

Marsh Green Primary School



Writing Policy

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Achieve Believe Celebrate

Our writing curriculum is designed to provide all children with the opportunities that will enable them to become enthusiastic, resilient, confident, and successful, independent writers. We aim to remove barriers to writing by planning for individual needs using proactive, meaningful assessments. A thematic approach using high quality texts will provide children with a range of engaging hooks to capture their imagination and broaden their horizons. Children will develop their own opinions of writing styles through daily oral rehearsals in a language rich environment. They will develop resilience and perseverance as they work both independently and by connecting with others to consistently plan, assess, adapt, and innovate their writing.

Aims











- Use of high-quality texts makes strong links between the reader and writer and supports children in organising and structuring a variety of texts, whilst developing their imagination and critical awareness. This will help to assist the children in becoming independent writers.
- Revisiting grammar and techniques from previous year groups allows children to retain knowledge, and and this is evident in their writing
- Enable the children to communicate in writing clearly, confidently, and appropriately, demonstrating an awareness of a variety of purposes and audiences.
- Create opportunities for writing for a clear purpose across all areas of the curriculum to make it relevant and meaningful and allow opportunities for application of skills.
- Ensure that teaching and learning of writing is consistent across school, to aid children's progress.
- Encourage children to present their writing to a high standard, at each of the stages of the writing process: planning, drafting, editing and re-drafting.

Organisation

The teaching of writing is the responsibility of all teachers in all key stages. Their role is:

- To ensure that children's development in writing is progressive and allows children time to practise and apply skills throughout a scheme of lessons (Reading and Writing Journey).
- To consistently model the writing process and the thought processes that are needed to edit and improve work successfully within each unit of work, across a range of genres.
- To model phonics strategies throughout all lessons to embed skills, secure knowledge of phonics and make clear connections between phonics lessons, spellings and the writing process.
- To ensure that a child's writing is regularly assessed and recorded.
- To ensure that each child has a writing target and that this is regularly reviewed.
- To provide opportunities for children to work with peers in partner and group tasks so they develop secure cooperation skills and learn to evaluate their own and other's work in a positive manner.
- To ensure that classroom activities are differentiated to suit the needs of the children in the class.

- To provide a print rich environment with links to phonetic spelling of words to support spelling and phonetic knowledge (Sounds Write phonics programme).
- To provide opportunities for the children to discuss their work with a range of different

Reading and Writing Journey				
	<ul style="list-style-type: none"> • Quality text from school reading spine • Expression, tone intonation modelled • Choral, echo reading 	<ul style="list-style-type: none"> • VIPERS skills to build knowledge of text • Explore, question, compare, discussion, modelled thought processes, independent tasks 	<ul style="list-style-type: none"> • Explore grammar related to writing task • Discuss style, themes authorial intent, composition and effect • Modelled thought processes 	<ul style="list-style-type: none"> • Stimulus-purpose for writing • Modelled write, success criteria • Visuals, WAGOLL, story mountain, story map, hash tags
				
<ul style="list-style-type: none"> • Modelled write and thought processes • Shared write • Plan, sentence stems, word mats, visuals, guided write groups 	<ul style="list-style-type: none"> • Orally rehearse • Read to/with peers • Written and verbal feedback from teacher 	<ul style="list-style-type: none"> • Modelled edit and thought processes • Small steps • Clear success criteria • Self-assessment in purple pen 	<ul style="list-style-type: none"> • Final draft if needed • Proof reading and self-assessment ongoing 	<ul style="list-style-type: none"> • Writing for a purpose • Link to quality text-tone, formality • Build confidence • Share achievements

people, i.e. class teacher, peers, other adults etc.

Special Educational Needs: Children who are identified as having special educational needs will be carefully planned for with individual programmes to suit the need of the child. These programmes will be drawn up by a combination of the class teacher and the SENCO and may include Sounds Write sessions to support phonics or fine motor skills activities to develop muscles needed for handwriting. We aim to ensure that children who have a particular writing aptitude are challenged and given the opportunity to excel. This may be through additional targeted support and or focus group additional lessons along with differentiation in class.

Assessment and Recording

Teacher assessment is a consistent element of assessment and recording. Objectives Trackers linked to high-quality texts assigned to each year group, are completed for each child throughout every half term. Writing assessments are carried out at the end of a unit of work to monitor progress and inform further planning.

Whole school writing moderation takes place each term, ensuring that high expectations are shared and consistent across school. Exemplification materials are used for each year group and outcomes inform further planning.

The children all have individual targets for writing, which are discussed with them, reviewed and updated regularly. Target sheets in children's books are updated each half term following an assessed piece of writing.

Monitoring and Review

A key aspect of the subject leader's role is to monitor, evaluate and review the teaching and learning of writing throughout the school. This is achieved in a variety of ways including reviewing planning, scrutinising work, discussions with staff and pupils, observing in lessons, providing appropriate and high-quality resources. Termly whole-school moderations allow staff to share practise and monitor progression within and across all year groups. Data from all year groups is presented to the Headteacher and Senior Leadership team each term.

This policy reflects the requirements of the National Curriculum programmes of study to provide a broad and balanced curriculum. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

The governing board will monitor the effectiveness of this policy and the headteacher will ensure that all required elements of the curriculum, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. Provision is in place for pupils with different abilities and needs, including children with SEN. It is the responsibility of teaching staff to ensure that the school curriculum is implemented in accordance with this policy.