



Writing Curriculum Policy

Forest Fields Primary School

Intent

At Forest Fields Primary School, we recognise that English skills underpin all elements of the curriculum and are essential life-skills. Considering the fundamental importance of Speaking, Listening, Reading and Writing in everyday life, we are dedicated to enabling our pupils to become successful, accomplished writers.

We aim to foster an enjoyment of writing amongst pupils, and a recognition of its value through providing a stimulating curriculum and school environment. We place the development of writing skills, directly linked to reading, at the very heart of the curriculum, and provide meaningful contexts and quality texts as the inspiration for writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns, the rules they learn, and the semantics of these.

Throughout their time at Forest Fields Primary, children develop their skills by writing for a wide variety of purposes and readers. Our pupils explore many diverse models of excellence and using these to guide the drafting and editing process. We not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject.

Implementation

EYFS

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). To develop early writing skills, the children have a daily Physical Development input. They warm up their large muscles with gross motor activities, climbing equipment, yoga, scooters, warm up songs. They have daily dough discos, finger gym activities and handwriting sessions. Outdoor music, drama, and yoga sessions are led by practitioners to support communication, language and pre-reading and writing skills.

Daily Little Wandle Letters and Sounds phonics sessions enable the children to learn to segment words for spelling and they have writing opportunities throughout continuous provision for the children to practise these skills.

In F2 the children come in to a morning RMC (Recall, Misconceptions and Catch-up) task. This is name recognition or name writing in the Autumn term and moves onto phonics and sentence writing as the year progresses. They have a daily phonics session and we use the Little Wandle Letters and Sounds scheme. The children then have a Creative Writing session based on the text of the week.

Every week we are helping the children improve their speaking, listening and writing skills with our scheme called "Pen Patrol." The children are really engaged in it as we have linked it to the Paw Patrol characters. Each Monday we ask the children to bring an item into school to talk about. The parents have a half-termly

letter which informs them of the item/subject we would like them to talk about at home using the sentence starter, the ambitious vocabulary to help them improve their speaking skills and the spellings they will need for the related writing task.

KS1 and KS2

We have an agreed approach to the teaching of writing which draws on a range of research and has been shaped to best meet the needs of our children. We believe that all Forest Fields pupils should leave us as enthusiastic writers who know the value of their own ideas and understand how to communicate these effectively. Core to our approach is ensuring pupils' understanding of how to write for purpose and audience. In each year at Forest Fields, our children will be asked to write for four broad purposes:



To entertain



To inform



To persuade



To discuss

When a purpose for writing is combined with a given audience, it leads to an ideal form (specific text type) and style (degree of formality, subjectivity). With increasing independence as they progress, pupils work alongside teachers to explain the purpose, audience, form and style of their writing. Through this process, they work to produce 'expanded success criteria' which make clear the links between the purpose of the writing, the intended effects on the reader and the 'ingredients' that will be used to achieve those effects.

Date: _____ Name: _____

L.O: I can describe the purpose, reader, effect and key features of a short story

Entertain

Examples of ingredients

'Ingredients' that create the effects

Effects on the reader

Purpose and reader

Our writing process allows that our pupils develop a schema for each broad purpose for writing. Incorporated in these schemas will be knowledge of different audiences, forms, styles and tools to create appropriate effects. These schemas, and frequent opportunities to put them to use, help our pupils to develop into able, assured writers with flair and independence of ideas.

We ensure the teaching of writing is effectively planned, responsive to learners' needs and incorporates all the key elements needed to be a successful writer. We use a range of strategies to assess the pupils writing and employ effective assessment procedures, both formative and summative.

Phase 1

During the first phase of the teaching sequence, pupils are immersed in text. Most often, this is a high-quality 'inspiration text' such as an ambitious age-appropriate novel or picture book that gives a context or stimulus for their writing. This text will be the focus of book study lessons that explicitly teach a range of reading comprehension strategies such as: summarising, clarifying, retrieval and inference. Pupils are taught how to 'read as a reader'; for understanding and enjoyment (further information can be found in the reading policy).

In each unit of writing, children will also interrogate a range of examples of the given form so they broaden their frame of reference through investigating how other writers tackle the type of writing they are focussing on. This will include at least one piece that has been specifically crafted to support the children in the given unit. This piece will not be a model of the specific piece the children are working to create for themselves but will provide examples of the 'ingredients' used by effective writers to achieve the given purpose. Exploring texts of the form leads pupils to our next phase, '**read as a writer**'.

Phase 2

The explicit stages of the writing process are modelled by the teacher. Phase 2 encourages pupils to '**read as a writer**' which involves identifying the underlying patterns of both the overall organisation, as well as how the writer creates different effects. Expanded success criteria are constructed and focus thinking on purpose, audience, what responses the writer wishes to elicit in the reader and how he/she achieves this. During this stage, children are immersed in language. Teachers model and support children to specifically notice, rehearse and learn language patterns needed to write powerfully. 'Examples of the effects' that writers want to create for the given purpose/form are recorded on expanded success criteria.

