



Writing Policy

A RECOMMENDED DOCUMENT

Publish on Website?	NO / YES
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This policy is linked to and should therefore be read in conjunction with:	Teaching and Learning Policy SEND policy Reading policy
Review in:	2 Years

"You can make anything by writing" C.S. Lewis

At Matching Green CofE Primary School, we are all learning with our head, heart and hands so that we can experience life in all its fullness.

When seeking to achieve our vision, we put our Christian Values of kindness, endurance, thankfulness, forgiveness and friendship at the heart of every decision. Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

1. INTRODUCTION

Writing is a complex and multi-layered process and we at Matching Green CfE Primary School believe that the ability to write with confidence and accuracy is an essential life skill. Good writers are able to effectively communicate ideas, opinions and information and understand how specific characteristics of writing can be used across a wide range of contexts. Writing makes a significant contribution to the development of children as learners and as thinkers. We aim to equip the children with the necessary skills to become accomplished writers. The purpose of this policy is to promote a consistent approach to ensure that continuity and progression are embedded within the school's provision and practice.

2. AIMS

2.1 General

- To raise the standards of writing;
- To establish an entitlement for all pupils;
- To establish expectations for teaching staff for teaching writing;
- To promote continuity and coherence in writing throughout the school;
- To state the school's approaches to writing in order to promote understanding to parents and carers.

2.2

Children will be enabled to:

- Write with developing confidence, clarity and purpose.

- Write imaginatively, creatively and expressively.
- Understand how to write in a range of genres (including non-fiction, fiction and poetry), using the appropriate style and features.
- Plan, draft, revise and edit their own work, and learn how to self- and peer-assess against the success criteria.
- Apply their knowledge of phonics and spelling.
- Use the writing skills they are taught in a wide variety of contexts.

3. TEACHING AND LEARNING OF WRITING

3.1 Phonics in our School

At Matching Green CfE Primary, we recognise the importance of teaching phonics regularly and consistently in our school. We are following the Letters and Sounds format for teaching each of the phases of phonics. Key stage One are expected to teach phonics on a daily basis covering each sound, systematically working through each phase. Throughout the week children are provided the opportunity to:

- Read words containing the sound,
- Write words containing the sound,
- Spell words containing the sound,
- Identify the sound within a given text.

There is an expectation that assessment of the children's progress is completed regularly, allowing for effective assessment of each child. Where possible, it is important to allow for opportunities for digraphs and trigraphs to be revisited and embedded in their further education in Key Stage Two. It should be used to complement their further education of reading, writing and spelling.

3.2 How is writing taught across key stages?

Across both Key Stages, teachers will choose a selection of fiction and non-fiction texts for each term that link to their topic. These texts will then be used as a focus, making curriculum links throughout. It is essential that although books used are at

the teachers' discretion, they must be of high quality to ensure the written work that follows will reflect this.

In Key Stage One, texts will be used for a period of one to two-week blocks. During this time, teachers are expected to consistently reflect and link the learning to Jonathan Bonds' long term plans. This should ensure a fun, yet focused delivery of our curriculum. The sequence of learning should:

- Allow the children a chance to read and understand the chosen text,
- Embed spelling and grammatical objectives throughout the unit,
- Allow opportunities for teachers to model writing through shared writes,
- Plan their own writing both guided and independently,
- Allow ample of opportunities for independent writing to be completed,
- Provide the opportunity to edit and assess a piece of writing both during the composition and at the end.

Key Stage Two then progress on further by focusing on a mixture of both fiction and non-fiction styles of writing. Children should build a resilience to write for a variety of purposes both confidently and creatively. A typical sequence of learning will include:

- A cold task write to begin a unit. This is a piece of completely unaided writing as a form of assessment for teachers.
- Finding the features lesson. This is a chance to show the children 'what a good one looks like.'
- Choose a selection of SPAG objectives that link to the chosen genre of writing to teach explicitly.
- Produce a shared piece of writing, correctly modelling SPAG and other genre-based objective as stated on the long-term plan.
- Give children an opportunity to complete a boxed-up plan to prepare for an independent write.
- Allow the children a significant amount of time to utilise their plans and write an independent piece, known as a hot task with the idea being that teachers have a clear understanding of the progress each child has individually made

throughout a unit of work. This assessment should also allow the opportunity to flag any misconceptions that can be addressed further.

