

Writing Policy



Mansbridge Primary School

Approved by	Governing Body
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Intent

At Mansbridge Primary School, we believe that developing strong English skills is an essential component in preparing pupils for their future life. Our aim is to deliver a broad and balanced English programme which ensures that all children in our school are able to communicate their ideas effectively in speech and in writing.

We aim to develop the following in all children:

- a secure command of written and spoken English;
- a strong awareness of audience and the ability to adapt their language and style for different purposes;
- an interest in words and their meanings;
- a good understanding of grammar and punctuation and how to apply these skills in their own writing;
- a fluent handwriting style;
- the powers of imagination and creativity.

To achieve this, we will:

- provide a language rich environment;
- promote a love of books which will inspire writing;
- teach the basic skills of writing – spelling, handwriting, grammar and punctuation – so that children can then focus on content and creativity in their writing;
- promote confidence in children to express their views and opinions both orally and in writing;
- identify pupils who require additional support and intervene at an early stage.

Implementation

Foundations for Writing

The process of learning to write begins in the Early Years Foundation Stage before children are physically able to write. Teachers in the EYFS provide a rich play-based learning environment where children represent their thoughts and feelings in different ways. Adults model drawing and writing to develop understanding of the difference between the two. As children begin to understand that 'marks' can have meaning, they become more purposeful in their own 'mark making'. These marks will communicate their ideas, express their feelings

and develop their imagination and creativity. Interactions with adults help to understand the child's mark making. Over time, supported by quality phonics teaching, children develop their awareness of the sound to symbol relationship which in turn progresses into writing separate words. Adults in Early Years underpin this process, from initial mark making to writing words and sentences, with high quality talk.

Writing Overview

At Mansbridge Primary, the teaching of writing is underpinned by high quality texts. Children are inspired by high quality texts which engage them whilst also exposing them to the vocabulary, language structures and author intentions they need to secure in order to develop their own skills as a writer. Each year group produces a yearly overview of the core texts they study and of the writing outcomes to be completed. In each year group, children write in a wide range of genres, and for different audiences and purposes, developing their independence and creativity.

Each unit of writing follows a process:

ENGAGE

PLAN

DRAFT

IMPROVE

CELEBRATE

Engage:

The engage stage uses and further develops the skills taught in reading lessons. As a text is read and explored over a series of lessons, the children's understanding of the text is deepened. Teachers lead quality discussion around the text and links are made to skills developed in reading lessons. Key vocabulary is a focus so that, with repeated exposure, children can use it independently in their own writing.

Children will develop their knowledge and understanding of the text type so that they understand audience and purpose of the writing outcome.

The engage stage includes, over a series of lessons, explicit teaching of the sentence structures and grammar to be included in the writing outcome. Taught grammar lessons ensure that pupils cover the requirements of the National Curriculum within the context of the writing that they are producing and strengthen their understanding of how to choose and use the skills appropriate to the audience and purpose.

Plan:

Once children have developed a secure understanding of the context, audience and purpose, they plan their writing. The plan includes detail about the content of the writing as well as examples of the vocabulary and grammatical skills the child will include. At the start of this stage, teachers will model the planning process, articulating the thought processes they are going through to produce their plan. Scaffolds, which will vary according to the needs of the child, may then be provided to support children in their planning. As children become more confident and competent writers, they are encouraged to develop their own planning formats and the use of scaffolds decreases.

Draft:

Explicit demonstration and modelling by the teacher as a writer is important. Teachers model write each day during the draft stage, sharing the thought processes they are going through as they write. The children are involved in this process, for example advising on vocabulary choices and sentence structures. Thus, when writing their own story, children will have seen, and participated in, the mental process of turning a plan into a story. Pupils write their own text, possibly over a number of days. Younger children in particular will orally rehearse each sentence before they write it down. This process is also beneficial to older children who are developing their ability to write clear, coherent sentences. Feedback to individual children during the drafting stage is an important element in the writing process.

Improve:

Once the draft has been completed, children read through their writing with a peer. They have the opportunity to discuss and record their own thoughts, and their peer's thoughts, on the successes and development areas of the piece.

Children are then given the opportunity to edit their writing. This is informed by children's own thoughts, their peer's thoughts, and the feedback from the teacher. The teacher models how to edit a piece of writing, for example by using an example of a child's work to illustrate the aspects of the writing that would be most effectively changed through editing. This is another opportunity for the teacher to model effective writing, articulating and explaining changes as they do so.

Children may edit in a variety of ways, using a green pen:

Individual words: cross out with a green pen and write the edit above the word

Sentences: cross out the sentence using a green pen and write the new sentence on the right-hand page

Paragraph: rewrite the entire paragraph on the right-hand page

Proof-reading, the correcting of spelling and punctuation errors, is a key part of the editing process.

Celebrate:

At the end of each unit, children have the opportunity to rewrite their piece, incorporating revisions they have made during the editing process. With editing and improvement, the children produce their final 'celebrate' piece, written on yellow paper. The 'celebrate' piece represents the final outcome of the writing unit.

Handwriting

Handwriting is taught using the Penpals for Handwriting scheme. Children follow a progressive scheme from Year R through to Year 6, which teaches them to use a fluent, flexible and legible handwriting style, empowering them to write with creativity and confidence. In their own writing, adults model the handwriting that is expected of children. Displays in class and around the school are also used to model the Penpals handwriting style.

Spellings

Spellings are taught following the Read Write Inc spelling scheme, in accordance with the requirements of the National Curriculum. When teaching spellings, teachers develop children's understanding of the related morphology (eg root words, prefixes and suffixes) and etymology (word origins). Weekly spellings, correlating with spelling lessons, are set and during the week children practise their spellings both in school and at home.

Assessment

Assessment for learning strategies are used on a daily basis. These highlight any areas of strength or weakness which can then be addressed in teachers' planning. Teachers undertake termly assessment of all children's writing, using the independent work produced during lessons. Staff complete joint termly writing moderation, during which a sample of children's work from all year groups is assessed and moderated. This ensures that judgements are accurate. As a school, we also take part in Aspire Trust writing moderation meetings, which provide the opportunity to moderate alongside staff from other schools.

Data is analysed to ensure that all pupils are making at least expected progress. These results are monitored by the English leader and SLT and reported to Governors. Pupils who are not on track are identified for intervention. At the end of KS1 and KS2, teachers use the Teacher Assessment Framework to report Teacher assessment.

Special Educational Needs Disability (SEND) / Pupil Premium

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that, when possible, these needs can be met within the class organisation

through the use scaffolding and support from class Learning Support Assistants. Writing targets may form part of a child's Learning Journey (see SEND policy for further information).

Impact

We believe that English skills are vital to the development of children so they are prepared for their future life. Therefore, the impact of our English curriculum goes beyond the result of statutory assessments. Children will make good progress from their own personal starting points. By the end of Year six, they will be able to write clearly and accurately and adapt their language and style for a range of contexts, purposes and audiences. Our children will have acquired a wide vocabulary and have a strong command of the written word. Most importantly, they will have developed a love of writing and be well-equipped for the future.