

Pioneer Federation

Writing Policy

This policy was adopted September 2022
This policy is due for review September 2024

INTRODUCTION:

This document is a statement of the aims and strategies for the teaching and learning of writing at Pioneer Primary Schools. It will be reviewed in accordance with our School Development Policy to ensure we are constantly reviewing our practice to

AIMS:

Our aims are based on the core vision and belief for all Pioneer schools:

‘Our shared vision and set of values that underpin all that we do, have a central focus on creative, innovative and engaging teaching that develops a love and interest in learning and promotes whole federation community wellbeing. Our vision is for our children to value learning as a creative endeavour that underpins their aspirations for great futures and to ensure that we are all focused on seeing opportunities and believing that anything is possible. We craft meaningful contexts for learning and tasks that develop key skills for independence, confidence and resilience, which actively engage children.’

In reception through to Year 6, children are taught writing within their classes. Through differentiation and the support of Teaching Assistants, all children will receive high quality teaching and appropriate support in order for every child to reach their full potential. Children that have a Special Educational Need or Disability (SEND) may also be withdrawn in order to receive intervention that focuses on the child’s more specific individual needs. Higher attaining children are also identified and challenged appropriately, ensuring they are engaged and excited by their learning. A clear lesson objective and success criteria are a feature of all English lessons; working walls may support learning in the classrooms and evaluative marking is used, as detailed in our Book Policy



Book and Marking
Policy 2022 - Pioneer

. Termly assessment informs planning and reference is made to the National Curriculum in medium term plans, on which coverage is tracked. The use of computing enables children to use and apply their developing skills in English in a variety of ways and we encourage children to use ICT as a resource for learning, whenever appropriate. We use rich and varied texts for pupils to draw on in their writing which should link with their topic, encouraging writing to be cross-curricular.

Our English lessons also include the teaching of phonics, for more detailed information on the teaching of Phonics please see the policy below



Phonics Policy May
2022.docx

WRITING EXPECTATIONS:

At Pioneer Federation schools, we aim to develop our children as writers in the following ways:

- Treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired.
- Provide experiences where the children can acquire confidence and a positive attitude to writing.
- Develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences.
- Use guided writing sessions to model writing skills, teaching children how to compose, amend and revise their writing.
- Teach children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning.

- Teach children how to edit and improve their work, with a differentiated approach that is appropriate for their year groups.
- Teach grammar and punctuation in the context of children's own writing, as well as through discrete lessons (see Grammar and Spelling policy for further information).
- Teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- Teach strategies for spelling to enable children to become confident and competent spellers (see



GPS Policy - Pioneer
Federation.pdf

Grammar and Spelling policy for further information).

The children in our schools should:

- Experience a wide range of writing activities, to include both chronological and non-chronological writing.
- Relate writing to their own experiences and environment.
- Discuss their writing frequently, talking about the various types and purposes of writing.
- Be aware of the need to write legibly and to use layout and space effectively to aid the reader.
- Experience grammatical vocabulary such as: sentence, verb, tense, noun, adjective, pronoun etc. both in the context of their own writing and through specifically designed activities.
- Read examples of 'good' writing in various forms and begin to recognise the criteria for such writing.
- Have experience of and become accustomed to drafting and redrafting their work.
- Write in response to a wide range of stimuli.
- Become increasingly aware of the correct modes of punctuation and spelling through the learning of rules and some rote learning of common exceptions.

We also aim for children to:

- Achieve a writing ability at least comparable with their age-related expectations.
- Develop their creativity, accuracy and own 'author's voice' in their writing.
- Enjoy, and have experience of, a wide variety of genres, including those of their own and other culture.

3 I'S for writing and grammar:

Intent

Pioneer Federation believes that writing is a vital skill for life both inside and out of education, and that is why it features across all the subjects taught across our school. Our aim is to provide children with key transferrable writing skills, which build year on year, that can be used throughout each phase of their education and prepare them for life after education.

