



Approved by Governors	June 22
Review Date	June 24
Cycle	Biennial

Writing Policy

What are our aims?

By the time our pupils leave Rushton CE First School we aim for them to have become confident, fluent and accurate writers. We want them to be able to write for a variety of purposes and audiences whilst developing their own individual flair. We want them to be able to write with a high level of grammatical accuracy and apply spelling patterns correctly. We aim for them to enjoy writing for pleasure and for them to consistently apply their English skills to all areas of the curriculum.

Children should:

- Know how well they are achieving in writing and what they can do to improve
- Develop the skills to become fluent, accurate writers
- be challenged to allow them to develop to their highest writing potential
- Access high quality resources
- Experience a variety of creative teaching methods and approaches to develop their writing skills and grammatical accuracy
- Be supported by a proactive partnership between home and school

How do we teach writing?

Early Years Foundation Stage

In the Early Years, children will begin to develop essential pre-writing skills by focusing on developing their gross and fine motor skills. The children do this by engaging in activities such as reading books, using mark making tools, handling malleable materials such as play dough with control and making snips with scissors.

Once these skills are in place, the children then move onto mark making for a purpose and giving meaning to their marks as they draw, write and paint. This is taught by encouraging children to use different media such as chalk, paint, fingers, water and sand as well as pens and pencils for writing.

Once children have mastered holding a pencil correctly, the focus then moves to forming recognisable letters and children are taught explicit formation to support this. Children in reception will practice writing daily in phonics lessons and at other planned opportunities during the week. When needed, children may also take letter formation sheets home to practice.

The children also participate in daily 'Dough Disco' and 'Squiggle While You Wiggle' sessions to support their physical development. 'Dough Disco' uses playdough to strengthen the children's

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hands and 'Squiggle While You Wiggle' uses dance to practice large body movements and support the children when forming letters.

Through phonics, the children learn to spell for writing by segmenting words and by learning both high frequency and tricky words. Once children can spell and write words, they then move onto writing captions and then short sentences. The children are encouraged to spell using their phonics knowledge and write in a way which matches their spoken sounds.

In continuous provision, both indoor and outdoor, the children are given opportunities to mark-make and write for a purpose. These opportunities are provided in lots of different ways and through many different resources. Some examples of the resources we use are:

- Chalking outside on large boards or on the floor
- painting using buckets of water and paintbrushes
- easels and paint brushes
- whiteboards and whiteboard pens
- Interactive whiteboard programs such as flipchart and paint
- Writing toolboxes with sound mats, paper, and pencils
- Writing in messy materials, such as, paint, gloop, foam.

Parents Support- How to Support your child in writing in Reception

Before children begin to write it is important that they build up the strength to hold a pencil correctly; activities such as threading, manipulating dough, weaving and any other activities that involve fine motor control can help with this.

Once children are holding pencils, they then need to have experience in making marks and drawing and giving meaning to their marks. This is drawing pictures or shapes and being able to explain what their picture or marks are e.g. I have drawn a cat.

Parents can support children by asking them to help with day-to-day writing tasks such as writing shopping lists, recipes, and birthday cards. Parents can also engage with any writing practice that is sent home for homework.

Key Stage 1 and Key Stage 2

All pupils within KS1 and KS2 are taught writing in line with the requirements of the English national curriculum.

Each half-term, a high-quality text is chosen which teachers use to model effective writing skills and to demonstrate good practice. If possible, a text is chosen to fit in with the termly topic although the quality of the text takes precedence.

Planning and teaching are strongly linked to grammar and punctuation. Short 'grammar journeys' are planned and taught to enable the children to master specific grammatical concepts. Incidental writes and longer pieces of writing then provide opportunities for children to apply and demonstrate their understanding of these grammatical concepts.

Assessment for learning then informs future planning. The use of checklists to self-assess their work and the work of their peers is encouraged so they can evaluate their written work effectively. Time is given for children to edit and revise their work when appropriate.

Ambitious vocabulary is carefully identified in texts and robustly taught through guided reading. Children are then expected to apply it in their own writing to generate interest and excitement for their reader.

Spelling

In Key Stage One and Key Stage Two, the teaching of key words and spelling rules, are taught following the guidance in the National Curriculum (2014) see appendix 1. Class teachers focus on teaching graphemes and spelling rules progressively at age appropriate levels. Games, activity sheets, Spelling Frame and the use of magnetic letters are some of the resources used during lessons.

Discrete spelling lessons are regularly taught in each class. In addition to this, children are given spellings each week to learn at home. These spellings are then tested in school and the results are fed back to the children.