Development of spelling, punctuation and grammar is planned in conjunction with the National Curriculum objectives as appropriate for the age/ability of the children. Throughout the process, children work on daily spelling, vocabulary building and sentence work that is determined by assessment for learning as well as the demands of the form.

As part of our teaching, we place emphasis on the importance of talk and assessment for learning and ensure that we develop dynamic and supportive writing environments. We use a range of drama strategies preceding writing in order to engage and inspire the children and help develop skills such as visualisation and empathy.

Phase 3

In this phase, pupils are given the opportunity to apply the writing skills they have developed in phase 2 as they build up to the writing outcome of the unit. The next phase encourages pupils to '**write as a reader**'.

'Writing as a reader' involves applying the same understanding when making choices about planning, creating and improving one's own writing; understanding what response you, as a writer, wish to elicit in the reader and how you can achieve this. This is particularly important for greater depth writers.

Writing is explicitly modelled by the teacher using a range of approaches as follows:

Shared Writing

Here, teachers are modelling the planning and editing process of writing. They demonstrate reflective writing by making mistakes and plunging deeper for better words. They re-read and edit constantly. They demonstrate how to compose sentences of different constructions and with different effects. This takes place during whole class teaching, where ideas are shared and discussed. The sessions should be pacy and interactive, with (for example) the teacher making intentional errors / the use of whiteboards by pupils for the quick composition of ideas. These ideas are recorded and refined by the teacher, modelling the skills needed to be a writer. The Shared Writing session primarily focuses on how to achieve the success criteria for a given objective within the writing to be completed. It also provides a vehicle for the teaching of grammar. Children then have the opportunity to practise and extend their own writing independently, in pairs or with support from an adult.

Strategies for shared writing include:

Teacher demonstration:

- The teacher demonstrates how to write a text - how to use a particular feature or compose a text type - maintaining a clear focus on the objective(s).
- She or he thinks the process through aloud, rehearsing the sentence before writing, making changes to its construction or word choice and explaining why one form or word is preferable to another.
- The teacher writes the sentence, rereads it and changes it again if necessary.
- She or he demonstrates at least two sentences. The teacher does not take contributions from the children at this point but will expect the children to offer opinions on her or his choice of words or construction of sentences.
- Every so often, shared writing is used to orchestrate a number of different objectives, calling upon all that has been learned so far.
- The length of time spent on demonstration will depend on the type of writing, the objective and the attention span of the children.
- A key goal of these sessions is for children to have a go themselves.

Teacher scribe:

- Pupils make contributions based on initial modelling.
- Fuller class participation with use of whiteboards to note down words, clauses, sentences.
- Contributions and their merits are discussed and refined.

Supported composition:

- The teacher uses the children's ideas when creating the text.
- Discuss expanded success criteria.
- Refer to vocabulary generated and recorded on working walls, writing journals for ideas, building in discussion time.

- Children work in pairs or individually to write a limited amount of text, focused on the teaching point.
- Examples to be shared with class, misconceptions identified and corrected.
- Practise until most children have mastered the objective and can apply it when they write.
- Longer sessions can be used to create whole texts or plans.

Guided Writing:

In guided writing, a class teacher or TA conduct a learning objective-focussed guided group. In this session, a common learning need is targeted with a small group of pupils. Ideas are shared and discussed and then recorded by the teacher, modelling the skills needed to write successfully. This modelling process may be repeated as necessary. Children then evidence their progress independently, using the guidance to inform their own writing. Give time for the children to reflect and respond to marking.

Drafting and re-drafting

Using expanded success criteria, planning documents and supportive tools (e.g. the working wall), children draft their own piece of writing. They are encouraged to share their writing with partners explore suggestions for improvements. As the children write, they continue to orally rehearse and make changes where necessary.

After a first draft, teachers will read and briefly mark the pieces that have been created. This marking will lead to 'grammar feed-forward' sessions based on assessment for learning. After these sessions, the children will check their own work against the expanded success criteria and the learning they have done. Then they will 'red-pen edit' and re-draft their work with the aim of writing a more effective piece.

After a second draft, teachers will mark and, where necessary, choose one/two aspects of a pupil's work to support through marking. For example, a teacher provide support with spelling or punctuation.

Pupils will then write a final version of their piece into their 'Best Books'. Wherever possible, this piece should also be published (e.g. in a 'class book' to be shared with another class, for parents/carers through Weduc, a letter sent to the headteacher). Teachers will keep a record of support provided through whole-class 'grammar feed-forward' sessions and through marking of drafts.

Writing for Moderation and Summative Assessment

In each year at Forest Fields, children will produce a collection of work comprising a range of different purposes, audiences and forms. Many of these pieces will be produced as a result of a detailed unit of teaching and learning as described above. By keeping and taking into account their record of support provided, teachers are able to use these pieces as one element of a collection for writing moderation. Additionally, once per half term, children will undertake a shorter 'assessed write' unit for a form they have studied in a previous unit. The basic sequence of these units is:

1) Share an 'inspiration text' and/or context for writing. This may also be an opportunity to provide a model of the form. Again, this should not be a specific model of what the children are being asked to create. (For example, a letter telling the school governors that noisy games should be banned from the playground could be an 'inspiration text' for pupil's letters written to persuade the governors to keep all/a particular game).

