

Greenmount Primary School Writing Policy 2023

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.'

National Curriculum 2014

Intent

At Greenmount we aim to:

- Have a positive writing ethos throughout the school so that children develop confidence and pleasure in Writing.
- Immerse children in high-quality texts that inspire and motivate children.
- Develop children's standard English structures verbally and in Writing and understanding of a broad range of vocabulary to enable children to communicate effectively for range of purposes and audiences.
- Ensure all children see themselves as writers who enjoy the process and take ownership of their writing and pride in their work.

Implementation

We use a text-based approach to inspire and engage children and to promote talk. All classes have carefully chosen texts that are read to them and used as models for good English language, while reflecting the diversity of our school and community and making links across the curriculum.

Year	Autumn	Spring	Summer
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1			
2			
3			
4			
5			
6			

Early Years and Foundation Stage

We believe the foundation for writing is built on children's oral work and children are encouraged to express their ideas throughout each of the Early Learning Goals.

The areas of provision in Early Years encourage children to talk for a range of purposes. Children have access to an outdoor garden, role play shop, theatrical stage, story tepee and mud kitchen. Teachers and teaching assistants work together to model the use of language and to create these engaging opportunities for children to develop their talk in response to class stories and the children's own experiences.

A range of writing materials are available to the children throughout the classroom and outdoor areas of

In Reception, in addition to cross-curricular opportunities, specific writing objectives are planned in order to begin giving the children the skills they will need as writers and to prepare them for Key Stage 1. A range of writing materials are available to the children throughout the classroom and outdoor areas of provision and children work on their letter formation in phonics. We recognise both the importance of the teacher acting as a scribe in order to create stories and the importance of children writing freely as emergent writers. Children are given

opportunities to write across the curriculum and from their own experiences, for example the Queen's Platinum Jubilee, about local visits and growing their own plants.

Key Stage 1 and Key Stage 2

We use a text-based approach to teaching writing at Greenmount as we believe that immersing children in high-quality texts inspires, motivates and sparks their imagination. These books are also used to teach reading so the children see the relationship between being a reader and a writer. We believe strongly in giving children a real purpose and audience for writing and encourage them to think carefully about the reader when they are choosing the language they use. Teachers use these high-quality texts to draw out National Curriculum grammar and punctuation requirements as well as to broaden children's knowledge and understanding of vocabulary and the impact of authorial techniques on the reader. Teachers model standard English and invite children to contribute their own ideas to shared writing. We use the Jane Considine approach, adapted to meet the needs of the learners at Greenmount to ensure we expose them to high quality, diverse texts and have high expectations of outcomes while supporting children to become confident, able writers.

Experience lessons

Teachers create vocabulary-rich opportunities to give children experiences of different settings, contexts, scenarios or roles crucial in the understanding of the text they are reading. These serve as a 'hook' to draw the children into learning and children actively participate in role play, research or exploration.

'Teach' lessons

Teach lessons are where staff initiate, model and enable children to use specific grammar, punctuation, spelling or authorial techniques within the context of the whole class text. Children 'chot' (talk and jot) ideas, sharing them with peers. Staff then model within sentences, drawing particular attention to the impact on the reader and ensuring accurate grammar, punctuation, spelling and handwriting. Children are then enabled to write their own sentences using 'chots' they have discussed, shared and recorded.

Planning

Children plan an independent piece, thinking carefully about what they want to include for the purpose of the text and audience reading it. They may take the form of drawings with notes, a story map, table or key vocabulary boxes.

Independent Writing

Children have opportunities to write an independent extended piece of writing where they can showcase the skills they have learned. Children in Key Stage 2 write their own climbing tools (success criteria), based on the learning that has taken place in the build-up lessons, that they feel will enable them to write an effective piece. Children use these to self-assess their writing as they write.

Editing and Redrafting

Children are encouraged to proof-read their writing and make editions using purple pen. They also refer back to the climbing tools they identified for themselves. They are encouraged through teacher questioning to reflect on the effectiveness of words, phrases, sentences and paragraphs in light of the purpose and audience. Children redraft using purple pens. Children respond to questions or comments written by the teacher to help clarify a misconception or deepen a child's understanding. They do this in purple pen.

Spelling

In Key Stage 1 the focus of spelling is applying phonic patterns they have learned and learning to spell common exception words that appear often in written texts, but that do not follow regular phonic conventions. These words are sent home and practised during the school week. Teachers assess children's knowledge of these in their writing and address errors.

