

**Policy/Procedure/Guideline**

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| **Policy/Procedure/Guideline:** | Writing |
| **Date of adoption / Local Governing Committee approval:** | February 2024 |
| **Lead staff member:** | Raz Taj |
| **Review date:** | February 2026 |

**Summary of values**

*Every child has the right to access a world-class education. We exist to empower, enable and inspire children to achieve their every potential through exceptional teaching, innovative approaches to learning, and a community-oriented approach to meeting learners’ needs*

## Rationale

At Casterton Primary Academy, our policy reflects our commitment to promote and encourage a lifelong love of learning.

We believe that:-

* The curriculum should meet the needs of all pupils, regardless of ability, culture or background.
* Children deserve a curriculum rich with opportunities and experiences, to allow them to develop a deep understanding of the world.
* Partnership with parents has a valuable role to play in addressing the education of all pupils, and particularly those with English as an Additional Language.
* Relevant resources should be used to complement the specific needs of individual pupils, engage them and encourage them to apply their learning.
* School plays a vital role in the development of a child's self-esteem.
* Pupils have an important role to play in decisions regarding their education.
* Pupils should be encouraged to recognise their own strengths.
* Pupils should be encouraged to appreciate their own uniqueness and the uniqueness of their peers.
* Pupils need regular encouragement and praise if they are to become confident, motivated and independent learners.
* We believe that the above philosophies can only be successfully practised through a whole school approach.

## Aims

The school aims to:

* Write for different contexts and for different purposes and audiences, including themselves
* Be increasingly aware of the conventions of writing, including grammar, use of phonics and punctuation and spellings
* Work both individually and collaboratively on written tasks
* Become familiar and adept in the use of word processors and other media tools
* Form letters correctly, leading to fluent and legible handwriting style (CPA Handwriting Policy)

## Objectives

Children will:

* Experience a wide range of writing, 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 purpose of writing
* Be aware of the need to write legibly, using a cursive script 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 context of their own writing and through specifically designed activities
* Read examples of ‘outstanding’ writing in various forms and recognise the criteria for such writing
* Be given the opportunity to produce extended pieces of 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 role of reference books such as dictionaries and thesaurus
* Become increasingly aware of the correct modes of punctuation and spelling through the learning of rules and some rote learning of common expectations
* To use ICT as a means of communication and as a writing medium

## Shared Writing should be used to teach children how to

* + Generate imaginative and informative ideas through discussion and questioning, and record these ideas e.g. in notes, plans, drafts.
  + Structure ideas in writing through the use of appropriate language, sentence structure, punctuation, sequencing and layout.
  + Develop specific Word Level skills of spelling, handwriting and presentation
  + Refine writing to make it clearer and better suited to its audience purpose
  + Publish and present written texts for others to read and use, using handwriting and ICT as a recording and presenting media

## Guided Writing

Through Guided Writing, children work with the expert writer who teaches and guides them on how to apply new writing skills and strategies. Guided Writing serves the same goals as, and complements Shared Writing. Guided Writing should be used to provide a bridge between Shared and Independent work. Guided Writing sessions may focus on:

* + Planning a piece of writing
  + Supporting work in progress
  + Evaluating and improving writing
  + The teaching strategies for Guided Writing will be similar to those used for Shared Writing

The main differences between Shared and Guided Writing are:

* + In guided writing the teacher does not scribe but supports children to write for themselves
  + The teaching is differentiated and individually supportive because of the smaller group

## Independent Writing

During Independent Writing sessions the child is given the opportunity to apply skills learnt to his/her own writing, to assess whether the children have embedded the language and sentence structures within a taught unit. The learner is able to share their writing with others for enjoyment and information purposes.

## Responsibilities

At Casterton Primary Academy, class teachers and teaching assistants are responsible for overseeing the teaching, learning, assessment, target setting, monitoring and day to day support / liaison for pupils in all aspects of learning.

The predominant role of the teacher is to:

* + Write alongside pupils, sharing and discussing their writing
  + Respond positively and with interest to all attempts at writing
  + Provide a stimulating and encouraging writing environment, including experimental or emergent writing areas for Key Stage 1
  + Teach handwriting on a regular basis (See appendix 1)
  + Reinforce correct spelling, punctuation and grammar where appropriate according to the Marking Policy
  + Plan, teach and assess using objectives taken from the New National Curriculum 2014

The Challenge and Improvement board will hold the academy principal and Writing team / leader to account on all aspects of teaching, learning and assessment within the relevant areas covered by the policy.

The Writing lead also has the responsibility, together with members of the SLT, to:

* ensure that standards of English rise over time for all pupils
* to provide leadership for English across the school focused on securing high quality teaching and learning together with raised levels of attainment and achievement, particularly in writing
* lead, manage and develop writing across the school
* actively promote effective teaching and learning practices across the school
* analyse data and set clear and ambitious targets for school improvement, together with the SLT

**Planning**

We aim to plan meaningful and, where possible, real life purposes and audiences for writing within and beyond the classroom. We plan purposes for writing which require pupils to write in a wide variety of forms. From Year 1 to Year 6 teachers have a set of key skills enabling them to plan writing activities into creative teaching sequences which engage and inspire pupils. We provide regular writing opportunities for pupils, from R to Y6, as opportunities for pupils to apply what they have learnt. Our pupils are given opportunities to evaluate their thinking and writing independently and with their peers and teachers. We teach pupils to plan, proof-read, redraft and present their work appropriately. We are constantly celebrating new vocabulary found in reading and writing and we explicitly teach handwriting skills. Daily phonics sessions are provided for pupils in Foundation Stage and Key Stage 1. We explicitly teach spelling rules and patterns in accordance with the requirements of The National Curriculum for England 2014 (Y1 to Y6).

We seek to ensure that planning delivers the requirements of The National Curriculum for England 2014, is suited to the needs of particular groups of pupils and provides a creative, enjoyable sequence of learning in oracy, reading and writing, culminating in weekly opportunities for extended writing.

Our planning ensures that:

* There is a clear focus on outcomes
* There are appropriate and achievable learning objectives for all pupils
* We addresses the needs of pupils who work below or above age-related expectations
* Teaching is differentiated by task, where appropriate
* There is continuity and progression in pupils’ learning
* There is balanced coverage of word, sentence and text-level learning
* There are opportunities for pupils to reflect upon their own progress
* Draws links with other areas of the curriculum, where appropriate

## Intervention, including children with SEND and those who are AG&T

At Casterton Primary Academy, we strive to meet the needs of all children, ensuring that they meet their full potential and remain challenged academically. The provision for children with Special Educational Needs and Disability and those who have been identified as Able, Gifted & Talented is set out in the relevant policies.

In writing we offer intervention provisions that are specific to a child or group of children. These interventions are tailored by the teacher to meet the specific needs of that child/ren. They are carried out by relevant staff and their impact is closely monitored.

**Writing in EYFS**

Mark making and speech provide children with powerful tools for thinking, reasoning and problem solving. Time, space and attention is given to children’s mark making, mathematical graphics, drawing and writing experiences. Throughout each day, children have opportunities for spontaneous mark making, drawing and writing in both the indoor and outdoor environment. Resources are carefully chosen, well organised and attractively presented, so that the children can decide independently how they want to represent their ideas and which medium would best suit their purpose. High value is placed upon imagination, ideas and self-expression demonstrated by the children, these are reflected by the adults and used as starting points for planning.

**Story scribing – Continuous provision time**

In every classroom there are ‘story tellers, picture makers and paper cutters, watching, listening and sounding forth’ (Paley, 1990) and capturing a child’s story idea is an essential part of becoming a writer. Children have an innate desire to dictate a story and all adults are always on hand to listen and record their ideas. Inspired by the work of Vivian Gussin Paley children are encouraged to act out their stories during shared carpet times. Each story is valued and precious. On entry to Reception children will often require much support in recording their story ideas. Anna Ephgrave (2011) details the process of story scribing as follows:

1. Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing.

2. The children realise groups of letters make up a word and a group of words make sentences. The children then begin to write the initial sound of a word or a CVC word and the adult continues to write the other parts of the story.

3. Next more phonetically correct words are written by child along with common words, such as ‘the’.

4. Gradually children take the pen more and more, until eventually they are writing complete phrases.

**Talk for writing – Shared writing time**

A fun and creative approach developed by author, Pie Corbett to teach writing. Talk for writing is split into 3 distinct learning parts. Starting with the ‘Imitate’ stage and the enjoyment of sharing stories. A pictorial story map is created, and the children learn to retell the story by heart using the story map, expression and actions for support. Next the children ‘Innovate’ the story, make it their own e.g. changing the character or the setting. Finally, the children re-write the story in the ‘Invention’ stage writing their own version independently.

**Handwriting**

Handwriting development in our EYFS includes a wide variety of activities planned to develop the fine motor skills required for the correct pencil grip. ‘Funky Finger’ activities may include threading, using tweezers, dough gym, spiders in jelly, cardboard weaving. The list is endless! From entering Reception, children are taught letter formation using the Little Wandle Letters and Sounds Revised letter formation phrase and pronunciation phrase for each grapheme.

**To develop Writing at Casterton Primary Academy in KS1 and KS2 we follow these non-negotiables:**

¨ All teachers follow the National Curriculum for Writing.

¨ Every English unit planned must include other writing opportunities and ensure that children are given daily opportunities to write across the curriculum.

¨ Teachers ensure that all of the GPAS skills identified in the 2014 National Curriculum are given coverage.

¨ Children are given daily opportunities to learn, practise and apply grammar and punctuation skills.

¨ Teacher to plan discrete spelling sessions in GPAS/Writing and set weekly spelling lists for children to practise and learn at home.

¨ All children, when developmentally appropriate, use a green pen to show corrections and, in Write and Shine, to self-correct and improve their own work.

¨ All children, when developmentally appropriate, are taught and expected to use cursive script following the **handwriting guidelines (Appendix 1).** For KS2, some children might need explicit handwriting lessons but for the majority this will be done discretely in other curriculum subjects.

¨ All classrooms ensure that there is a clear and accessible English working wall to support current learning.

**Agreed non-negotiables:**

All KS2 children complete their end of unit write in their Write & Shine book along with one piece of writing linked directly to a foundation subject being taught.

**What is Write & Shine in KS2?**

¨ A Write & Shine is an opportunity for children to apply their writing skills to a variety of text types. These independent writes are more relevant to children when linked to cross-curricular content.

¨ An end of unit write is an opportunity for children to apply the skills they have learnt during a unit in an independent piece of writing of the same text type as the taught unit. This enables the teacher to assess whether the children have embedded the language and sentence structures within taught unit.

**Planning for a Write & Shine**:

¨ All pupils from Year 2 Spring Term, have a lilac Write & Shine book that is separate from their English book.

¨ Teachers plan a unit of work allowing children to gather content, plan, refine, edit and then write up their final piece in their Write & Shine at the end of each English unit of work.

¨ One Write & Shine piece of work each half-term will be cross curricular and completed towards the end of the unit to ensure children are able to demonstrate their learning through their piece of writing.

**Marking Write & Shine**

¨ All pieces of Write & Shine will be marked using the ‘Margin Marking’ method. Contents may be highlighted to focus children to particular words or phrases..

¨ Both children and teacher will complete an evaluation criteria at the end of their writing which will be stuck at the end of a piece of work.

¨ Children will be provided with an appropriate and challenging next step in all pieces of Write & Shines.

## Training

At Casterton Primary Academy, we believe that well-trained staff with high levels of expertise are at the centre of successful teaching and learning. Staff are provided with high-quality training which addresses their own professional developmental needs, as well as that which addresses current school development priorities.

Training is delivered through weekly staff meetings, INSET days and twilights, as well as external provision where appropriate.

## Wider Partnership and links

We pride ourselves on the wider links we have with other services within our community. We recognise that these are established and maintained through effective, trusting and open relationships that are bound by confidentiality.

## Equal Opportunities

All policies at Casterton Primary Academy aim to have due regard to the need to:

* + Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equal Opportunities Act.
  + Advance equality of opportunity between people who share a protected characteristic and those who do not.
  + Foster good relations between people who share a protected characteristic and those who do not.

## Parental Involvement

Parents and carers are key stakeholders in the education of pupils and have a critical role to play in helping their child to reach their potential. We can support parents and carers in many ways to get involved in their child’s education.

Parents and carers are encouraged to attend all meetings and parent evenings. They are actively encouraged to discuss the needs of their child with the class teacher, who is available for meetings / informal discussion and who will involve the subject team leader at the next stage if and when appropriate.

## Pupil Participation

Pupils will be encouraged to participate in the decision- making processes including:-

* + setting learning targets
  + contributing to curriculum innovation and design
  + contributing to the assessment of their needs

All pupils need to be part of these processes, to know they are listened to and that their views are valued.

## British Values

At Casterton Primary Academy, we value the diversity of backgrounds of all pupils, families and the wider school community.

We uphold the following definition of British Values:

* Respect for democracy and support or participation in the democratic process
* Respect for the basis on which the law is made and applies in England
* Support for equality of opportunity for all
* Support and respect for the liberties of all within the law
* Respect for and tolerance of different faiths and religious and other beliefs

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world

## Assessment

Whole school assessment procedures are set out in the Assessment policy. Assessment throughout school is conducted formatively, summatively and

diagnostically to ensure a deep understanding of pupils’ individual learning and

developmental needs. Assessments are carried out times per year and updated on Target Tracker.

## Monitoring and Evaluation

It is the role of the post holder with responsibility for this policy to monitor its effectiveness and suitability. Any proposed changes need to be presented to the School’s Leadership Team before wider appropriate consultation is undertaken as directed by the Academy Principal. The final document must be presented to a representative from Pendle Education Trust for approval.

**Note:** *This policy must be read in conjunction with the guidance provided for Writing, Handwriting and the Marking & Feedback as set out in the Staff Handbook.*