Children who are working below their ARE (Age Related Expectation) may be provided with an individual spelling diary. This intervention is delivered daily at school and is expected to be practised daily at home. For children identified to have dyslexic tendencies, a range of other interventions such as Dyslexia Gold, Toe-by-Toe or Launch the Lifeboat may be used.

Handwriting

Children in Reception are taught letter formation in a variety of media – sand, paint, pencil, chalk etc. Children in Key Stage One practise letter formation during phonics and spelling sessions. In Key Stage Two, children are expected to use joined handwriting and this is practised at the same time as practising spelling patterns.

Children who need extra support to develop their fine motor skills may follow an individual learning programme such as Pindora's Box, Write from the Start or Funky Fingers in order to accelerate their progress. Older children use a programme called 'Speed up' to help them to write quicker and in a neater script.

Assessment, recording and reporting

The assessment of children's writing skills is ongoing and teachers are constantly gathering evidence to ensure that children are working at ARE (Age Related Expectations). At three assessment points during the school year, teachers use the LEP (Leek Education Partnership) assessment tool to highlight objectives achieved. This is then used to determine whereabouts the children are working in relation to ARE. This data is then entered onto Arbor (the school's internal assessment resource).

Class Teachers analyse the data and use it to inform future planning. The Headteacher and subject leader for Writing, track the pupil data and highlight groups of learners who may be falling behind ARE. They work with the class teacher to ensure that actions or interventions are put in place to help pupils to close the gap.

Parents are offered a consultation in the Autumn and Spring terms with their child's teacher to discuss attainment, progress and any concerns that school may have. At the end of the school year, a full written report is sent to parents communicating whether their child is working at, or below, ARE in writing.

Internal baseline assessments are used in the first six weeks of the Autumn term for pupils in Reception and they are assessed against the Early Learning Goals at the end of the year.

Pupils in Year 2 are teacher assessed in writing against KPI (Key performance Indicators). Teacher assessment is used to assess end of year levels in writing for pupils in years 3 and 4. At the end of the school year, Y4 data for writing is passed on to the child's next school.

Special Educational Needs

Teachers ensure that all pupils make progress and gain positively from lessons. Lessons are planned so that all pupils can be included with differentiated tasks to suit pupils' varying abilities and needs. Pupils who are very able will be challenged with extended activities. Pupils with additional needs will be assessed by the school SENCO who will support staff in implementing appropriate interventions where necessary. Interventions will be detailed on pupils' IPP (Individual Pupil Provision) plans or Pupil Passports. These will be shared with pupils and parents.

Equal Opportunities

We aim to choose a balance of literature that will appeal to boys and girls so that all pupils will have equal access to the writing curriculum. We work hard to help all pupils to develop a positive image of writing.

Parental involvement

Encouraging parents to take an active part in their child's education is probably one of the most important ways of improving learning. We involve parents by asking them to support their child with writing-related tasks set for homework. Tasks may include completing grammar-based activities, learning spellings or talking through a child's story plan in preparation for writing in school.

Marking

Each piece of work is acknowledged by the teacher to show we value the child's effort. Some pieces are marked in detail to help the child know its strengths and what they need to do to improve their work, (Marking and Feedback Policy). Work is marked towards a learning intention or the success criteria for the lesson. Teachers are asked to give time at the start of a lesson, or at some point during the following days, for children to review the marking and, where appropriate, add their own comments and acknowledgements. Teachers are required to monitor their marking over time to ensure that the comments are influencing the outcomes of the children's work.

Monitoring

The teaching of writing will be monitored and evaluated by the subject leader and reported to the Headteacher. The whole school monitoring cycle will include English as a key subject for evaluating and key priorities or areas of improvement will become an action in the school development plan. The subject leader will meet with the link Governor for English for monitoring purposes.

Rushton is a dyslexia friendly school

As a dyslexia friendly school, we will provide quality teaching, differentiated as needed. We will identify and respond to unexpected difficulties, actively working to include all pupils so they can achieve in all areas of learning.

We feel that more children are successful when taught using dyslexia friendly teaching methods. By teaching in this way, we aim to make our teaching and learning fully accessible to all children. We will try to discover how the child learns best and use a variety of multi-sensory activities including practical activities and ICT, using eyes, ears, speech and fingers, to stimulate learning. We will provide additional resources such as coloured paper or spelling mats for individual children who will benefit them. We aim to enable children to use their strengths for learning while developing the areas they find more difficult.

Appendix 1 -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf