



Hazel Slade Primary Academy

Writing Policy



<u>Date</u>	<u>Review date</u>	<u>English Coordinator</u>
Marc 2019	March 2020 July 2021	Nicola Floyd

Intent

At Hazel Slade Academy our vision for writing is that children will become confident, capable, enthusiastic writers who develop a genuine love for writing. They will use writing to express themselves and communicate to others and will write independently for a range of purposes. They will be able to reflect on their own and the writing of others.

At Hazel Slade, we view the acquisition of language skills to be of the utmost importance and so the teaching of all aspects of English is given high priority. Writing is integral to our children's whole language experience; it is a crucial part of thinking and learning.

In our teaching of writing, we aim for all children to:

- * Appreciate that writing is a universal method of communication
- * View writing as a process over which they have control
- * Enjoy playing with language and write for pleasure
- * Write appropriately for specific real or imaginary audiences where possible
- * Write for a variety of purposes
- * Make judgements about the tone, style, format and vocabulary appropriate to the writing's purpose, audience and genre
- * Write clearly, legibly and accurately with attention to punctuation, spelling and grammar
- * Recognise that drafting, incorporating significant revision into their writing and proof-reading are integral parts of the writing process
- * Achieve independent writing of a high quality

The following statements are central to our view of writing development. At Hazel Slade we believe that:

- * Speaking and listening with confidence are significant factors in developing effective writing
- * Reading and writing are closely connected and mutually supportive; we read as writers and write as readers

- * Writing should be designed to meet the needs of real or imagined audiences
- * Writing tasks should be prepared through preliminary talk and teachers should model writing for their pupils when appropriate
- * Children should be given the opportunity to collaborate with other children both to compose and to revise their writing
- * Writing skills can be improved through reflection
- * Children should be closely involved in assessing their own development as writers
- * More effective writing is dependent upon increasingly informed grammatical and linguistic choices
- * The teacher's response to the child's composition (e.g. praising aspects of the content) is crucial in developing confidence and motivation
- * The skills of transcription (i.e. handwriting, punctuation and spelling) must be planned for and taught

Implementation

Writing is taught and learnt in specific meaningful and effective contexts. These include:

- * Complementary grammar and punctuation activities
- * Modelled and shared writing
- * Guided writing
- * Independent or paired writing
- * Sharing and reflecting on their writing
- * Cross-curricular writing tasks e.g. through mini-adventures

To support children in the acquisition of writing skills we will:

- * Provide frequent opportunities to write
- * Provide regular demonstrations of the writing process
- * Model, draft and discuss many aspects of writing with children
- * Provide opportunities to reflect on the writing process
- * Give children time to refine their writing through editing and revising - 'fix it' time
- * Provide children with opportunities to share their writing
- * Reward and celebrate children's efforts and achievements in writing
- * Teach ICT skills that support effective and efficient electronic communication

Within this writing environment, the close relationship between writing and reading needs to be exploited. We will provide a wide variety of texts which cater for children's diverse interests and needs, and act as a stimulus to their own writing.

Writing in the Early Years Foundation Stage

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing.

A wide variety of opportunities are provided for children to engage in writing activities. Amongst these are:

- * Shared writing
- * Role-play (e.g. an office or restaurant)
- * Labels
- * Recipes
- * Lists
- * Making books
- * Writing letters
- * Menus

Writing is a focus in each area of learning.

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English.

A variety of resources are used to encourage the development of the fine motor control which is essential for good handwriting. These include playdough, tweezers, threading, cutting and tracing.

Writing in Key Stage 1

a) Shared Writing

Through shared writing the teacher demonstrates specific writing skills, sometimes acting as scribe. The basics of how to form a letter, spell a word, leave a space or put in a full stop are demonstrated, followed later by the more sophisticated strategies of modelling the planning, drafting or proof-reading of writing.

