



# Springcroft Primary School

## Writing Policy

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Approved	Signature	Date

### **Our Mission Statement:**

**The place to learn, the place to succeed, the place to make friends, the place to grow.**

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## **Writing at Springcroft Primary School**

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.

At Springcroft we have developed a bespoke English Scheme of Work which runs through the whole school from EYFS to Year 6. Our English scheme is text based and all Reading, Writing and Spelling, Punctuation and Grammar objectives are taught through the texts, a combination of fiction, non-fiction and poetry.

Children are given the opportunity to share and discuss high quality texts, whilst building a toolkit of strategies and techniques in order to help them become independent learners with a passion for books and a love of reading and writing, giving children a gateway to the world around them.

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge.

### **Our Aims**

We expect every teacher to be an aspirational outstanding teacher of writing– no child deserves less.

#### **By adopting a whole school approach to writing we aim:**

- To provide consistently outstanding teaching of writing and SPaG throughout our school.
- To enable teachers to teach writing and SPaG as effectively as possible.
- To enable pupils to learn to write as efficiently as possible.
- To give pupils the skills they require to become enthusiastic writers.
- To provide an inclusive education for all pupils.
- To ensure the progression of excellent writing skills across the school from children's entry into Reception to their transition into secondary school.
- To provide meaningful writing experiences using the contexts inspired by quality core texts and themes.
- To inspire pupils to write through exciting shared experiences.
- To model high standard writing to secure high expectations and inspire writers and provide a role model for their language and structural choices.
- To ensure that children are taught and recognise the range of social functions that writing can perform e.g. persuade, instruct, inform, and entertain.
- To develop a clear understanding of the structure and language features associated with different genres of writing.
- To enable children to demonstrate the ability to choose the appropriate form and content to suit the purpose and audience using careful co-ordinated cross school planning.

- To develop a holistic view of children’s work encouraging the cross -curricular usage of literacy skills.
- To learn from each other, both within Springcroft Primary, the Cluster and partner schools in Staffordshire, through the adoption of a collaborative approach to the teaching of writing and SPaG, where good practice is celebrated and shared.
- Give all children the opportunity to experience exciting and enthralling books as soon as they enter our schools in order to provide examples of different types of writing to refer to in their own writing.
- Know how well they are achieving in writing and SPaG and be supported towards their targets.
- Experience text through interactive challenging activities such as through educational visits and including the experience of theatre.

### **Roles and responsibilities**

#### **The English Leader will**

- Carry out monitoring of English along with the SLT. This will include planning scrutiny, drop-in sessions, pupil voice, data analysis, alongside the Data Leader, using DC pro and NFER Assessments.
- Oversee the long-term English plan and update where necessary.
- Lead writing moderation staff meetings and attend moderation training and update staff on recent developments. Keep a standards bank of moderated writing for KS1 and KS2 showing ARE and GDS.
- Ensure continuity and progression throughout the year groups, working alongside the EYFS/KS1 lead and the SLT.
- The English Lead, Data Lead and Head teacher will analyse and track pupil data and hold progress conversations each half term in order to ensure all pupil’s individual needs have been met.

#### **Class Teachers will:**

- Model writing to the class. They will talk aloud the thought processes as a writer and make explicit the structure, language features, spelling and punctuation of the text type as appropriate.
- Teach all of the SPaG objective for the year group in the Autumn Term and then revisit these in the subsequent two terms.
- Provide opportunities for extended writing activities, at least one per unit of work.
- Provide knowledge retrieval activities at the beginning of English lessons focusing on SPaG, recalling learning from the previous unit of work and SPaG objectives taught in previous Year groups,
- Teachers will use a range of Assessment for writing and SPaG, ongoing in lessons and summative assessment though NFER tests in SPaG at the end of each term.

- Teachers will report assessment information on DCPro as per the school's Assessment Policy.
- The English Lead and Data lead will analyse and track pupil data and hold progress conversations with teachers each term in order to ensure all pupil's individual needs have been met.
- Teachers will keep parents informed of their child's progress through Parent Evenings, annual reports, our open-door policy and home school diaries.
- If a teacher has a concern regarding a pupil's progress a meeting will be called to discuss progress and strategies that the parent can use to support their child. Where necessary the SENCO and class teacher will meet with parents to discuss additional support
- All teachers are involved in the moderation of writing for their class. Moderation each term is planned to ensure all staff know what ARE and GDS look like in their Year group. The school moderates across the Blythe Bridge Cluster, partner schools in Staffordshire as well as internally.

