

Chancellor Park Primary School - Writing Policy

Introduction

Writing is a complex and multi layered process and we at Chancellor Park 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.

Aims

Our aims at Chancellor Park are for all children 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.

We endeavour to meet these aims by ensuring that the pupils are taught and given experiences that:

- Assist them in becoming efficient and effective writers who are able to write for a range of audiences and in a range of styles.
- Support the high expectations of all staff in regard to the standard of writing, taking due account of individual needs and stages of development.
- Help them to use various text styles and formats to gain more knowledge about improving their own writing.
- Provide stimulating and engaging lessons where the necessary skills are taught, developed and applied.

Teaching and Learning

Chancellor Park teaches and celebrates writing in many ways; it is taught daily throughout the school. It is essential that the children are taught to write for a reason and that they understand that their work is purposeful. At Chancellor Park we are continually looking to promote cross-curricular writing; giving the children an immersive experience in our thematic curriculum allows them to produce truly meaningful writing. We ensure that children are able to approach writing tasks with intrigue and interest by providing stimulating materials for them to base their work on. Furthermore, we are consistently promoting a sense of critical appraisal of our own writing and that of others to develop a thoughtful attitude to writing.

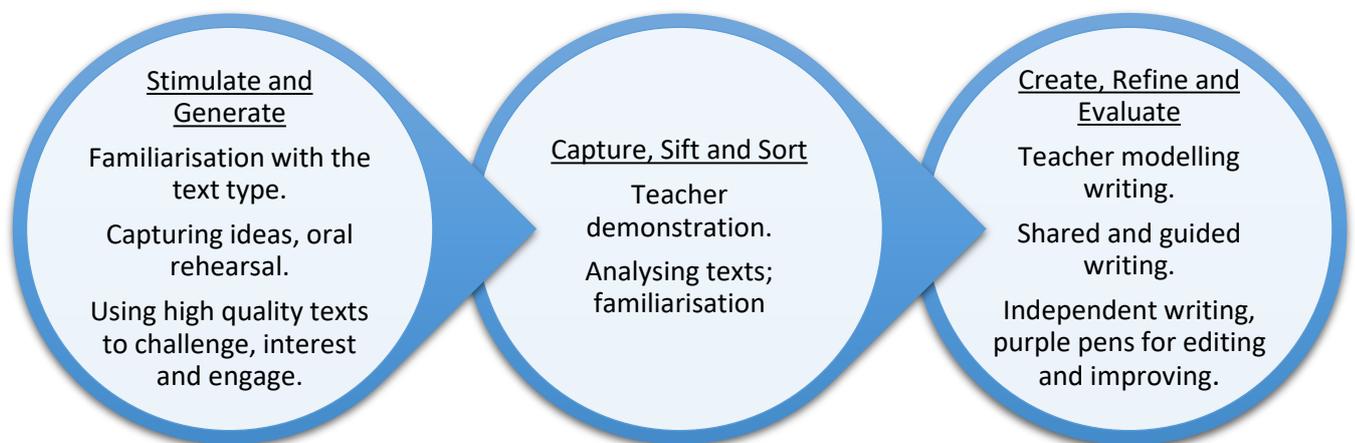
In the National Curriculum (2014), writing skills have been divided into two dimensions:

- Transcription (spelling and handwriting).
- Composition (articulating and communicating ideas, editing and redrafting processes).

Each of these skills are core to the successful teaching of writing across the curriculum. Across the school we are striving to embed and develop, through our teaching of writing, an attitude of confidence, imagination and perseverance.

Planning is carefully considered across all year groups and is expected to be differentiated to allow all learners to access the objectives, either by using additional support and guidance where necessary, or by building in sufficient challenge to stretch and guide the most able pupils. Genres of text are taught considering their purpose, audience and form. There's an emphasis on making clear links between reading and writing, and these links form a key part of writing sessions taught throughout the school. Children are given the opportunities to rehearse their writing skills regularly in their English lessons. The children ultimately have the opportunity to refine their work to produce a final, polished piece.

The diagram below outlines how a text type is taught and how writing sessions are structured.



The key ways in which we teach writing at Chancellor Park are as follows:

Modelling Writing

The teacher talks aloud the thought processes as a writer. The teacher models core strategies in front of the children, communicating these clearly to the class. Teachers will model all of the necessary skills as they are taught though not necessarily combined. These are likely to include spelling, punctuation, proof reading, editing, word selection, editing, sentence structuring and paragraphing among others.

Shared Writing

A collaborative approach amongst the class and the teacher. Pupils will contribute their ideas and thoughts for the teacher to scribe and collate. The teacher then models the specific skills being taught. There is plenty of opportunity for discussion on how to select the most appropriate and effective ideas to create the best piece of writing possible.

Guided Writing

Pupils are grouped by their writing ability, they are then working with a teacher or supporting adult on a task appropriate to that group's needs and abilities. These tasks will often focus on developing a specific skill, rather than composing an entire piece.

Independent writing

At Chancellor Park, regular independent writing sessions are timetabled alongside daily English sessions. These consist of a longer session where the children can complete extended writing pieces independently to show how they are able to use and apply the skills they have been taught. The children are encouraged to plan, draft, write, edit and assess their work in these sessions.

EYFS

The teaching and learning of writing varies across the age range in school. Key Stage One and Key Stage Two follow this policy more carefully whereas there are some key differences to the way in which writing is taught in Foundation Stage. Our provision ensures that emergent writing in Early Years is regularly encouraged through the use of different mark making materials such as felt tipped pens, crayons, chalk, sand, magnetic letters, paints, water and computers. Additionally, writing activities are timetabled each day for focus children. The role play area provides many opportunities for the development of writing and language such as talking postcards, menus, signs and labels. Activities are carefully planned to develop the children's fine and gross motor skill, necessary for acquiring the skills needed to write legibly.

Phonics is taught daily, with children grouped according to ability. There is a strong focus on accurate spelling of high frequency words and sounds as well as the skill of sounding out new phonemes. There is careful planning to ensure that the children write in each phonics session and 'phonics books' have been recently introduced to help the children rehearse the letter sounds they're learning and recognise them in written form.

Spellings and Homework

Across Key Stage One and Two the children are given weekly spellings relevant to their age and ability. These may follow the phonics they are being taught, or they may be related to the topic that is being covered. Furthermore spellings are set to follow a particular rule or pattern, each Friday the children are tested on these spellings. Currently, the school uses the Nelson spelling scheme to assist with the setting of spellings across each year group.

We believe that the children should be encouraged to develop intrigue and interest around words, their meaning and spelling. Pupils are also encouraged to attempt trickier words using the knowledge that they have, the use of games, puzzles and rhymes supplements weekly spelling and is a key part of our teaching strategy. Additionally, each classroom is equipped with age appropriate spelling and word selection resources such as dictionaries and thesauruses that the children can access independently to help them to develop their spelling strategies.

Homework is set on a weekly basis in line with our homework policy. Often this work will incorporate some elements of writing, whether it be English based or from another curriculum area. Children are also asked to practice their spellings as part of their homework using the look, say, cover, write, check strategy.

Handwriting

There is a consistent approach to handwriting across the school. Again, weekly sessions are timetabled and dedicated solely to developing this skill. Many classes run additional intervention groups to target those children who need additional help with their handwriting. These sessions are delivered in a pacy and interactive way so as to get the best results. The school uses Nelson handwriting schemes to form the basis of development work in this area.

It is important that the children are taught and encouraged to write in a fluent, legible and quick way, with legibility being the first priority followed by speed. Additionally, as part of the new curriculum, there is a large focus on joining of writing. If children are to be judged as 'expected' or above in writing at the end of Key Stage Two, they must demonstrate a decision on choosing whether or not to join specific letters to enable them to write fluently and efficiently. Pupils write in pencil throughout the year groups at Chancellor Park and those who demonstrate a good quality of handwriting are then awarded a pen licence, allowing them to write in pen across their lessons.

Spelling, Punctuation and Grammar

SPaG is taught alongside the writing focuses in most lessons, however there are also opportunities for this aspect of the English curriculum to be taught discreetly on a weekly basis. Teachers use the schools long term planning to ensure that they are the required elements of the SPaG requirements. This ensures a consistent and progressive method of teaching across the schools and embeds plenty of opportunities for the children to apply their skills in their English lessons and across the curriculum. Additionally, there is a statutory test, assessing the children's knowledge of spelling, punctuation and grammar in Years 2 and 6. The pupils are prepared for these assessments through ongoing practice and development of skill acquisition.

Assessment and Moderation

In EYFS, children are assessed in an ongoing manner through observations, 1:1 interactions, group work and whole class teaching. Their attainment is tracked using the school's assessment tracking systems and internal moderation of this information takes place regularly. Additionally, external moderations and judgements take place between local schools and through the local authority to ensure that the progress and attainment of the children is being measured accurately.

Throughout the rest of the school, children are assessed by their teachers on a termly basis, with class teachers using both formative and summative assessments to inform their judgements. This enables them to monitor closely the progress that the children make and record this accurately using the school's assessment tracking systems.

Children are deemed as working at one of the below standards:

- The **Expected** Standard – in line with where they should be considering their age group;
- **Greater Depth** – demonstrating a writing ability which exceeds the standards required for their age group;
- **Emerging** – demonstrating a writing ability which does not fulfil all of the standards required for their age group;
- **Below** – where pupils are unable to access the curriculum content for their age group and are therefore working from objectives covered at a younger age.

In Years 2 and 6, children are formally assessed by their class teachers and a judgement is made for an end of Key Stage result for each pupil. This data is then sent to the Local Authority and is recorded in the same way as SATs tests results. As part of this process, ongoing moderation is an integral part of Chancellor Park's writing assessments. We regularly have moderation staff meetings where teachers can have professional discussions over judgements made across each year group. Also, external moderations have proved very successful in the past, with teachers demonstrating that they are making sound judgements on the attainment of their classes. Curriculum objective tick-lists have made accurate assessments easier and will be used throughout the school to assist in the moderation process.

Additional Needs

As previously outlined, teaching is differentiated effectively across the school. Children with additional needs are identified as part of the planning process and activities are planned for them on an individual basis. There are occasions where children will be working from a more individualised programme, progressing through objectives which more accurately reflect their ability. Furthermore, class teachers will work alongside others such as TAs and the SENCo to ensure that they are able to make good, sustained progress alongside their peers.

Monitoring

This policy will be reviewed regularly by the designated subject leader so that changes and developments in our approach, assessments and resources can be accounted for. Moreover, writing throughout the school will be reviewed during the year in the following ways: book looks and work scrutiny, observations of teaching and learning, staff meetings, climate walks and moderations with link schools in the local area.

As a final note, there is a supporting document 'A Profile of Teaching Writing at Chancellor Park Primary School' which supplements this policy through giving examples of the materials and resources mentioned. Furthermore, this document will have a key role to play in collating examples of written work, from English lessons and cross-curricular, that clearly demonstrates what an 'expected' 'emerging' and 'greater depth' piece of writing for each year group should look like.

This should be read in conjunction with the school's 'Reading Policy' which, combined, make up Chancellor Park Primary School's English Policy.

Reviewed September 2018

This policy will be reviewed every 3 years unless the need arises beforehand.