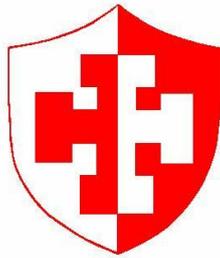


PREES C. E (CONTROLLED) PRIMARY SCHOOL



Writing Policy

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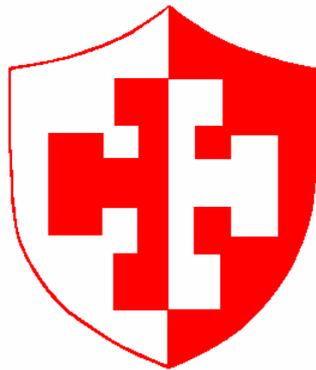
1. Mission Statement

Prees C.E School Our Mission Statement

Christian values are the foundation upon which Prees C. E. School is built.

St Chad's church is at the heart of our school and the wider community.
The cross of St Chad symbolises our link through the ages to the Cathedral of our
Lichfield Diocese.

We are committed to promoting Christian values such as love, peace, forgiveness and self-control, to enable our children to develop into the people they are meant to be.



Believe and Achieve

2. Aims for writing policy

Prees C of E Primary School aims to develop literate pupils who:

- Write with confidence and fluency, organising the content and style of what is written to suit the purpose and audience.
- Use spelling, punctuation and syntax appropriately and with confidence.
- Have an interest in words and their meaning.
- Understand a range of text types and genres.
- Develop a legible, cursive handwriting style and to be able to use word processing skills.

3. Core teaching methods

We teach writing through a combination of approaches:

- Whole class modelled writing
- Guided writing in groups with the teacher.
- Working with learning partners.
- Drama and role play activities.
- Using quality texts to provide good models of writing.
- Linking genre to theme work to give writing a clear purpose and meaning.

4. Progression

Using the New Curriculum 2014 end of year requirements for English, we have developed a progression overview for expectation at the end of each year group. This ensures progression in Reading, Spelling, Grammar and Punctuation, and Genre across the whole school. This document can be used to track back or track forwards to support or extend those children who require it.

(see APPENDIX 1)

5. Planning

Medium term planning

- Teachers follow and plan a clear and consistent teaching sequence across 4 phases:
 - Phase 1 – familiarisation with text and genre
 - Phase 2 – capturing ideas
 - Phase 3 – writing
 - Phase 4 – spoken language
- Objectives are taken from 2014 National Curriculum and applied within each phase of teaching.
- The planning identifies clear success criteria, learning opportunities/activities, and writing opportunities within each phase.

Short term planning

- Objectives, success criteria and activities are taken straight from the medium term planning.
- Differentiated success criteria where appropriate.
- Identifies whole class and modelled writing tasks.
- Identifies group writing activities that are differentiated where appropriate.
- A plenary type session to draw the lesson to a conclusion.
- Staff are encouraged to write on short term planning to feed into the next day's lesson.

6. Teaching methods and organisation

TEACHING WRITING IN THE FOUNDATION STAGE

Throughout the day/session practitioners

- Value talk and alternative forms of communication
- Observe children and plan for the context in which they best develop their speaking and listening and their understanding of reading and writing
- Help children to develop language for communication through interaction and communication
- Models the use of language as a tool for thinking
- Demonstrate the use of language for writing

TEACHING WRITING KS1/2

- From the last term of reception onwards children will experience a daily literacy time, which takes the form of Letters and Sounds in EYFS and KS1, a formal English session, plus guided reading time..
- Beyond this time children are expected to apply their writing skills in other curriculum areas
- Children will have opportunities in other curriculum areas to apply their writing skills in an extended form.

MODELLED WRITING

- Teachers use a text as a model of writing.
- Teachers model the writing lesson objective.

GUIDED WRITING

- Pupils are often grouped according to their writing ability.
- Teachers work with groups identified in their planning.
- Teachers focus sessions on specific objectives.

INDEPENDENT WRITING

- Pupils reinforce and develop their knowledge and understanding of the purposes and text types of writing
- Pupils develop and reinforce their skills through 'having a go'.
- Independent writing is assessed using APP twice each half term.

7. Teaching of Spelling, Punctuation and Grammar (SPaG)

Spelling:

- Spelling is taught in line with the new National Curriculum – see APPENDIX 2.

EYFS – Spelling is taught through the teaching of Letters and Sounds Phases 1, 2, 3 and 4 are covered across F1 and F2.

KS1 – Spelling is taught through the teaching of Letters and Sounds Phases 5 (Year 1) and 6 (Year 2).
- there are additional spelling rules/patterns to be taught after children are secure at Phase 5 in Year 1, and in conjunction with Phase 6 in Year 2.