### **Early Years Foundation Stage (EYFS)**

At Springcroft we believe that "writing floats on a sea of talk" and as such children are encouraged within the early years to rehearse their writing using spoken language. "If you can say it you can write it." The teachers and staff model grammatically correct language used in oral discussion, children are taught to converse in full sentences using appropriate language.

The Reception classroom has a well organised writing area that includes a variety of writing materials, high-frequency word cards, alphabet cards, interactive displays, messages and examples of children's writing available for the children to use independently. There should also be lots of different resources for mark making and writing such as large sheets of paper, coloured paper, notebooks, clipboards, whiteboards, pens and paper. Puppets, props and small world are available for role-play. Children have access to a computer suite which has suitable reading and writing software in use. The interactive whiteboard is accessible to the children. Inviting book corners have a good variety well organised quality books - hard cover, soft cover, fiction, non-fiction and rhymes.

Displays celebrate children's achievements and support children's future learning, being interactive where appropriate.

The outside area also provides opportunities for reading, writing and role-play. Activities to develop children's fine and gross motor skills need to be provided e.g. building wrist strength by twirling ribbon sticks, practising writing patterns with big brushes and water, making letters in the sand.

In the EYFS there is a daily whole class phonics session and a regular English based session. These should be supported by linked independent and guided activities. These are clearly described in planning with the use of learning intention and key questions, along with details of differentiation. Children's writing is collated and available for moderation and assessment in their individual learning journals. Samples of self-initiated writing will be recorded in the children's Learning Journeys.

### **Key Stage 1 & Key Stage 2**

All Key Stage 1 and 2 classes have a 1-hour English lesson per day, of which some lessons, or part of a lesson, supports the teaching of Grammar, Punctuation and Spelling (SPaG).

Each classroom has an English working wall that should support learning with models, published examples and key vocabulary of the current objectives. The English Wall is to support both year group SPaG specifics and demonstrate the current writing of children, which can be celebrated and used as a learning reference for others in the class.

Dictionaries, thesaurus and other scaffolds are provided for individual and groups of children and are adapted to meet their needs.

- **Modelled Writing**

Writing is regularly modelled to the children and the teacher talks aloud the thought processes as a writer. Teachers model writing in the correct genre and go over the features of that genre with the children. Relevant SPaG opportunities are also referenced and examples modelled.

- **Independent Writing/ Extended Writing**

All children are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if children are to develop their skills as writers within different genres. Children will be given the opportunity to complete an extended writing, at least one task per unit. This will link to the current text and the genre being taught and previous genres that have been taught during the previous terms. Children who are potentially working at Greater Depth in writing will be given opportunities to write with greater freedom, applying ideas from their own reading experiences.

### **Writing Non-negotiables**

#### **EYFS/ KS1**

- Children will be introduced to quality text straight away in whole class, group and individual sessions.
- There will be an alphabet display.
- Children who are not achieving expected progress are highlighted through pupil progress meetings half termly, and intervention is implemented.
- A class reader will be used from 3.15pm, or at another appropriate time, each day to allow for an enjoyable experience of a text, including both fiction and non-fiction, this will also enable the children to develop their experience of different writing styles, examples of SPaG and extend their vocabulary.

#### **KS2 Non-Negotiable Elements**

- All children will be exposed to high quality fiction and non-fiction texts in English lessons from which they can improve their knowledge in SPaG and experience different writing genres first hand.
- A class reader will be used from 3.15pm, or at another appropriate time, each day to allow for an enjoyable experience of a text, including both fiction and non-fiction,

this will also enable the children to develop their experience of different writing styles, examples of SPaG and extend their vocabulary.

- There is a clear progression in the teaching of writing which includes the familiarisation of the text type (immersion) through reading, the identification of structure and language features, modelled writing, shared writing, supported composition, guided writing and independent writing. Progression of teaching writing includes exploring features, planning, drafting, assessing and editing.
- A form of modelled or shared writing should take place in every writing session.
- We will use, and make explicit, cross curricular themes to provide meaningful writing experiences through contexts.
- Writing Inspiration events provide an opportunity to inspire writers across the school including cross curricular mini topics, Anti-bullying week, Theatre and Author visits, experiences linked to topic work or to widen horizons.
- Children not achieving expected progress will be targeted through targeted interventions.

### **Equal opportunities and Children with Special needs**

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. To give plenty of opportunities for discussion and language development, it is important that children attempt lots of enquiry based learning.

### **Monitoring and Review**

The subject leader will oversee the continuity and progression through long-term and medium-term plans. They will monitor the quality of teaching and learning through lesson observations, pupil voice and book scans. They will review resources and support colleagues where necessary.