

West Ashton Writing Policy

Introduction

To inspire learners and support the children 'to be the best that they can be' in writing, our intention is to enable children:

- to show high levels of achievement and exhibit very positive attitudes towards writing
- to coherently communicate their thoughts, ideas and experiences through the written word
- to develop into proficient writers who spell accurately
- to develop a legible, fluent and neat handwriting style, progressing to a cursive style
- to use a range of punctuation accurately and for effect in their writing
- to use correct grammatical terminology when composing and discussing their writing
- to write effectively for a range of purposes and audiences in all areas of the curriculum
- to be creative in their use of language as they are introduced to an ever-widening and rich vocabulary
- to be able to work collaboratively on shared pieces of work as well as individually.

At West Ashton, we aim to give our children a writing curriculum which enables them to become confident, creative and independent writers who are well able to articulate their own ideas. We are passionate about giving the children the very best opportunities to develop their basic skills in reading, writing, speaking and listening.

The ability to write fluently and confidently, for a range of audiences and purposes, is essential for effective communication in our society. We believe that our children should develop competence and skills in the two main strands of writing:

Transcription: accurate spelling and legible, neat handwriting; and

Composition: the way in which we coherently articulate and structure our ideas, both in speech as well as in writing.

With our strong emphasis on reading and communication, we aim to broaden our children's vocabulary to develop how they articulate in both spoken language and writing; by making writing clear, precise and interesting to the listener and reader.

Writing Aims and Objectives

All staff at West Ashton hold high expectations of themselves and the children they teach. We strive for excellence in English and by adopting a consistent and creative approach to our teaching, we aim for our learners to fulfil their potential and develop a genuine love for writing.

Impact measures

Class teachers track children's progress throughout the year and progress is formally recorded three times a year using the school's assessment procedures. The data is analysed by the teacher and Senior Leadership Team during Pupil Progress Meetings and this informs future planning. Children who are not on track are identified for intervention/target teaching. Moderation of teacher assessment is completed termly in order to ensure that judgements are accurate. At the end of EYFS teachers make judgements against the EYFS profile. At the end of KSI teachers use the Teacher Assessment Framework to inform Teacher assessment.

Our children will show good levels of attainment and progress in their writing. They will be confident and competent to communicate in the written form.

Implementation

Approaches to teaching and learning

Our teachers are incredibly skilled and demonstrate their own love of writing through high quality modelling and outstanding

teaching of English. To maintain excellent standards (in teaching and learning) the teachers and Teaching Assistants are kept well informed and up-to date with current Curriculum requirements and teaching pedagogy. We follow a creative and stimulating writing curriculum which makes links with EYFS curriculum (Appendix 1 includes the updated statutory 2021 Early Learning Goals for the FS2) and the 2014 National Curriculum. (Appendix 2 outlines National Curriculum programmes of study for writing). At all times our teachers strive to make writing meaningful and with a purpose. We enhance writing opportunities by providing stimulating starting points, real life experiences and out of school excursions. We make links to topics and other subject areas as much as possible in order to allow children to develop and value their writing across the Curriculum. We model and share our own writing in order to support children with their learning.

Strategies for writing

Through purposeful activities we aim for the children to become confident and critical writers of different genres. They will be taught the conventions of non-fiction writing as well as being helped to develop their creative skills in poetry and story writing. Through regular and exciting starting points they will build up stamina, confidence and enthusiasm for writing. Writing activities will be appropriately matched to individual abilities in the classroom with realistic targets identified and planned for. Throughout the school the children will be encouraged to develop as critical writers, in order to identify particular strengths in their own writing and that of others, whilst becoming aware of how it may be improved. All writing should be the child's best writing. The children will be encouraged to develop and use a range of writing skills, including ICT skills, drafting, application of effective spelling strategies, editing and re-drafting skills. They will be encouraged to present final, neat copies of their work which they have edited and up levelled. We will provide the opportunity for children to apply their written skills to all areas of the curriculum, and expect children to write at a sustained high level, matched to their potential and current writing level.

Spelling, Punctuation and Grammar

Our aim is to encourage our learners to fully understand the rich nature of our English language and begin to use it to its full effect through writing and speaking. We aim that through games, interactive activities and high quality teaching and learning, the children will command an exciting vocabulary, a vivid imagination and appropriate skills to enhance their writing, whatever the genre. Part of the daily teaching of writing will focus on the development of Grammar, Punctuation and Spelling skills as outlined in The 2014 National Curriculum and in The Letters and Sounds progression. These basic writing skills are developed on a regular basis, through a wide range of games and short written activities. In Years 2 and 6 the children will undertake Grammar, Spelling and Punctuation assessments at the end of the year. However, it is an expectation that from FS2, all children are taught specific Grammar terminology and application so that they develop competence and confidence from an early age. In Years 2, 3 4, 5 and 6 assessments will take place. From FS2 onwards, an emphasis has been placed on encouraging the children to build up an understanding of sentence structure, the accurate use of punctuation, the application of spelling rules and the identification of different word classes.

Handwriting and Spelling

Throughout all writing opportunities high quality handwriting and effective use of spelling strategies are promoted. See additional Handwriting and Spelling policies for further guidance.

Speaking and Listening

At West Ashton Primary School we firmly believe that the bedrock to becoming a successful writer is in being able to talk about your thoughts and ideas in a clear and confident manner, before committing them to paper. Through the development of dialogic talk we encourage children to listen to and respond thoughtfully to contributions of others, as well as becoming clear and fluent speakers themselves. Questioning is high on our agenda and we

encourage our learners to question and challenge in order to deepen their understanding of the World. We instil positive speaking and listening behaviours and expect our children and adults to respond thoughtfully and respectfully to others, whatever their role in school. We always encourage the children to talk through their ideas in full and extended sentences, using correct Standard English. From Foundation Stage the importance of storytelling, songs and rhymes is introduced and this continues throughout the school. We are confident that good oracy and storytelling skills will enhance the children's creative writing.