Shared writing will teach children how to:

- * Generate imaginative and informative ideas through discussion and questioning, and record these ideas in notes/ plans/ drafts
- * Structure ideas in writing through the use of appropriate language, sentence structure, punctuation, sequencing and lay-out
- * Develop specific word level skills of spelling, handwriting and punctuation
- * Refine writing to make it clearer and better suited to its audience and purpose
- * Develop technical terms and vocabulary for understanding and discussing writing
- * Publish and present written texts for others to read and use

b) Guided Writing

Guided writing sessions are used flexibly to provide a bridge between shared and independent work. During these sessions the teacher or TA may scribe for specific children or support children writing independently or in pairs.

They may focus on:

- * Planning a piece of writing
- * Supporting work in progress
- * Evaluating and improving writing

c) Independent Writing

Children will be given frequent opportunities to write independently so that the skills demonstrated during shared writing and supported during guided writing will be transferred into their own writing. Since accurate, fluent and independent writing is dependent on a secure grasp of phonics, a high priority is placed throughout on children linking their reading skills from the 'RWI programme ('Fred Time' - see separate policy) to their writing. Motor skills continue to be developed through targeted small groups as necessary.

Writing in Key Stage 2

a) Shared Writing

Through shared writing the teacher will model the writing process with the children.

This may include:

- * Demonstrating planning strategies (e.g. writing frames)
- * Using a familiar text as a starting point for writing
- * Teaching the structural characteristics of a particular text type
- * Teaching the purpose and use of punctuation
- * Playing with language and exploring different language choices
- * Modelling higher level sentence constructions (e.g. conjunctions, complex sentences)
- * Drafting
- * Demonstrating revision strategies (e.g. checking for meaning, reordering to improve structure, rewriting to improve clarity or to enrich language)
- * Demonstrating editing strategies.

b) Guided Writing

During guided writing the teacher as 'expert' guides learners at an appropriate level by:

- * Giving feedback on previously composed independent writing
- * Modelling how to comment constructively on another writer's work
- * Demonstrating a specific stage in the writing process
- * Developing or reinforcing skills taught in shared writing

Teachers will plan guided writing sessions flexibly, where they feel they will best meet the needs of their class. At other times, teachers may instead support children individually during their independent writing.

c) Independent Writing

During independent writing the children compose without direct teacher support. As children move through KS2, they will be expected to write regularly and at increasingly greater length, developing crucial writing stamina alongside other skills.

Independent writing, both within Literacy lessons and across the curriculum will involve:

- * Using the imagination and expressing ideas
- * Applying skills learned in shared writing and guided writing
- * Revising work in the light of feedback from teachers or peers
- * Commenting constructively on other children's writing
- * Editing and proof-reading to improve transcriptional features
- * Preparing work for presentation

Grammar and Punctuation

Grammar and punctuation teaching is most effective when it is short, sharp and frequent, incorporated perhaps as a lesson starter or in the context of shared writing. Word and sentence games encourage children to enjoy playing with language and to experiment with different constructions that they may then apply in their independent writing.

Handwriting

Aims of Handwriting:

- * To develop a sense of pride, pleasure and enjoyment in their handwriting
- * To adopt fluent, legible and joined handwriting
- * To adapt lettering styles for different purposes

At Hazel Slade we follow the handwriting policy linked to RWI in Early Years and Year 1. In Y2 the children are introduced to Letter Join and this continues to be used throughout KS2.

Special Educational Needs

Where children are identified as having needs that are additional to or different from their peers who are achieving at the normal rate, teachers consult with the school Special Educational Needs Co-ordinator to decide what the best support will be for a child for whom writing attainment is an issue.

Impact

Assessment for Learning

At Hazel Slade we assess writing half termly using the writing skills grids linked to National Curriculum expectations for each year group. This is used to regularly update our tracker system for each individual child, allowing progress to be monitored. Teachers have pupil progress meetings with the Principal to discuss both attainment and progress.

Moderation

Writing is moderated regularly to check teacher's assessment. In school we meet termly to moderate writing.

We also attend Cluster School moderation sessions. In addition writing is moderated through events with other schools in the Academy.