

**All Saints C.E Primary School**

**Writing Policy**

***Our mission statement:***

***Where we learn to value Knowledge; To value Each Other; but most of all … to value Ourselves***

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| **Chair of Governors** |  |
| **Head teacher** |  |
| **Policy written by** |  |
| **Date approved by governors** |  |
| **Date of next review** |  |



All Saints C.E Primary School

Writing Policy

At All Saints C.E. Primary school, **our mission statement “**Where we learn to value Knowledge; to value Each Other; but most of all… to value Ourselves” is at the heart of everything we do.

The curriculum is rich, broad and exciting for the children with teachers using a variety of teaching techniques ranging from whole class teaching through group work to individual tuition depending on the nature of the task and the needs of the children.

We believe in developing the children’s ‘love of learning’ and their understanding of how to become independent learners in a fast changing world.

We encourage them to have high aspirations and to ‘reach for the sky’.

This policy outlines the teaching, organisation and management of writing taught and learnt at All Saints Primary School. The school’s policy is based on the 2014 National Curriculum, and EYFS guidelines. The implementation of the Writing Policy is the responsibility of all teaching staff.

**Intent**

Children should be capable and confident using the written word in a variety of situations, both factual and creative. They should understand writing is essential to thinking, investigating, organising, communicating and learning, as well as giving pleasure.

At All Saints C.E. Primary School we aim to give our children the opportunity to:

* Develop early writing through experimenting with mark making
* Understand what is involved in the process of writing, including the conventions of grammar, spelling and punctuation
* Write in a variety of fiction, non-fiction and poetry styles
* Write for a range of audiences and purpose and explore cross curricular opportunities for writing
* Reflect on their use of language and conventions of Standard English and use appropriate forms for appropriate tasks
* Re-read and edit their own work to improve its style and accuracy
* Develop confidence as writers both independently and in collaboration with others

**Implementation**

Planning for writing follows the 2014 National Curriculum guidelines for shared, guided and individual work. Teachers use the medium term plans as a support to ensure that the breadth and balance of the writing curriculum is maintained.

These plans identify when specific genre will be taught. They also identify the learning outcomes and indicate differentiation and assessment opportunities.

In the Nursery and Reception classes, teachers follow the EYFS guidelines for planning writing activities.

**Organisation of Writing/Planning**

Foundation Stage 1 and 2

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

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 both in indoor and outdoor provision. These include using play dough, cutting, threading and tracing. Fine motor skills are also a focus in motor skills groups targeted at specific children. Gross motor skills are also developed through these groups (as well as in PE), as upper body strength is recognised as being vital to good fine motor skills.

Key Stage One and Two

We follow the Pie Corbett Talk for a writing model to teach a text type whilst also meeting National Curriculum objectives. All English lessons should be about teaching a genre and our yearly programme. On average the teaching of a text type should last about 3 weeks. Our whole school writing grid details, for class teachers, what should be covered at each stage of the talk for writing process. There should be no discrete literacy lessons which do not relate to the text type being taught (see the next page).

In Key Stage One, children are to become familiar with the ‘High Five’ challenge grid. This should be given to the children before any extended writing and made visible in their books. Marking and feedback should like to this grid.

In Key Stage Two, children move on from the ‘High Five’ challenge grid to a success criteria with more features placed on it throughout the year to show progress, when children are ready.

1. **Hook or stimulus**
* Drama
* Video
* High quality text

**3. Writer’s toolkit**

- Book talk

- Vocabulary

- Text map

- Related SPAG activities

- WAGOLL – identifying the features

**1. COLD write**

-Written at the beginning of a new writing unit

- Independent

- No teacher input

- Can be given a stimulus

**9. HOT write**

- Written at the end of a new writing unit

- Independent

- Children start to write their own success criteria

**10. Edit and publish**

- Edit their hot write

- Copy to be placed in the writing journal

**Immersion**

**Innovation**

**Invention**

**8. Planning**

- Look and refer to success criteria

- Break down the WAGOLL

- Vocabulary

**7. Hook or stimulus**

- Drama

- Video

- High quality text/ further adaptation of the text

**4. Planning**

- Look and refer to success criteria

- Break down the WAGOLL

- Vocabulary

**5. WARM write**

- Guided by the teacher

- Plan

- Shared or modelled write

**6. Edit and improve**

- Peer and self assessment

- Edit in green pens

\*Stage one of (Cold Write) will come later in the year for years 1 and 2. Due to school closures, the academic year 2020/21, this will also come in later in year 3

Throughout a unit of work, teachers plan short and extended writing opportunities. Shared and guided writing experiences are provided within this.

To develop children’s ability in writing:

* Children are given clear learning objectives and specific success criteria before they begin their task. These may be displayed in the form of checklists or challenge grids for lengthier pieces of writing.
* Teachers model writing in order to promote the understanding of the connection between speech and writing, and to give an example of a skilled writer.
* Children are encouraged to use a variety of spelling strategies such as to stretch words and record sounds, develop their key words and use of root word knowledge.
* Children are taught to use composition skills to develop ideas sequentially, use a wide range of vocabulary, organise and structure sentences grammatically and whole texts coherently.
* Children are taught to understand why it is necessary to plan and draft.
* Children are expected, and given the opportunity, to write using different genres.
* They are expected to write for a variety of purposes and audiences.
* Where possible cross-curricular links are used to give writing authenticity.
* Children are encouraged to develop their presentation skills through accurate punctuation, correct spelling and legible handwriting. Regular handwriting sessions allow children to practise specific letters and combinations.
* Reflection and peer discussion provide the opportunity to plan and review work through assembling and re-ordering ideas and making choices about structure, meaning and vocabulary.
* Self-assessment and peer-marking are used regularly.
* Work is closely marked to the success criteria and children are given advice to help them move forward (see Marking and Feedback policy).

**Impact:**

Through the successful implementation of the writing policy, the impact should be clear:

* Children will make good, if not better progress from their starting points.
* Children of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded.
* Children will enjoy writing across a range of genres.
* Due to the extended time spend on one genre, children will become familiar of particular text types, identifying purpose and audience.
* Children will have a wide vocabulary that they use within their writing.
* Children will have a good knowledge of how to adapt their writing based on the context and audience.
* Children will leave primary school being able to effectively apply spelling rules and patterns they have been taught.
* As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects.