

Writing Policy

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At Mayespark Primary School we believe that English skills are vital to the development of pupils so they are prepared for their future life. Our aim is to deliver a broad and balanced English programme using objectives from the National Curriculum 2014 which determines the skills that each year group and key stage must cover.

The purpose of this policy is to promote a consistency of approach and to ensure that continuity and progression are embedded in our practice.

At Mayespark Primary School we aim to:

• Ensure progress of writing skills across school.

• Achieve independent writing of a high quality.

• Model high standards of writing to secure high expectations and inspire writers.

• Provide meaningful writing experiences using the contexts inspired by quality texts.

• To ensure that pupils write clearly, legibly and accurately in a cursive style with attention to punctuation, spelling and grammar.

• Help pupils develop the skills to improve their writing through a writing process.

• Help every child become confident and competent in the use of writing as a form of communication.

• Enable pupils to make judgments about the tone, style, format and vocabulary, ensuring it’s appropriate to the writing’s purpose, audience and genre.

• Support children with the development of flow to their writing.

By the end of Year Six we intend our children to have developed a love of writing and the ability to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, proof-read, edit and improve their own writing, and enable pupils to confidently use the essential skills of grammar, punctuation and spelling.

EYFS

Writing forms a central part of the Communication and Language and Literacy areas of learning. We believe the foundation for writing is built on children’s oral work and children are encouraged to express their ideas at every opportunity throughout each of the Early Learning Goals. Staff model use of language and create opportunities for children to develop their talk in every lesson. Daily, weekly and medium-term planning clearly demonstrates this focus.

In addition to cross-curricular opportunities, specific writing objectives are planned in order to begin giving children the skills they will need as writers. A wide range of writing materials are always available to children in the classroom and are used to provide a real purpose for children’s early writing, e.g. role play, labels, recipes, lists, making books, writing letters/cards, menus, instructions. Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English. We recognise both the importance of the teacher acting as scribe on occasions, in order to create stories and the importance of children writing freely as emergent writers.

A variety of resources are used to encourage the development of fine motor control which is essential for good handwriting. These include playdough, cutting, threading and tracing. Writing can take place at any point in the day and in any area of the EYFS setting.

From Spring Term children in Reception will have two writing lessons as a whole class. In these lessons the children will be taught to hold a sentence and use their phonic knowledge to spell words and to write sentences.

Year 1 to Year 6

We follow a Mastery approach to English, through the programme ‘Pathways to Write.’ Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. (see Appendix 1 Text overview). Skills are built up through repetition within the units, and children apply these skills in the writing activities undertaken.  Many opportunities for widening children’s vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

Pathway ensures coverage and progression through the National Curriculum focusing on:

* Mastery of vocabulary, grammar and punctuation skills
* Writing a range of genres across a year
* Vocabulary development
* Using a wide range of reading comprehension strategies as a whole class
* Spoken language activities including drama and presentations
* Opportunities for practising previously taught genres
* An extended, independent piece of writing

Each unit of work is expected to last 4-6 weeks. Key skills are taught and repeated; there are multiple opportunities throughout each unit to use and apply the skills until they can be mastered fully. Within each sequence, there are many opportunities for incidental short- burst writing with an extended written outcome built up to by the end of each unit. The ideas and work are pitched at ARE, but there are suggested activities for greater depth pupils in most lessons and for every final writing outcome. For pupils below ARE, planning is personalised.

**Planning**

Planning follows the sequence below:

**Session 1: Gateway** This is an opportunity to hook the pupils into the context of learning and to assess previously taught skills (Gateway Keys). A short writing task is set at the end of this session to assess the application of Gateway skills. (The focus is on assessment of previously taught skills and is not intended to assess pupils on skills or genres that they have not been taught before.) Where pupils are struggling to apply and to use Gateway Keys, these are built into the planning of the unit to ensure more personalised learning.

