



**Park Brow  
Primary School**

Happy - Respect - Pride - Caring - Potential



## Park Brow Community Primary School Writing Policy

Reviewed by L.Kelly September 2020

Annual Review 2021

*'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'*

### Intent

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school. At School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' that is needed in society:

We are an inclusive school, we set high expectations and recognise the importance of accurate and regular assessment in order to support the writing of individuals at every part of their learning journey and in whatever circumstances. We use one to

one support, small groups and cross-phase work to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice.

We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised'

### Aims

Park Brow Community Primary school aims to:

- Have a positive writing ethos throughout the school so that pupils develop confidence and pleasure in writing.
- Teach writing through a structured programme with agreed targets and lesson aims which are taught from years 1 to 6.
- Teach writing in a structured way to ensure progression, continuity and consistency.
- Link planning, teaching and assessment in every writing lesson in order to raise levels of attainment/achievement in writing throughout the school.

The New National Curriculum for writing states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)

- *Composition (articulating ideas in speech and writing)*

*We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods.*

*We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.*

### *Our aims and connected provision*

- *We teach grammar within our English lessons through our Power of Reading scheme and as a separate lesson.*
- *Punctuation is taught both through Power of Reading and as standalone sessions across the school.*
- *Spelling is taught through dedicated sessions across the Key stages and the Spelling Shed scheme is used to engage children.*
- *We correct grammatical error orally/ written work (where appropriate)*
- *We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling*
- *We use high quality texts including multi modal , modelling and shared/ collaborative writing to demonstrate good practice*
- *We encourage and promote 'talk for writing'*
- *We provide writing frames to support the least confident*
- *We provide time for planning, editing and revising*
- *We mark extended pieces of work in-depth and set targets with the pupil*
- *We use checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively*
- *We use drama and hot-seating to help pupils to think about another point of view*
- *Support for pupils with learning and motor difficulties*
- *Meetings with parents to help them support their child*

## Vocabulary

The rigour of the National curriculum writing expectation goes hand in hand with ambitious vocabulary development. The National Curriculum states that learning vocabulary is key to 'learning and progress across the whole curriculum' since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently. At Park Brow we ensure that our vocabulary teaching is:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words

## **DEVELOPING WIDER VOCABULARY**

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns
- Using dictionaries, thesaurus and similar programmes
- Using the Power of Reading and other texts to explore vocabulary choices and the effect they have
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate

## TEACHING STRATEGIES

We strive to provide high levels of motivation and active participation for our children at all ages. The teaching of writing and the strategies used by the teachers encourages and supports each child to progress in their writing from reception onwards, as they progress through the school. Many staff have undertaken Power of Reading training to ensure that engagement techniques, challenge and a wealth of teaching strategies are consistently used.

## COVERAGE AND STRUCTURE

The development of writing is promoted through the use of the Power of Reading scheme in daily teaching. The use of Target Tracker is fully comprehensive in guiding coverage, assessment of learning, levels and in providing targets and next steps. Target Tracker provides a termly overview to guide teachers in their planning and ensure that all age related objectives are taught.

## FORWARD PLANNING

Our short term planning covers all the learning intentions, success criteria, challenge, checkpoints and feedback and draws on the Big 4 elements of FACE (feedback, autonomy, challenge and engagement). Medium term planning is guided by the Power of Reading scheme which allows staff to very much make it their own. The development of our own truly creative curriculum ensures that opportunities for writing have been developed across the curriculum.

## RESOURCES

Resources in the school range from those purchased from educational suppliers to writing stimuli gathered within school by teaching staff. These will include: textbooks, pictures, videos,

planning sheets, novels, non-fiction texts, text in a variety of genres, electronic books, video clips and I pads.

## **FREQUENCY AND RANGE OF WRITING**

Children should be exposed to a balance of Personal, Imaginative and Functional writing throughout the year. We ensure that writing is made meaningful by writing for a range of purposes including to entertain, to persuade to inform and to discuss. Each child should have examples of each type of writing in their Writing books. English skills books reflect the build-up of skills within a particular unit of work.

