

## Fallings Park Primary School- Writing Policy Reviewed September 2020

### **Intent**

At Fallings Park, we believe that it is crucial for our pupils to be taught to write enthusiastically and to develop positive attitudes to writing. We develop our pupils understanding that writing is an essential, yet enjoyable lifelong skill that is necessary to communicate effectively. We ensure that our pupils are taught to use a range of writing skills which allow them to consider themselves as motivated and confident 'Writers' who have sufficient control over the mechanics of writing, to allow for skillful development of the entire writing process; planning, drafting and editing. We teach pupils to transfer these skills across the wider curriculum, with an increased level of independence, fluency and stamina and to use first hand experiences and quality texts from their reading to inform their writing.

### **Pupils should have the opportunity to meet high quality outcomes through:**

- Experiencing of a variety of high quality reading materials and writing styles.
- Opportunities to write for real reasons, for different purposes and for a range of audiences, linked to an overarching topic.
- Opportunities to write following first hand experiences.
- Opportunities to exercise choice over the process, content, method, presentation and intended audience.
- Quality modelling of the conventions of written Standard English.
- Opportunities to discover the links between the skills of writing, reading, speaking and listening, drama and role play.
- Access to dictionaries, thesauruses, common word books, spell checkers, wall displays and prompts allowing the developing writer to concentrate on content.
- Continual monitoring to match appropriate tasks to the individual through differentiation with the use of continuous assessment as a tool for deciding suitable teaching strategies as a way to develop and sustain progress.
- Use of a structured teaching and learning approach based on a 2 weekly cycle. (See Appendix 1)
- Experiences of all genres of writing

### **Implementation**

#### Writing in Tiny Trees and Nursery includes:

- Developing mark making and emergent writing opportunities

Writing in Reception consists of: (See appendix 2)

- Working in class based literacy groups to support letter formation and writing skills
- Timetabled weekly fine motor sessions to develop pencil control (Dough Disco)
- Timetabled weekly shared writing sessions in Reception
- Pupils with particular additional needs are supported within classes and are given intervention time outside the classroom to work on individual targets set out in their IEPs

Spelling:

- Pupils are encouraged to make phonetically plausible attempts when writing regular common words, in line with their Floppy Phonics Stage of learning.
- Common exception word spellings are taught in line with Floppy Phonic Stage of Learning.

Handwriting:

- Nelson Handwriting Scheme is used as a basis for our teaching, progression and assessment. (See Appendix 3)

Assessment:

- Ongoing formative assessment against Exat, recorded digitally
- Summer Term judgments made against Exat and used to support movement into Key Stage 1
- Regular oral feedback, which will set targets for the pupil's next piece of work.
- Annual cross school Moderation of pupil work.

Display:

All Early Years classrooms include:

- High quality examples of pupil written work from across the curriculum
- The alphabet/ letter formation guide using appropriate font (Nelson Pre Cursive)
- Pupils writing used for a purpose such as written labels and signs

Writing in Key Stage 1 and 2 includes:

- Shared and supported writing within the English skills lessons in mixed ability classes
- A structured sequence of skills based lessons leading to an extended piece of writing (See Appendix 1)
- Planned opportunities for writing in other areas of the curriculum
- Pupils with particular additional needs are supported within classes and are given intervention time outside the classroom to work on individual targets set out in their IEPs

Homework:

- Planned to practice, build upon and consolidate skills taught in class
- Set every Friday
- Includes learning of spelling lists, researching answers to questions posed in class, practicing spelling, punctuation and grammar skills

Spelling:

We feel it is important:

- To teach spelling systematically throughout the school.
- To teach Phonological Awareness, Word Recognition, Graphic knowledge and Spelling knowledge.
- To encourage children to develop and learn a personal bank of commonly used words, as indicated in the National Curriculum for English.
- To equip children with a wide range of spelling strategies to enable them to be confident, competent and independent spellers.
- To make children aware of the Writing Process so that they can write fluently, confidently and independently, concentrating on Spelling when and where it is appropriate.
- Teach 1 x 30 minute discrete Spelling Lesson each week in KS1 and 2, which includes a test of learnt words.
- Appendix 5 gives detail of teaching, assessment and progression.

#### Handwriting:

- In KS1 and LKS2, 5-10 minutes 4 x weekly, is dedicated to the teaching and practicing of handwriting, at the beginning of the English skills lesson.
- In UKS2 children who require further consolidation to join, receive targeted intervention for 15 minutes 2 x weekly.
- Nelson Handwriting Scheme is used as a basis for our teaching, progression and assessment. (See Appendix 3)

#### Assessment:

- Unaided Writing Baseline – Y1-Y6 (Fiction) completed in first two weeks of the Autumn term
- Unaided writing task for Y1-Y6 completed termly. (See Appendix 4 Assessment Planner)
- Standardised tests for grammar, punctuation and spelling completed in Years 2 and 6 in the first half of the summer term
- Termly summative assessments made in writing, which gives the child a judgement towards the age related expectations throughout key stages 1 and 2.
- Regular feedback, which suggests edits for the pupil to make and highlights points for progression.
- Wherever possible the summative feedback from marking will be in the form of a conference with the individual child.
- Ongoing monitoring of planning and pupil work books carried out through Speed Scrutiny and LT (See Appendix 4)
- Annual Cross School Moderation of pupil work.

#### Display:

##### All classrooms include:

- High quality examples of pupil writing both in English and across the curriculum
- The alphabet/ letter formation guide using appropriate font (Y1-2 Nelson Pre Cursive, Y3-6 Nelson Cursive)
- Pupils writing used for a purpose such as written labels and signs
- A working wall showing the current genre and the skills leading up the finished piece.
- Phonic prompts as an aid for spelling
- Common exception words as an aid for spelling

#### Impact

At Fallings Park we strive to ensure that our pupil's writing attainment is in line with or exceeds their potential when we consider the varied starting points of all our children.

We measure this using the rigorous assessment cycle mentioned above including the current STA assessment guidelines, whilst always considering the age related expectations for each year group.

We provide a bespoke curriculum that will ensure our pupils become 'Writers' and that they are prepared for life beyond our school, throughout their educational journey and on into adulthood.