KS2 – Spelling is mainly taught through rules and patterns, but there is still a need to refer back to KS1 Letters and Sounds.

- Spelling patterns and rules is taught at 2 or 3 times each week through active lesson starters, or as a whole lesson depending on the time required to teach the new spelling rule/pattern.

Punctuation and Grammar:

- Punctuation and grammar are taught within Phase 2 of the teacher's planning.
- To ensure that it is not forgotten, punctuation and grammar is also taught 2 or 3 times a week through active lesson starters.

8. Drama and Writing

Drama features in Phase 1 of the medium term planning and is used to help children familiarise themselves with a text, or characters in a text. Drama techniques include role – play, improvisation and group performance to enable pupils to create and develop their own writing through:

- Exploring familiar themes and characters
- Responding in role to create stories
- Empathising with characters and situations
- Considering alternative courses of action
- Adapting writing for different purposes and audiences
- Using performance to reinforce understanding of the structure of text types

9. Marking and Feedback

- Children's writing is marked after each piece of work.
- At least one group's writing (usually the group that the teacher has been working with) will be marked in depth, while the others will be marked as seen by the teacher.
- Marking for the children is done in green pen. Teacher comments that are not for children are to be written in black.
- Teachers identify misspelled words by writing *sp.* next the word then writing it correctly at the end for children to copy out 3 times.
- Missed punctuation is to be circled for the children to correct.
- Teachers write a 😊 to indicate something that the child has achieved/done well, and a ☹️ to indicate something that they have not included in their writing and need to do it better next time.
- Teachers, especially in KS1, may need to feedback to the child verbally so a comment of VF is written to indicate that the child needs to talk to the teacher.
- Feedback will often include a mini-session with the teacher to explain and model what needs to be improved next time.

10. Differentiation

Differentiation will occur in...

- writing ability groups
- organisation of pupils
- differentiated success criteria
- use of additional adults
- planning for differentiated outcomes
- precision intervention
- time allowed for tasks

11. Inclusion

Including provision for children with SEND, and issues of equality.

1. Performance of specific groups is monitored.
2. Whole class planning addresses specific needs for underachieving groups.
3. Texts are chosen to:
 - engage reluctant readers,
 - reflect multi-cultural society,
 - provide positive role models,
 - provide high interest but low impact level.

12. Assessment

EYFS

- Ongoing assessments of writing behaviours during the session or day, recorded in individual Learning Journeys.
- Ongoing assessments using EYFS Developmental Stages.
- End of Foundation Stage profile assessment.

Key Stage One

- APP of Independent Writing at least 4 times each term – this writing is moderated each half term.
- COLD and HOT writing assessments:
 - COLD writing is independent writing at the start of a genre/unit prior to teacher input.
 - COLD writing is marked thoroughly to provide individual writing targets and to identify specific areas of weakness to be included in the teaching sequence.
 - COLD writing is written on blue paper.
 - HOT writing is independent writing at the end of genre/unit after the teaching.
 - HOT writing is marked thoroughly and compared to the COLD writing to show a short term, immediate picture of progress and learning. It is also used to assess the individual targets.
 - HOT writing is written on orange paper.
- End of KS1 SATs.
- Spelling is assessed at the end of each half term through a dictation.

Key Stage Two

- APP of Independent Writing at least 4 times each term – this writing is moderated each half term.
- COLD and HOT writing assessments:
 - COLD writing is independent writing at the start of a genre/unit prior to teacher input.
 - COLD writing is marked thoroughly to provide individual writing targets and to identify specific areas of weakness to be included in the teaching sequence.
 - COLD writing is written on blue paper.
 - HOT writing is independent writing at the end of genre/unit after the teaching.
 - HOT writing is marked thoroughly and compared to the COLD writing to show a short term, immediate picture of progress and learning. It is also used to assess the individual targets.
 - HOT writing is written on orange paper.
- Optional SATs at Y3,4 and 5
- End of KS2 SATs at Y6
- Spelling is assessed at the end of each half term through a dictation.

13. Monitoring and evaluation

Subject Leader:

- Subject leader and Headteacher analyse end of key stage assessments, KS1 SATs and KS2 SATs annually.
- Once a term staff moderate independent writing books in a staff meeting.
- Subject Leader monitors planning, marking, quality of teaching and learning termly.

Teachers:

- Planning for writing is amended according to identified areas of weakness from COLD writing and daily lesson outcomes.
- Teachers collaborate with Key Workers to plan and assess intervention programmes.
- Targeted support provided to specific groups linked to analysis of performance data e.g. gender groups.

As with all our policies, this policy should be read in conjunction with other relevant documents such as:
Teaching and Learning policy;
Marking and assessment;
Behaviour and Anti-bullying;

Adopted by Governing Body Spring 2015

Review date: Spring 2017 or earlier as curriculum requirements change.