## **CLASSROOM ORGANISATION AND METHODOLOGY**

All classes have an English working wall where writing resources such as the Punctuation Pyramid are displayed. All classrooms will display examples of good work with clear indicators as to what makes it successful. Specific vocabulary linked to the age related expectations for punctuation and grammar are displayed in classrooms. Staff will use a range of stimuli to encourage the children in their class to write.

## **ASSESSMENT AND RECORD KEEPING**

Assessment is an integral part of the learning and teaching process.

We use 'The moderation Toolkit' to assess children's writing and this allows us to provide pupils with clear next steps. After the children are assessed, personal information is put onto the Target Tracker System.

In order to effectively track progress of pupil attainment in writing, all pupils complete a piece of unassisted writing every half term. The use of 'The Moderation Toolkit' provides support for staff

during the levelling process and supports them in making accurate judgments. A bank of levelled work and support materials is also available and added to through the course of the year. Regular moderating sessions are planned in the yearly calendar.

The data from these assessments is used to: -

- Develop a tailored support strategy for each child
- Action any special needs provision
- Identify the most able children to ensure provision on extension/enrichment work

Through assessment and dialogue, the children are set individual writing targets to achieve. These targets are shared with pupil's parents on our two review days. In addition, children are set individual, small step writing targets which focus on the key elements of spelling, grammar and handwriting. These targets are accessible to all children during writing sessions and are reviewed based on success.

## THE ROLE OF THE CLASS TEACHER

- All teaching staff are responsible for developing our whole school approach to writing
- All teaching staff model good writing behaviour
- All teaching staff ensure that their classrooms are well stocked with attractive and appropriate books that reflect the topics being taught
- All teaching staff ensure that their classrooms are print rich
- All teaching staff ensure provision of appropriate resourcing is made for any child with Special Educational Needs
- All teaching staff set individual targets for each child, keep up to date with record keeping and assessment

## **ROLES AND RESPONSIBILITIES**

The role of the Management Team will be to:

- Create an ethos of achievement in English
- Provide a clear policy for skills development in writing
- Ensure rigorous assessment and monitoring takes place
- Promote literacy across the curriculum
- Ensure staff access appropriate training opportunities

The role of teaching staff will be to:

- Take account of pupils' prior learning when planning next steps
- Employ a variety of teaching strategies to take account of different learning styles
- Create a literate environment
- Share criteria and aims of lessons with children
- Use effective questioning techniques
- Have high but realistic expectations of children
- Be an effective role model in promoting literacy
- Use a variety of resources, including ICT
- Set the pace of learning to ensure challenge
- Encourage independent learning

## **WORKING IN PARTNERSHIP WITH PARENTS**

Parents are asked to support the work of the school through encouraging children in homework tasks. Advice and support is available during parent's review days and Family Literacy is undertaken annually in EYFS.

## **MONITORING AND EVALUATING**

The standards of teaching and learning in writing are regularly monitored and reviewed. Evidence gathered is used to form an action plan, which the teacher will subsequently implement.

Monitoring will be carried out by the Management Team who will regularly sample pupils work from each class and discuss children's progress with teaching staff. All staff are encouraged to engage in professional dialogue to ensure that there is a shared understanding of standards. There will be opportunities for staff to take part in moderation of pupils' work. These opportunities to share the standard will lead to increased teacher confidence and better progression for pupils from one level to the next.

## HOME LEARNING

In the event of a child or class needing to isolate or a national lockdown, children will be directed to the Oak National Academy for their writing, punctuation and grammar lessons. The class teacher will direct the children via seesaw to the lessons that cover the National Curriculum Objectives that closely match what is being taught in school. Children will also continue with their spelling sessions and activities will be uploaded daily to their seesaw journal. Spellings will also be set on Spelling Shed on a weekly basis and hive games will be set for the children to participate in. Work will be set according to the child's ability and activities and lessons will be differentiated to meet the needs of all children including those with an EHCP. Staff will ensure consistency in the approach to remote learning for all pupils including SEND children.