**Sessions 2-11: Pathway** In this section, the Mastery skills (Mastery Keys) are introduced with many opportunities along the way to practise and apply these skills in different writing tasks. The tasks use genres that the pupils will be most familiar with such as character or setting descriptions, dialogue, diary entries, instructions, poetry and sentence work, providing a range of on-going evidence for writing assessment.

**Sessions 12-15: Writeaway** This final section of the sequence comprises of 4 sessions. It begins with sectioning and sequencing texts using a model. If the final outcome is narrative based, then this will usually be based on the text which has been read or for younger pupils a shortened version to support retelling has been included. If the outcome is a non-fiction text, then a model is available in the resource section. Two sessions have been allocated for the writing of the text in the Writeaway, but this may be extended depending on the year group and what is being written. Within the Writeaway, pupils are encouraged to plan, write, check, edit, re-draft and publish as required; with the focus on using and applying the mastery skills they have been taught.

The Gateway, Mastery and Feature Keys are listed at the start of each unit.

* Gateway Keys are the skills that have been previously taught.
* Mastery Keys are the main skills that will be focused on throughout the unit.
* Feature Keys are the features of the writing genre that is the outcome for each unit. Each set of Feature Keys has the same structure – vocabulary of the genre, how sentences and tenses are used and the overall structure of each one. The Feature Keys ensure that there is both consistency within the teaching of a genre across school and progression with the genre outcomes between year groups.

See Appendix 2 for overview of outcomes and mastery skills.

Proofreading and Editing

At the end of each writeaway children are taught how to proofread and edit their work. When proof reading children are looking for grammatical and spelling errors. When editing, children are assessing the effectiveness of their own ad other’s writing and proposing changes to enhance effects and clarify meaning for the reader.

Adapted Learning

Children who are learning to blend follow a CVC programme. The children follow a sequence of learning which teaches them to segment words into sounds and begin to use these words in root sentences. Lessons are adapted to ensure children can access them. Children maybe given additional resources e.g. sentence starters, scaffolds, picture prompts, sound maps to support them in being more independent in their writing.

**Grammar**

Grammar is taught through the pathways writing lessons, allowing children to learn skills in a meaningful manner. In addition, Year 5 and Year 6 teach a discrete grammar lesson once a week where children will have the opportunity to apply their grammar knowledge to test based questions.

**Handwriting**

When communicating ideas in writing, it is important that children use a handwriting style which is neat and legible. It is vital that children can write quickly, comfortably and legibly as it is a skill needed in many curriculum areas. Children’s self-esteem is also heightened when they are able to take pride in their handwriting.

At Mayespark Primary School we follow the Nelson Handwriting Scheme. Handwriting is taught as a whole class activity.

EYFS

Children learn the correct letter formation in Nursery and Reception during RWI sessions x4 a week using the picture mnemonics they learn in the speed sounds lessons. They learn how to place letters on a line, the correct pencil grip and appropriate handwriting position.

Key Stage One

Children are taught a minimum of 3 x 10 minutes handwriting lesson each week.

Key Stage Two

Children are taught a minimum of 2 x 10 minutes handwriting lesson each week.

The lesson structure is as follows:

* 2 minutes: Brief warm-up exercises led by teacher. Children to check the three ‘P’s (paper, pen grip, posture).
* 3 minutes: Teacher models letter formation of letters in isolation, joins or words.
* 5 minutes: Silent, independent work. Teacher circulates and intervenes to secure understanding and progress.

Once a child has mastered a consistent joined handwriting style in pencil they are awarded a pen licence. (Appendix 3 -Progression in Handwriting)

The teacher acts as a model when writing on the board or marking work in any lesson, using a fluent joined style. A model of the agreed handwriting style is displayed in all classrooms.

See Appendix 3 for progression of handwriting and overview.

**Spelling**

At Mayespark we follow the RWI spelling programme. Spelling is taught during the RWI phonics programme in Reception to Year 2. Children in Year 2 who have completed the RWI programme begin to access the RWI spelling scheme. Children continue to revise the phonemes but also look at more complex spelling patterns to support writing. The spelling programme continues throughout KS2.

