

Willerby Carr Lane Primary School



WRITING POLICY

Introduction

The ability to communicate is vital in our quest to know about and investigate the world around us. The school builds upon the early foundations laid in the home and it is vital that parents and teachers work together to support, inspire and encourage pupils in their language development by acting as continuous role models and 'safe' sounding-boards.

It is our belief that children learn best when they are being interactive. We firmly believe that children learn best in the Literacy lesson when they are involved in purposeful talk, games, reading and writing activities.

Aims and Objectives

- To enable pupils to become proficient and confident users of the English language.
- To engage pupils in active learning by using a range of teaching strategies
- To develop confident writers able to produce a range of styles suited to audience and purpose
- To enable pupils to develop a fluent, legible joined handwriting script with appropriate and consistent letter formation and spacing.
- To enable pupils to spell an ever-widening vocabulary by encouraging them to use a range of strategies for spelling
- To provide quality resources and learning opportunities

Organisation

Daily Literacy lessons last for between 45 minutes and one hour, with an extended piece of writing planned for every other week.

Cross-curricular Links

We believe that work in Literacy should link as much as possible to other areas of the curriculum to give writing real purpose. Links to visits and visitors are also made and utilised in Literacy as much as possible. Links are identified in the medium and short term plans.

Teaching and Learning Strategies

First and foremost, Assessment for Learning principles should be applied for all good quality teaching of writing.



Key principles of Assessment for Learning

- Pupils know what they are learning, what they have achieved and how they can improve
- Pupils take more responsibility for their own learning
- Pupils are provided with regular opportunities to reflect and talk about their learning
- Learning objectives and success criteria are shared with pupils
- The classroom environment promotes confidence that every child can succeed
- Pupils are involved in self assessment

Planning and Ongoing Assessment

Lessons are planned on a weekly basis, or within a block, within the year group. Teachers plan the main parts of the lesson together but work set for the children in each class will vary depending on their needs. Regular mental literacy slots are planned in over the week to reinforce previous learning and address common errors.

- Teacher's plans should be clear about learning outcomes
- Teacher's plans should be bespoke to the needs of the pupils in their class
- Teachers should use a range of assessment strategies including speaking and listening activities
- Feedback should be used to help pupils with their next steps; teacher to child, child to teacher and child to child
- Assessment should lead to refinements in planning

Records of assessments are kept in the teachers file or mark book or on planning. Longer pieces of unaided written work are marked using a combination of the 'Criterion Scale', APP grids and SAT's mark schemes, with marks being transferred to APP target cards.

Children are assessed four times a year. Year 2 and Year 6 children complete past SAT's papers.

From the summer term in FS children complete a piece of written work which is assessed. This work is kept in a book for each child along with the assessment sheet. This book goes through the school with the child. The subject leader tracks the results of each child's writing performance.

All children in Year 1 and 2 are tested on the spelling of key words each term.

Early Years Foundation Stage writing is assessed using Development Matters guidance during the course of the year, and against the criteria for the Early Learning Goals as part of the end of year Profile Process.

Sharing Learning Objectives and Success Criteria

- Learning Objective's are explicitly shared with the children using WALT at the beginning of lessons.
- Success criteria, WILF, are also written up and shared at the outset of lessons.
- Success criteria provide a focal point for plenaries and feedback.
- Success criteria encourage children to take more responsibility for their learning
- They allow children to evaluate their own and other's work and progress

Quality Marking

- Marking is linked clearly to the LO (WALT) and success criteria (WILF)
- Each piece of work should be marked promptly and returned to the pupils.



- It should recognise the achievements and indicate the next steps in learning
- It should allow for RESPONSE time ('green pen' by children)

Marking Symbols

An agreed set of marking symbols is clearly displayed in each classroom. These should be used in marking so that pupils are able to go back and improve their work where necessary. In KS1 a stamp on the work shows whether work was assisted by the teacher or TA.

Expectations

Teachers have high expectations about handwriting and presentation of work. Where a piece of work is judged to be unsatisfactory the pupil will be expected to redo all or part of it. Pupils who have difficulty with handwriting will receive extra practice with the TA and extra homework. Teachers and support staff must model neat handwriting. (See handwriting policy)

Books

The following books are used in Literacy:

EYFS G&T

Literacy Book – for all Literacy work including phonics, punctuation and creative writing

Y1

Literacy Book – for all Literacy work including phonics, punctuation and creative writing
Handwriting Book
Spelling Book

Y2- Y6

Creative Writing Book – extended pieces of writing and Big Writing
Literacy Book – grammar, punctuation and spelling exercises
Handwriting Book
Spelling Book

All year groups have an assessed writing book which is passed from class to class. An assessed piece is completed each half term and levelled. (Y2 and Y6 SAT marking)

Teaching of Writing

For children to be good writers they need to be immersed in good quality reading and writing. Through our reading initiative teachers should read regularly to children, promoting authors and discussing texts. By discussing language used and highlighting good ideas children will begin to 'magpie' words and phrases and incorporate them into their own work.

Teachers need to model good writing by thinking aloud and modelling the thought processes. Teachers should demonstrate drafting and improving writing. Children should be involved in this process.

Pupils need to write regularly and for different purposes in order to become fluent writers. They need to have the opportunity to practise and verbalise their ideas before writing.

In Foundation Stage pupils begin with mark making and emergent writing. These early stages of writing are carefully planned for across all areas of the FS curriculum both inside and outside the classroom. More formal writing skills are taught during the phonics lesson. (See policy)



Punctuation and Grammar

Punctuation and Grammar skills need to be taught and practised so that they can then be applied in written work. The school has a progression of skills document which has been updated and inline with the new 2014 English programmes of study. Punctuation skills should be taught in line with the expectations for the year group. This work will need differentiating for those pupils not working at the expected levels and for those working beyond.

ICT

The children have access to the computers in the classrooms, laptops, I-pads and the ICT suite. ICT links to Literacy are made as much as possible. Pupils are given opportunities to use ICT to present writing. Literacy work is extended and enhanced using the I-pads, for example recording written scenes; animations; ebooks . Teachers use Interactive Whiteboards and I-pads to support their Literacy teaching where appropriate.

Monitoring and review

The planning, teaching, marking, assessment and differentiation are monitored by the subject leader and headteacher with a different focus being taken each term. This is done by lesson observations, book scrutinies, looking at planning and talking to the children. The subject leader tracks pupil progress in reading and writing using assessments each half term. Teachers evaluate their own class progress and set targets for those children underachieving. Feedback is given to individual teachers and to the team as a whole. Issues are highlighted and addressed. A review of any monitoring is also presented to the governors.

Target Setting

Pupils have individual target cards in their books which link to the APP level. These are reviewed and amended regularly after an assessed piece of writing. Children are reminded of their targets on a regular basis.

Parental links and homework

Children are given spellings to learn at home each week. Written homework is provided for year groups 1-6 on a weekly basis and reinforces work done in school. (See homework policy)

Inclusion

Work is differentiated at each level so that all children are able to access the curriculum. Learning support assistants work closely with children with SEN to support them in their work.

Resources

There are a range of Literacy resources and big books in school including Jolly Grammar and Grammar for Writing. These are stored in year groups as appropriate to their needs. Staff handbooks and guides are located in the Resources room. Teachers use a range of appropriate websites and Smartboard resources.