The 2014 NC for Speaking and Listening requires that:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication

Drama

Drama makes a unique and important contribution to our curriculum as it provides us with a means to widen the children's experiences and further their understanding of themselves and

their World. We believe that role play has a significant impact on writing attainment and we encourage it in all year groups. In FS2 and Key Stage 1 classrooms, role play areas encourage the children to explore their imagination and develop creativity. We recognise drama as a valuable tool for developing creativity, empathy, talking and writing and as a way to bring alive other areas of the curriculum. The children will have opportunity to perform in a range of activities and situations during their time at West Ashton and for a range of audiences.

Opportunities will include:

- role play
- hot seating
- paired and small group work
- class assemblies,
- Christmas performances
- workshops delivered by drama specialists and secondary school
- assemblies to parents and visitors
- opportunities to appreciate drama productions performed by others, including visiting companies.

Roles and responsibilities:

The subject leaders' role is to empower colleagues to teach writing to a high standard and support staff in the following ways:

- by keeping up-to-date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals);
- having a knowledge of the quality of writing provision across the schools within the trust and using this to provide a coaching and mentoring role
- identifying and acting on development needs of staff members
- monitoring expectations, provision and attainment across the schools and providing feedback to develop practice further in order to raise standards

Time for discussion of the subject strengths and areas for development, and for reporting these to the governing body is given yearly on Teacher Development Days.

This policy has been developed through consultation with staff, subject leaders, head teacher and governing body.

Resources:

The school library and classroom book areas provide a stimulating environment which encourages all children to develop their reading skills and promotes reading for pleasure and awareness of the written word. Resources for writing are linked to stimuli such as educational visits, visitors to school and artefacts. Additional resources are provided by Wiltshire Library School Services. TAs lead a range of intervention groups to accelerate the progress of vulnerable learners and those disadvantaged learners. They offer challenge to more able children and offer support to those who may need to overcome barriers to their learning.

Homework/parent partnership:

Parents are informed on how they can help child at home by attending parent information workshops. Parents are kept informed of topics that are being covered through curriculum newsletters. During Parents Consultation Evenings curricular targets are shared and a written report is completed annually in the summer term. Homework in Early Years and Key Stage 1 may include aspects of writing.

SEN/EAL

Some children will continue to need additional support beyond differentiated classroom activities. TAs may lead additional multi-sensory writing activities involving small groups or with individuals. Class teachers will liaise with the SENCO when considering the specific needs of some children. The SENCO will perform any additional assessments in order to identify specific

weaknesses. Where necessary, individual SMART targets relating to spelling, speaking and listening, punctuation and language is use in order to help these children progress further.

When children have English as an additional language support will be given from EMAS and the SENCO. The Speech and Language team may also offer support to individuals with specific communication needs.

Monitoring and review:

Senior Leaders and the Head Teacher are primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leader. The quality of teaching and learning is monitored as part of the appraisal process through lesson observations, including book scrutinies, and through the progress and attainment overviews. The work of the subject leaders will be reviewed by the headteacher as part of the performance management arrangements. The writing subject leader will also provide an annual summary report to the Headteacher which evaluates the strengths and weaknesses in writing and indicates areas for further improvement, which forms the basis of subsequent action plans intended to raise standards.

Monitoring and Evaluation

The monitoring and evaluation of the achievements made in this area of the curriculum is carried out by the Head teacher, SLT, subject leader and uses a range of strategies to assess the qualities of achievements. The class teachers, however, have a key role in monitoring and evaluating the teaching and learning taking place in their class. The subject leader will regularly review the writing action plan and will work with the SLT to evaluate any relevant areas of the School development plan when appropriate. The periodic reports of SIAMS and Ofsted will give independent views on the standards achieved within this subject area.

Equal Opportunities

All children will have an equal opportunity to work within this policy area. Account will be taken of specific needs, vulnerable or disadvantaged groups of learners and where appropriate, support will be accessed.

Curriculum Links

This policy is supported by the range of whole school policies, including assessment, SEN, Handwriting, Spelling and presentation policies.

Assessment

Assessments are carried out through teacher set tasks, focused observations, questioning of the children, review of the children's work and subject leader interviews with a sample of children from FS2 to Year 6. Regular monitoring and work scrutiny will take place by teachers and SLT and tracking documents are regularly updated and used to inform planning. In FS2 the children are assessed against the Development Matters document and EYFS statutory framework on entry and throughout the year. In Key stage 1 and Key Stage 2 ongoing independent writing will be assessed against the National Curriculum requirements. This assessment will inform both teachers and children of progress made and help develop future targets. Teachers will feed back to the children through regular written or verbal comments and ongoing targets will be given to ensure progress maintained. Opportunities for the children to improve and respond to marking will be given through the week. In Key Stage 2 this may be seen through the use of a polishing pen.

In Year 2 and Year 6 the children will take part in End of Key Stage assessments. The results of which will be published and shared with parents. Parents will also be updated on pupil progress at parents' evenings and through the annual reports.

Approval and review date:

Other documents and appendices:

Appendix 1: ELG for writing, communication and language, reading and comprehension (statutory from Sept 2021)

Communication and Language

1. Listening, Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;*
- Make comments about what they have heard and ask questions to clarify their understanding;*
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*

2. Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;*
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;*
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.*

Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate - where appropriate - key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Being Imaginative and Expressive ELG

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

*Appendix 2: Writing Skills Progression Map EYFS & KSI
(Attached)*

Appendix 3 : National curriculum Statutory Requirements

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>