In Reception and KS1, spellings are taught four times a week. In KS2 spellings are taught 1 x 15minutes each week.

Weekly spellings are sent home from Year 1 to Year 6 and tested weekly. Speed spells and dictation tests are administered at the end of each unit. Children learn to spell the common exception words and children’s ability to use these spellings are tracked in the back of their SPAG books.

See Appendix 4 for progression in spelling and overviews.

**Targets**

Children have targets for writing which are individualised for each child. Targets are set based on the mastery skills being taught that half term. Once a child has demonstrated that they can successfully meet their target in separate pieces of writing three times, they will be given a new target.

Children in EYFS have targets based on the EYFS framework. Targets are shared with parents at Parents’ evening and on mid and end of year reports.

In Year 6 children are assessed using the TAF and work is moderated.

**Assessment**

Assessment is used to inform the planning and teaching of Writing. On a daily basis teacher use the *distance marking sheets* to record children’s progress and to address any reoccurring misconceptions. *(See Assessment Policy for further details)*

Summative assessment occurs at the end of each term and children’s attainment in writing is judged. At the end of each unit in Year 1 to 3 children self-assess alongside their teacher how they have included the mastery skills in their writeaway piece. In Year 4 – 6 children self-assess, peer assess and teacher assess how they have used the Mastery Keys and Feature Keys in their writeaway piece.

**English Assessment in EYFS**

* On entry into Reception children undertake the RBA ( Reception Baseline Assessment) to assess each child’s starting point.
* On-going assessment against the Early Learning Goals.
* Distant marking sheets to record children’s daily progress and to address misconceptions.
* End of EYFS profile.

**Key Stage one and two**

* Distant marking sheets to record children’s daily progress and to address misconceptions.
* End of unit assessments against the mastery skills taught in that unit, (writeaway).
* End of term assessments using the school’s tracking document based on the mastery and feature keys taught.
* In Year 6 children are assessed using the End of Key Stage assessments, (SAT’s)

Targets are set and shared with children in class and with parents through bi-annual reports and during parent consultations.

*(See Assessment Policy for further details)*

**Homework**

Carefully planned homework linked to the text being read in class is sent out on a weekly basis. This homework is adapted and may include:

* A reading comprehension task with differentiated questions varying in style and challenge.
* A differentiated grammar exercise which builds on to the written task.
* A differentiated writing task either re-enforcing learning or preparing ahead for the writing taking place in class.
* Spelling practice.

Additional project-based tasks and competitions are organised to keep children inspired and engaged during school holidays.

**Supporting children with a Special Educational Need or Disability.**

All children receive ‘Quality First Teaching’. Writing lessons are planned and differentiation effectively so that all the children are not only supported in their learning but are also given the appropriate challenge to enable them to make progress. Appropriate and reasonable adjustments are made to how the curriculum is delivered and the resources are adapted so that children who have a special educational need or disability can continue to access the curriculum.

Individual Education Plans are followed, and work is planned around the child’s specific target. The class teacher and Hub teacher will be responsible for setting appropriately challenging, but achievable and measurable targets in a child’s IEP. These will be reviewed at least termly. Where children don’t have IEP’s the teacher will plan work using targets as set out in B squared.

**Monitoring**

Monitoring is ongoing and is undertaken in various ways;

* Leaders observe lessons usually with a focus that is a whole school priority or is an individual teacher’s area for development.
* Learning walks undertaken by leaders.
* Regular scrutiny of planning.
* Work scrutiny every half term. One by YGL’s and one by SLT and subject lead.
* Monitoring of pupil performance during pupil progress meetings.
* Timely feedback and appropriate support are provided to maintain the quality of teaching and learning all across the school.
* Analysis of various data including pupil surveys.
* Ongoing adherence to policy and procedures of the school.

Appendix 1

Text Overview year 1 to 6

Appendix 2

Overview of outcomes and skills

Appendix 3

Handwriting

Appendix 4

Spelling