- Lastly, the children should be given the opportunity to edit and assess both their own writing and their peers writing. There is an expectation that children will then make appropriate adaptations to a piece of writing.

The genres of writing have been planned and input onto our 'curriculum maps'. By doing so, we have ensured that each termly topic covers a range of writing genres.

Genres that we cover include but are not limited to:

- Non-chronological reports
- Biographies and autobiographies
- Diary entries and recounts
- Playscripts
- Formal and informal letter writing
- Instructional writing
- Poetry to allow the opportunity for both composition and performance.

To support the teaching of writing genres, staff regularly provide children with word mats and pictures that compliment a piece of writing. Additionally, there should be free access to dictionaries and thesauruses in key stage two classrooms to allow children the opportunity to edit and adapt their own writing. Alongside this, music and film links are also welcomed as a great stimulus to promote the children's creativity and produce high quality writing.

In line with our display policy, each class will have a designated English 'working wall'. It is an expectation that staff are using this to demonstrate a learning journey throughout each unit of work that is completed and that it will be regularly changed and adapted to meet the needs of the children. The aim is to show shared writing, modelled writing, good example of writing and any other content that compliments a unit of work. It should be used as a supportive tool for both staff and children.

3.3 Modelled Writing

Staff share aloud their thought processes as a writer with the children. They model strategies in front of the children, communicating the strategies being used.

Teachers may model writing skills such as punctuation, rehearsal, proof reading, editing, word selection, sentence construction and paragraphing.

3.4 Shared Writing

This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas.

3.5 Independent

Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit, innovate and assess their work, applying the skills they have learnt throughout the unit of work on that particular genre.

3.6 Editing and Evaluating

Effectively editing a piece of work can often be a difficult skill to master. However, editing a piece of writing is something that all adults do, sometimes on a daily basis depending on where they work. For this reason we believe that the children at Matching Green Primary School should learn to become independent editors of their own work by the time they leave our school. In order for children to become independent, effective editors, direct teaching of this skill is needed. For this reason, our children will be taught how to edit in a variety of ways. Purple Polishing Pens are used for self-correction in class and are always available for children to access.

3.7 Talk For Writing

Teachers are encouraged to use Talk for Writing within a unit of work. We believe there are strong benefits from foundation stage, right through to Year Six. Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: 'imitation' (where pupils learn and internalise texts, to identify

transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers), and 'invention' (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving children an understanding of the structure and elements of written language. It also compliments our school ethos of 'learning with our heads, hearts and hands,' giving children the opportunity to really throw themselves into their writing.

3.8 Spelling Scheme

When SLT and teachers at Matching Green evaluated writing examples, there was a clear gap identified across the school within the children's level of spellings. For the next academic and thereafter, we decided this needed to become an action of our school and subject development. Therefore from September 2022, Matching Green School invested in a spelling scheme called Spelling Shed to help promote and improve the engagement and accessibility of our children. This scheme has been designed by a team of teachers and is built with children, teachers, and parents in mind. It aims to make spelling fun for children as well as easily accessible for adults. Spelling Shed includes:

- A whole school spelling scheme, giving 100% coverage of the National Curriculum objectives.
- The ability to create unlimited custom lists and search for others' lists within the platform.
- A tablet and mobile game for students to use to practise spelling.
- An online game, which gives access to our platform on all current desktop, laptop, tablet and mobile devices.
- A teacher hub, which allows simple management of student records, teachers and classes.
- The ability to set and monitor homework assignments for e.g. weekly spelling lists.
- Whole-class Hive Games that allow all pupils to play alongside each other as an alternative for a weekly spelling test.

We aim to use Spelling Shed to complete whole-school spelling solutions. The scheme gives weekly lists and activities, assignments that provide targeted practice through the app / online game and Hive Games that provide a weekly whole-class spelling test.

Teachers are encouraged to use the worksheets provided to compliment a weekly spelling lesson taught discretely. They will then be asked to send the spellings home for additional practise, along with an online assignment. At the end/ beginning of each week, staff are asked to complete a spelling quiz to allow for assessment of the children's accessibility.

