

Gosfield Community Primary School

Part of Attain Academy Partnership



Writing Policy 2022/2023

Intent

When teaching writing, we must teach the skills of grammar, punctuation, spelling and handwriting. In addition to this, it is also important to teach the process of writing. By doing so we allow children the opportunity to draft, edit and revise; to make mistakes and learn from them; to produce a well-polished piece to publish for their intended audience.

As with reading, we aim to provide opportunities and reasons for writing such as: letters and postcards being posted, publishing for a display, sharing a story with another class etc. By using a mastery approach, clear and high-quality modelling, our learners will be able to apply writing skills and literary features taught for effect in their own work. They will also be able to apply what they have experienced as a reader into their own work as a writer.

Implementation

As a school, we use 'Jonathan Bond's Planning Kit' as a guide that teachers can use to develop their planned sequence of lessons. However, engagement of writers is at the heart of our curriculum alongside high-quality texts. We want our learners to become writers with a love of expressing themselves on a page. To enable this to happen we will:

- Plan enjoyable classroom experiences
- Create a classroom that is a safe environment in which children feel able to experiment and make mistakes
- Make work relevant to the children's interests and experiences
- Increase stamina of writing by developing resilient authors
- Provide suitable challenge and support
- Choosing appropriate texts
- Make links to other learning where appropriate
- Celebrate writing successes

Early Years

There should be an opportunity to write independently daily – in or outside (in any curriculum area). As a minimum, there should be 1 independent writing piece per week (mark making, letters, labels etc).

KS1

There should be an opportunity to write independent daily. As a minimum, there should be 1 independent, extended writing piece per writing unit.

KS2

There should be an opportunity to write with GPS application daily. As a minimum, there should be 1 independent, extended writing piece per writing unit.

Teaching Writing

Writing outcomes will be clear and purposeful. Throughout the writing process (analyse, plan, draft, edit, revise, publish) learners will explore creative devices that can be applied into their own work. This will link to the objectives from The Planning Toolkit, and cover the statutory objectives for grammar, punctuation and spelling. At times, these may be taught discretely however it should always link back to an opportunity for application by the learner. They will also have the chance to analyse the structure of the texts chosen by the class teacher and identify other literary features and writing skills which will form part of an independently created or class generated success criteria.

When writing, learners should not be overwhelmed by the success criteria being too long. When planning writing, staff should consider the success criteria to be 'what makes a good version of this genre' and the toolkit to be the 'things that can be used to create tension/excitement' etc. The writing stimulus may be a whole text, an extract, an image, a video etc. and where appropriate will link with the topic being studied. However, once again, quality takes precedent over cross-curricular links.

We strive to create a culture of writers at our school and as such, have high expectations that all pupils will be independent and fluent in transferring their skills to all areas of the curriculum for example, writing up a science investigation, creating a fact file in history etc. It is expected that at least one piece of non-fiction writing will be seen in topic books each term.

Each half term, classes will complete an independent write based on the same picture or object given to them from the teacher. Once the children have completed their hot write the teachers will use a staff meeting to assess the writing together. This gives the staff a greater understanding of each year group and to see the progression throughout the school.

Skills and Knowledge

The long-term aim of writing is mastery learning that can be transferred to a variety of contexts with independence and fluency. To do this successfully, this requires learners to acquire a wide range of skills through demonstration, analysis, and exploration and given opportunities to practise in a range of contexts.

Grammar, spelling and punctuation follow a progression through year groups based around The Planning Toolkit for grammar and punctuation or Phonics. If there are any missing skills or misconceptions, teachers can track back easily to address these in a timely manner so as not to slow down the speed of learning. In order for learners to develop an appropriate toolkit of skills to use in their own work, they need to be exposed to and provided with opportunities to create independently increasingly sophisticated texts. Therefore, planning for writing follows The Planning Toolkit that sequences vocabulary, grammar and punctuation in order to help children build the repertoire of skills and confidence they need to write successfully in different contexts.

Sharing through Discussion

A key part of English, as well as reading and writing, is using language in the spoken form. It is vital that teachers allow for speaking and listening to happen regularly in the classroom to enhance pupil's understanding and enable them to develop their ideas after sharing their thoughts with peers, creating opportunities for thinking, particularly opportunities in which ideas can be discovered, shared and refined through collaboration. This may take the form of:

- Reading aloud and giving verbal feedback
- Working with a learning partner
- Adult led discussions
- Debates
- Drama activities
- Questioning – peer to peer or with an adult

Planning and the Writing Process

All writing planning will be completed using the English Planning Format and each sequence of lessons will be based around the writing process. This will ensure pupils have had the opportunity to explore a text, analyse it and deconstruct it critically; plan their own text; draft, edit and revise (seeing writing as a process rather than a task) and then publish their own work in some form. There will be planned scaffolding to support those who find writing trickier such as use of resources, peer and adult support, additional modelling, verbally rehearsing writing etc.

