effect.
- To structure grammatically accurate and varied sentences.

## **Strategy for Implementation**

### **Teaching and Learning**

Writing is a skill, with many areas, which need to be taught explicitly. A mixture of whole class, small group and individual teaching may be planned.

#### **The role of the teacher:**

- To follow the school policy and to help each child develop as a writer.
- To provide direct teaching and opportunities for consolidation and application.
- To provide resources and an environment which promotes writing in all areas of the curriculum.
- To observe pupils, monitor progress and determine targets and interventions for development, as necessary.

## **Continuity and Progression**

Throughout school writing is developed by:

- Creating exciting and purposeful writing opportunities.
- Using a range of teaching strategies, including Talk for Writing.
- Following our school long-term writing plan to ensure broad coverage.
- Using our school progression ladder to ensure continuity, coverage and progression of skills.
- Using a wide range of high-quality, texts, linked to topics where possible, as models, and to create meaningful writing tasks.
- Giving children regular opportunities to discuss what makes a good piece of writing so that they may apply this in their own work.
- Explicitly modelling writing strategies and the use of phonics and spelling strategies in shared writing sessions.
- Giving children frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences.
- Giving children regular opportunities to edit and redraft their work, based on feedback given from adults as well as through self or peer assessment.
- Making writing meaningful through: talk for writing; drama and role play; writing from experience; writing for a real purpose etc.

## **Inclusion**

For the majority of pupils, this consistent quality first teaching of writing will ensure that they become accurate and confident writers. However, some pupils need more support and a specific individual or group programme may be drawn up, in consultation with the SEND co-ordinator. We have a range of support programmes in school, which can be selected with the support of the SEND co-ordinator.

Additional support may be given to children in writing through a wide range of resources such as word banks, writing frames, talk for writing etc.

## **Assessment and Monitoring**

Assessment will be undertaken by the class teacher and the Literacy Lead will monitor the results of these assessments.

The purposes of assessment are:

- To be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps.
- To be diagnostic, providing more detailed information about individual children's strengths and weaknesses.
- To be summative, providing a snapshot of each child's achievement – these can be reported to parents.
- To be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is.
- To inform the children to enable them to develop their learning.

All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

### **Formative Assessment**

Pupils' developing abilities as writers are assessed through ongoing formative assessment. This process occurs through daily interactions with learners and marking. Staff use writing checklists, which have been devised for each year group, to support teachers in making judgements as well as identifying areas for development.

### **Summative Assessment**

Phonics, spelling, punctuation and grammar progress is specifically recorded in the children's Reading and Spelling Journey book.

Class assessment data for writing is captured 3 times a year: before October, February, and May half-term breaks. Assessment judgements are derived through analysis of attainment against the statements on the Writing Checklists; Termly Spelling and SPAG tests for Y2-6 and teachers' knowledge of the children. A judgement is made and then recorded using the Scholar pack assessment tool.

Evidence for judgements made against writing checklists should be taken from writing across the curriculum and from children's everyday work, however, teachers should be mindful of the degree of modelling that occurred where non-independent pieces of writing are being used for assessment purposes.