The scheme will be used as a two-year rolling programme, meaning that all children will access the spellings expected throughout their time in Key Stage One, lower Key Stage Two and upper Key Stage Two. If there are clear gaps in a child's spelling knowledge, staff are asked to put in place appropriate interventions to help accommodate.

If a child with significant SEND is unable to access their age appropriate spellings, then teachers will make reasonable adjustments based on an individual need.

3.9 Handwriting

Children are only to use pencils in exercise books. Black handwriting pens will be issued to children in Year 5/6 when they have earned their Pen License. Handwriting pens can be used during 'Hot Tasks' where children present their work on best paper. Children younger than this are expected to write in pencil.

4. ENRICHMENT

Throughout each academic year, we aim to provide children with the opportunity to embrace themselves in writing-based enrichment days. The aim of which is to promote a love for writing and to fuel the children's engagement. This also allows the opportunity for children to work across key stages, sharing their creativity and skillsets with one and other. As we follow the belief that children should learn with their head, heart and hands, we feel enrichment days help promote and compliment

this. It is also a great opportunity for staff to further assess and feedback on learning that is completed throughout.

5. EARLY YEARS FOUNDATION STAGE

In the early years, emergent writing is encouraged through the use of different writing materials, including felt tipped pens, crayons, chalk, sand, magnetic letters, big brushes, water, paint and computers, as well as writing in the role-play areas, such as postcards, menus, invitations, labels etc. Alongside this, children take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible joined script. Letter formations are taught within phonic sessions, when children are writing in child-initiated activities and as discreet structured sessions. Writing is linked to books read, children's interests, guided reading books and phonics known for that child. Children are encouraged to take part in free writing and teacher's model writing where phonic knowledge is showcased. Children are encouraged to write phonetically plausible words and high frequency words are taught in discreet lessons.

6. ASSESSMENT

As a small educational setting, we value the importance of regular moderating of writing both internally and externally with other schools. This is a supportive process that allows staff to reflect and adapt on the teaching and learning that is taking place. We believe it is important for all staff to appreciate where the children's writing journey was before reaching them and where we aim to take it further. Having this understanding will allow for sequential teaching that flows naturally as each pupil progresses on their primary education journey.

Alongside this, children are asked to produce an agreed genre of writing independently at the end of each term. This writing is put into each child's individual folder which shows their personal writing journey from EYFS, all the way through to Year Six. This is a great form of assessing a child's progress and allows an opportunity to further identify writing gaps.

Finally, there is regular monitoring from SLT, subject leads and our writing governor when book looks are completed and children's voices are collected. It is paramount that children can talk about the learning that is taking place and can identify a clear purpose.

7. INCLUSION

Children are all unique in their own ways, and this includes with writing. There isn't a 'one shoe fits all' approach and we believe that Matching Green reflects this throughout its day to day teaching of writing.

Our pupil premium and SEND children are provided with opportunities to receive additional support on a timetabled basis with their writing. This can be through extra support during a lesson itself, or with additional interventions that will support our young writers. Some valued interventions that take place include:

- Precision monitoring, where children complete a daily assessment focusing on a set of words at a time. This can be used to support both their reading and writing of words.
- Sentence structuring, where a child may need help with basic punctuation, tenses and fluency.
- Fine motor skills, where children will use a vast selection of hands on activities to help build on their fine motor skills.
- Daily handwriting, where children need additional support to whole-class handwriting lessons. They will focus on letter formations predominantly and progress on further to specific joins.

8. CPD AND OPPORTUNITIES

At Matching Green CfE Primary, we believe in regular CPD opportunities for both subject leaders and for all staff. We have a full half term dedicated to the improvement of writing. Staff have all been provided with a book called, 'Closing the Writing Gap' that is regular shared and discussed with one and other. It is used as a reflective and supportive tool.

Alongside this, there have been full inset days dedicated to the importance of writing and reading in our school, part of which allowed staff the opportunity to go and freely select their texts of choice, reflecting and sharing with other staff members.

9. GOVERNING BODY

Governors are invited to attend relevant school INSET days and visit the school each academic year to talk with the subject coordinator. When possible, the writing governor observes the teaching of writing and looks at the children's work. The writing governor, in conjunction with the writing coordinator, reports back to the curriculum committee on a regular basis.