All teachers at our schools aim to provide the children with a range of exciting 'hooks' and use rich texts, across the whole curriculum, to inspire imaginations and learn new writing techniques. We aim for writing tasks to have a variety of audiences and purposes which not only produces higher quality writing but also ensures skills are applied to a range of contexts. Writing across all subject areas will prepare children for further education school and the more in-depth approach to analysing, planning and innovating their writing. Our aim is to provide engaging writing stimulus that are linked to each termly topic to give children an audience and purpose for writing. Children are expected to transfer their key topic knowledge and vocabulary into their writing and vice versa to transfer their spelling, grammar and punctuation knowledge into their topic work.

Our aim is for ALL learners to achieve their full potential in writing and we are committed to providing the scaffolds and challenge needed in order for our children to achieve this.

Key concepts:

These are explored through different text types appropriate to the age and ability of the child.

Composition – Children are taught the structure of different types of text.

Transcription – Children are taught to write legibly and with increasingly accurate spelling.

Second Order Concepts

Within writing sessions, children are taught a range of skills in order for them to develop as confident writers.

Planning – Looking at real texts, children are taught different features of types of text and how to plan both orally and written.

Structure – Children are taught to write cohesively within a range of texts.

Vocabulary – With a target audience in mind, children are taught to use a range of adventurous language.

Grammar – Children are taught to construct sentences which are grammatically correct, using the full range of grammatical techniques for their attainment.

Punctuation – Children are taught to use accurate and increasingly higher level punctuation including punctuation to create specific effect.

Spelling – In accordance with their age and attainment, children are taught different spelling strategies to improve the accuracy of their writing.

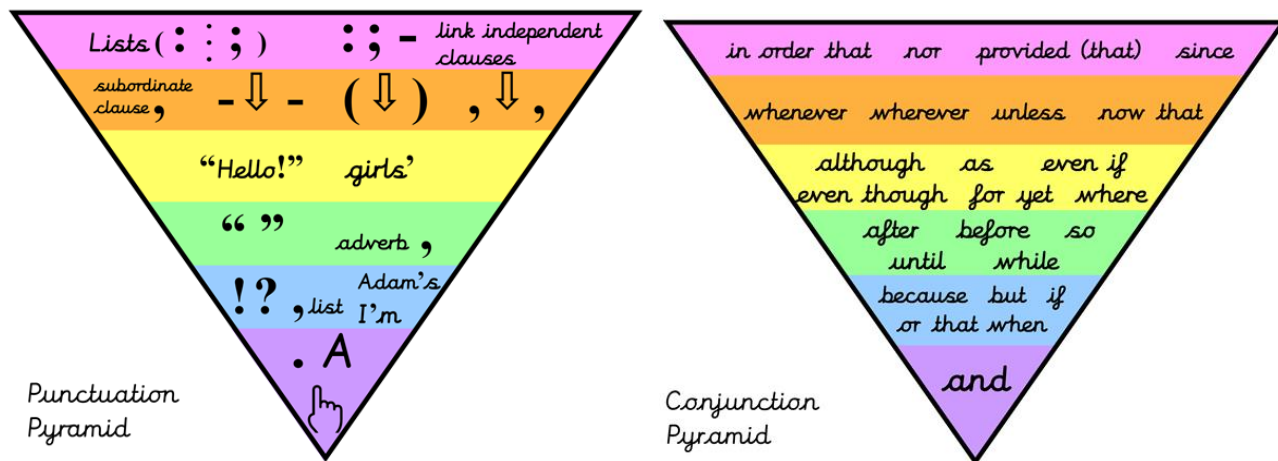
Handwriting – Children are taught to form letters correctly according to the school handwriting policy.

Implementation

Children receive a one-hour Literacy lesson daily and are exposed to age-related expectations for writing within a range of texts. Writing and reading are closely linked and we ensure that children are reading regularly in order to build on their knowledge of different genres of writing and develop their vocabulary.

A high standard of joined, cursive handwriting is modelled across school and children are encouraged to imitate this. Handwriting is taught and practised regularly in separate books but is expected to be evidenced throughout all work produced. We expect the high standards for writing in Literacy lessons to be evident within the work in all books.

Teachers demonstrate high quality modelling within each Literacy lesson and encourage children to include key vocabulary (linked to their Topic), structure their work appropriately into coherent paragraphs and use the grammatical skills and punctuation taught at their year group level.



The use of a WAGOLL is often used as an example of how to be successful at the start of each unit of work. This provides children with an end goal. Children are encouraged to use this as a structure but also 'magpie' ideas to make it their own. Teachers ensure that the standard of writing in the WAGOLL reflects the age-related outcomes for each specific year group.

Using the texts for each topic, children are encouraged to deconstruct texts and identify key features for specific genres of writing. Teachers model the practising of these skills and children then apply them to their own writing. This ability to identify specific features we believe is a key skill across both reading and writing and will improve comprehension in children. As a school, we ensure that genres of writing studied run alongside the learning taking place in Guided reading so that children are fully immersed in the text type.

Children who are identified as not achieving age-related outcomes and/or those on the SEND register may be assessed against the outcomes for the year group below. Regular interventions/support may be put in place in order to accelerate writing skills in this case. The nature of the intervention will be decided by the teacher and the Inclusion Manager and reviewed each Pupil Progress Meeting. Support in class may include small group work with an adult during lessons to model key skills; scaffolds created by the teacher to assist with completion of work and word banks/sentence openers provided to assist the child when writing. A child may also make use of technology (e.g. Clicker programmes) to reduce the requirement of transcription.

Impact

Assessment in writing is ongoing as teachers carry out in-depth assessment of children's writing at the end of each unit, and highlight the age-related outcomes that have been achieved.

Children are tested termly on spelling, grammar and punctuation knowledge and this data is used to inform next steps for writing.

Target Tracker is used to analyse gaps in children's knowledge and gain an overview of specific groups of children across school.

Progress across classes is closely monitored by the subject leader and senior leadership team. Monitoring will include: termly book looks, lesson observations, gathering evidence of good practice, pupil voice interviews, termly Pupil Progress meetings, looking at data on Target Tracker and regular learning walks.

The findings of this monitoring will be used to inform next steps for the children and the implementation of

writing across the school as a whole.

HANDWRITING :

Throughout the Pioneer Federation, good presentation is emphasised at all times and through all forms of writing. We recognise a strong link between good handwriting and good spelling. Developing a flowing style means a child is more likely to become a good speller. Wherever possible, we use handwriting practice to support spelling. See the Handwriting Policy below for more detailed information.



Handwriting
Policy.pdf

REPORTING TO PARENTS:

Reports are completed before the end of the Summer Term. Parents are given opportunity to discuss their child's progress formally on two occasions in the school year and to meet with teachers should they want to discuss the report – in October and March. Teachers use information gathered from both formative and summative assessments to help them comment on pupils' progress.

PARENTAL INVOLVEMENT:

Opportunities are offered to parents/carers to help them understand the changing approach to the teaching of Literacy and English through the following means:

- Information for new parents to the school
- The School Prospectus.
- Information via the Newsletters
- The School website
- Invitations to see the children's books at open afternoons

HOMEWORK:

Writing allows many opportunities for homework. The main principle is that homework set should always relate to that which the children are doing in class. Homework should not be set as isolated activities. All children should be given opportunities for home reading and learning spellings as part of their homework schedule. Further guidance about the amount that should be set and other issues is available in our homework policy.

MONITORING AND EVALUATION:

The Executive Headteacher/Head of School and Subject Leader share the responsibility for monitoring the standards of writing. This is done through classroom observation as well as monitoring of children's books, discussions with children and through planning documents. Moderation of writing will be carried out regularly during staff meetings, and termly with Federation schools or with wider schools in local alliances.

ROLE OF THE WRITING SUBJECT LEADER:

- The subject leader will take the lead in policy development and organisation of teaching designed to ensure progression and continuity in writing throughout the school.
- Support colleagues in their planning, assessment and own professional development.
- Arrange training and give advice to staff when needed.
- Write medium term plans for each class, each term, for ideas on cross-curricular links or writing stimuli ideas.
- Monitor progress in writing and advise the Executive Headteacher/Head of School of action needed.

- Keep up to date with developments in writing and disseminate information to colleagues as appropriate.

EQUAL OPPORTUNITIES:

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.