By using this approach all children have the opportunity to explore different writing elements and therefore have the opportunity to experiment with their own 'writer voice' and aim for greater depth. With this approach, all school staff have high expectations of all learners and therefore when planning English lessons, it is expected that different access points are planned for and implemented during the learning journey in order to scaffold and accommodate the varying abilities and/or special needs. If the Class Teacher or Learning Support Assistant feels that a learner is finding the lesson too challenging, they will provide 'in the moment' feedback in order for them to be able to confidently access the learning content within the lesson. This may take the form of questioning, peer support, use of resources, pre-teaching sessions etc.



Editing and Proofreading

Proofreading will be used by all pupils to check for accuracy of grammar, punctuation and spelling. We aim for our pupils to see this as an integral part of the writing process and therefore dedicated time will be planned for this to happen although pupils are also encouraged to review their work as they go. Editing and revision should be taught as another skill for the pupils to use and eventually use independently. It will be modelled by staff and displayed on Working Walls for the pupils to refer back to when needed. Often, editing and improving will occur after a short break from writing and will be guided by the Class Teacher. Pupils will make any changes with Purple Polishing Pen through independent, peer, group and class editing.

Spelling and Grammar

At Gosfield, we follow Spelling Shed incorporated with our Johnathan Bond statements. Our spelling program runs parallel to our writing statements created by Johnathan Bond. The teaching of Spellings at Gosfield will look different in all classes. Some classes are taught their spelling rule on Monday and re-cap the learning during morning work. Other classes will teach spellings daily as a 15-minute session. Within these sessions the students will be looking at spelling rules, prefixes, suffixes and homophones. Spellings are sent home each week for the Children, which will be tested on a Friday; as well as activities to work through on Spelling Shed.

Handwriting

At Gosfield we use the scheme Letter-Joint. Teachers will aim to teach handwriting between 3-5 per week.

General Presentation

- The cover of all books and folders, including Reading Journals, should be kept neat and tidy.
- Work should always be dated.
- Rulers should be used to draw all lines including the underlining of dates and titles.
- Unit front covers should be in all books, before the start of a unit.
- Learning objectives should be underlined with either pink or purple highlighter.

Covers of Books

In all years, books should be labelled with a sticky printer label, identifying first name, subject.

Feedback and Assessment in English

Feedback in all English lessons should be purposeful and useful to the pupil. Verbal feedback may often be the best and most effective form of feedback and will be done 'in the moment'. Where possible 'VF' will be written in the books but in upper KS2 this may be done by the pupil themselves. Marking and feedback should not be onerous but purposeful and should move the learning on proving support or challenge as appropriate. At times, feedback may not be from an adult but from a peer. If there is a grammar focus within English books, a G or a P will be placed in the top corner to identify that this lesson was a grammar or punctuation lesson.

Self and Peer Assessment

Pupils may self-assess their work using a purple polishing pen. This shows how confident the pupil is feeling with the task, how well they understood and if they feel they have achieved well. This will be an indicator for staff when marking or giving feedback. This may also take the form of a tick sheet, an exit card, a comment or something similar. These may also be completed with a partner or small group of peers.

What is independent?

Writing is likely to be independent if:

- Work emerges from experiences
- Children have an element of choice
- It is completed without direct adult intervention
- But may involve self, peer or group support / evaluation
- Children are choosing to seek out resources themselves (without direct adult intervention)
- Which may include: dictionaries, spelling journals, word mats, working wall
- General success criteria is given or generated by the children themselves
- Not giving what, where, how or examples

Writing is not likely to be independent if:

- It is heavily scaffolded
- It is copied or paraphrased
- It is a result of direct adult intervention
- Electronic aids are used that automatically provide corrections
- Overly detailed success criteria are given

Independent writing can be identified in books with the initial I next to the learning objective, or for end of unit assessments, be written onto pink paper.

Assessments

We use the English Assessment Kit by Johnathan Bond which runs parallel to The Planning Toolkit. This is a document that allows you to assess the English Planning Kit both thoroughly and thoughtfully. These statements are accessible on Target Tracker and pupils will be assessed on Target Tracker three times a year in line with the school and academy assessment policy. Statements will be black at the start of an assessment meaning the pupil has not yet begun working on this. When teachers click the statement to red, they are beginning to understand and blue is that they have been successful in achieving that statement. Below is further guidance as to how this may look. In addition to this, we also complete an independent writing task each term to use as part of teacher assessments.

Red	Blue
<ul style="list-style-type: none"> • Understands it and can apply it but... • Does it with support • Partially achieved • Does it intermittently • Does it sometimes • Does it slowly • Has learned some of them • Uses it sometimes • Can spell some of them • Does it but lacks fluency • Does it for some of them • Does it with limited success • Can spell them sometimes • Forgets it sometimes 	<ul style="list-style-type: none"> • Does it independently • Does it automatically • Does it fully • Does it / uses it regularly • Uses it independently • Uses it for effect • Does it quickly • Can spell most of them • Does it fluently • Is able to do it well • Uses it as a regular strategy • Can do it when necessary • Does it successfully • Can experiment with it