Drama, video or 'hook' activities can be used to help the children generate ideas for their writing.

2) Expanded success criteria should be constructed but children should not be supported to find/add 'examples of the ingredients'. Planning tools of the same type used in the original unit should be provided to support children in organising ideas.

3) Children write first draft of their writing and then use the expanded success criteria to self-assess. They 'red-pen edit' and re-draft with the goal of creating a more effective piece. They then self-assess/edit once more before writing a final version into 'Best Books'. These pieces are marked 'AW' for Assessed Write.

Where teachers judge that the self-assessment process would not be possible/useful for a child, they photocopy the first/second draft, stick this into the 'Best Book' and mark 'AW'. They can then mark and support the child to improve their writing before another supported version is written into the 'Best Book'. A record of the support given is kept so that this piece can be used as part of collection for moderation.

Spelling:

In addition to the teaching of spelling within the teaching sequence and the focus on the development of high-quality synthetic phonics, a whole-school approach to the teaching of spelling is being developed. Spelling taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers currently use the No Nonsense Spelling scheme to support their teaching and to provide activities that link to the weekly spellings. Children are given spellings to learn each week and are given a spelling test at the end of the week. The image below shows the typical spelling activities provided for home learning in KS2. Children are then encouraged to identify these incorrect spellings in their own writing and correct them.

Use pyramidal spelling to practice: <i>adventure</i> 	Use pyramidal spelling to practice: <i>moisture</i> 
Draw around these words to show their shape. Then copy them and try to write them out again. <i>moisture</i> <i>adventure</i>	Write the number of syllables in each of these spelling words. picture: ____ favourite: ____ capture: ____ neighbour: ____ feature: ____
Fill in the missing vowels (a/e/i/o/u) at the correct places in these spelling words and copy them out one more time. <i>u _ l _ e</i> <i>a _ t _ e</i> <i>a _ r _</i>	Reorder the words so that they make sense. of the vultures. I a picture captured circling

Grammar and Punctuation:

Grammar and punctuation knowledge and skills are taught primarily through English lessons. Teachers plan to teach the required skills through the purposes and forms of writing that they are teaching. This gives pupils an understanding of the authentic reasons that different grammatical devices and types of punctuation are used by writers. These features of the English language become part of their developing schemas for each writing purpose. The related skills are built upon, revisited and refined as children progress.

At times, teachers focus on particular grammar and punctuation skills as stand-alone lessons if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

Evidence in English books must demonstrate that children are developing skills on an ongoing basis. In order to emphasize the specific skills that are being taught, writing tasks are underpinned by expanded success criteria. These must be reproduced in books and are used for assessment purposes. The expectations for extended writing will vary across year groups but will always involve children being expected to apply the skills that were modelled to them, and thereby meet the given success criteria.

Marking and Feedback:

Feedback and marking should be completed, where possible, within the lesson. All marking and feedback is given in line with our marking and feedback policy. Pupils should be clear on what they can do well and what they need to improve within their writing.

Summative Assessment

Summative assessments will be entered into SIMs once each half term. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the quality of a range of writing produced by a pupil and determine to what extent pupils have met the agreed success criteria for those forms of writing. Teachers will refer to the Teacher Assessment Framework (TAF) in Y2 and Y6 and the TAFs that have been developed by the trust for other year groups as a support for making judgements and to inform planning.

Formative Assessment

Assessment for learning is used to inform teaching within and across all English lessons. After every summative assessment, a Question Level Analysis is conducted and the results of this are used to inform future teaching.

Formative assessments linked to National Curriculum objectives for each year group are inputted into Classroom Monitor after every independent assessed write (minimum once per half term).

Classroom Monitor assessment data used to inform monitoring and teaching, to ensure curriculum coverage and to support communication with parents/carers.

Safeguarding statement

Extensive research shows that people with poor literacy skills are significantly more likely to experience poverty, live in poor quality housing, be unemployed, become a perpetrator or victim of crime, have poor physical and mental health, and even lead shorter lives.

We believe that early reading and phonics impacts on children's life chances and future emotional, financial and mental well-being. It is crucial that we give every opportunity for every child to meet their potential at every stage of their phonics and Literacy development

Impact

- Our children enjoy writing and view themselves as effective, competent writers; they have a good understanding of the purpose of writing and can write effectively for a range of purposes and audiences.
- By the time they reach the end of KS2, every child will be a confident, accomplished writer.
- Pupils will have a wide vocabulary that they use within their writing.
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught.
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework.
- Outcomes at the end of KS1 in writing will be at least in line with or above national averages for attainment and progress.
- Outcomes at the end of KS2 in writing will be at least in line with national or above averages for attainment and progress.
- The % of pupils working at Age Related Expectations in writing within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth in writing within each year group will be at least in line with national averages.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged) in writing.