From Year 2 upwards, children practise a list of spellings in regular spelling sessions during the school week. Teachers develop the children's interest in words, their origins and roots, relationships to other words, definitions and precise use. These are sent home weekly as part of homework and children are encouraged to learn them at home for a test the following week.

Handwriting and Presentation

We believe it is important for children to take pride in their work and we have a shared commitment to ensuring children know how to set out their work neatly for themselves and others to enjoy reading it. Children sign book contracts at the start of a new book which gives them ownership of the presentation of their book. Staff ensure that their writing on displays and in children's books reflects these high expectations and they model correct letter formation and joins in modelled and shared writing. It is important that children are taught to write fluently and legibly and we use a 'little and often' approach to practising handwriting. Early letter formation is practised in daily phonics lessons in Reception and Year 1. From Year 2 children are taught in a pre-cursive style to prepare them for joining that begins for many children in Year 3. When teaching handwriting, staff model the Debbie Hepplewhite 'patter' for letter formation and joining. Teachers and support staff have had training to model our approach and deliver the 'patter'. Pen licences are awarded to children in Years 3-6 at the discretion of their teacher and should take into consideration the child's ability to write consistently fluently and legibly. Targeted support is given to individuals or groups of children who require additional help with their handwriting.

Inclusion

Greenmount Primary School has high expectations for every child, regardless of their background or circumstances. Cultural diversity, languages spoken in the home, gender and religious beliefs are celebrated and our curriculum benefits from texts that celebrate the diversity of our school, our community, our country and our world. Teachers plan experience lessons to 'hook' children – creating curiosity and engagement. Children are flexibly grouped – often working in mixed ability groups appropriate to the task and have opportunities to learn as individuals, pairs, small groups and as a whole class, both independently and with support of teachers and teaching assistants. We identify children or groups of children who are under-achieving and discuss in pupil progress meetings steps to be taken in planning and delivery to help close the gap. For children with SEND, Individual

Education Plans and B-Squared are used to plan for their emerging needs and support their learning steps. These are reviewed by the teacher and SENCO termly. Colourful semantics is used where appropriate to support children in building sentences orally and in writing. More able children are identified and steps to deepen understanding, broaden their experience of writing and sustain their attainment are discussed at pupil progress meetings.

Assessment and Recording

Informal assessment is ongoing and forms part of every lesson, informing teachers' planning. Pupils are involved in self and peer assessment through our use of 'Climbing Tools' which are an integral part of school life at Greenmount. Teachers provide feedback to pupils on a daily basis, either in written or verbal form. Feedback focuses on the children's achievement against the success criteria and their next steps in relation to National Curriculum requirements. Teachers use the school's marking and feedback policy and our focus is on celebrating the achievements of pupils and ensuring all children's contributions feel valued while identifying their next steps and opportunities to support and challenge them appropriately. Teachers make summative assessments in Writing termly, using the Non-negotiables (progressive skills from the National Curriculum) alongside the end of Key Stage Teacher Assessment Frameworks.

Teachers meet with members of the Senior Leadership Team termly to discuss the progress of children in their class and children are identified for specific targeted support.

Teachers have regular opportunities to moderate their writing judgements with their year group colleague and with the English leaders.

The Role of the Headteacher

- Leading by example, having high expectations of children and keeping parents, staff and governors well-informed.
- Support the subject leader and teachers through CPD development.
- Support staff with the implementation of the Writing Curriculum.

The Role of the Writing Leader

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- Keeping up to date with recent English developments in curriculum and assessment, through their own CPD and that of others.
- Monitoring and evaluating English teaching, learning and assessment across the whole school.
- Pupil progress meetings.
- Provision of English across the school.
- The quality of the learning environment.
- Using staff feedback to support colleagues in their CPD.
- Purchasing and organising resources.
- Facilitating writing moderation, both in-house and with other schools and the Local Authority.

- Supporting teachers through team teach coaching sessions.
- Analysing data and creating action plans.
- Training and supporting new members of staff, including ECTs to deliver the Writing Curriculum effectively.

The Role of the Governors

- Keeping up to date with school developments and be well-informed of the school's improvement plan by the Headteacher, SLT and English team.
- Monitor and review progress on the English Action Plan.

The Role of the SENDCO

- Support the English team and teachers in supporting children with Special Educational Needs and Disabilities and encourage whole class inclusion where appropriate.
- Use B-Squared Connecting Steps to assist teachers in completing Individual Education Plans and make assessments.
- Support teachers in delivering extra provision or obtaining appropriate resources based on the child's individual needs.

H.Metcalf

October 2023