

# ESTCOTS PRIMARY SCHOOL



## Writing Policy

At Estcots we are determined that ALL children will learn to write. Writing is a key aspect of pupils' developing literacy skills and demands high levels of expertise by staff to ensure successful outcomes. Equally, there needs to be active involvement from the learner who must see the importance of writing and take responsibility for their progress. Competent writing skills are crucial to enable pupils to demonstrate their learning across the curriculum. Our cross-curricular approach reinforces skills beyond English lessons (Appendix 1), allowing children to practise their skills and apply them in all subjects. Equally, the wider curriculum is an essential opportunity for teaching those writing skills so that the importance of the skill is established. At Estcots we balance a systematic but flexible plan to achieve this. Our approach to teaching writing is persistent and consistent.

## Encouraging a Love of Writing

As a school, we are dedicated to encouraging children to be passionate about writing and to offering opportunities for children to respond to their experiences both inside and outside of the classroom, making sure that the writing curriculum is relevant and of interest to them. Although the skills of a writer need to be taught it is also important that the children are taught to appreciate the skill in being able to write for pleasure. At Estcots we strive to promote a love of writing through a number of ways which may include focused text based learning from high quality rich texts, opportunities for free writing, and a half termly 'Fandango' where children get to showcase their writing skills. Pupils learn that purpose and audience lie at the heart of writing which in turn informs choices about vocabulary, language and text structure. We aim to provide pupils with real life writing contexts to achieve this. (Appendix 2)

## Teaching and Learning

Teaching and learning will reflect our passion for developing excellent writers – including promoting the following behaviours:

- Enjoying writing – writing for purpose
- Confidently using writing to support them across the curriculum
- Taking risks with the writing that they choose, including challenges for themselves
- Spending time talking and writing about what they are reading
- Choosing writing over other activities
- Writing with fluency and with accuracy
- Having an excellent understanding about what they write and how they are writing
- Feeling confident to write
- Being clear about their own next steps in writing
- Playing with language and enjoying the control being a writer gives you

In order to create a strong, embedded writing culture we will facilitate the following:

- A rich language environment within classrooms and the wider school environment
- Deliver, through planning, a structured and consistent whole school approach to writing
- Recognise the value of parents/carers as partners in supporting and developing children's writing skills and love of writing
- Rigorously monitor and assess children's progress in writing and identify those who require extra support and intervene at an early stage
- Recognise some writing skills are developed through whole class teaching lessons; others in guided groups and others individually.
- Support all children to write on a regular basis.
- Keep relevant records to inform planning and assessment.
- Ensure writing and the development of writing skills are enjoyable, motivating and rewarding

## Writing will be taught by:

Confident teachers/support staff who are aware of expectations, know their children as writers and know how to move them on. Through effective assessment for learning, teachers will identify children's next steps and will support children in identifying their next steps too.

Teachers are supported in their teaching through the documents created and agreed in staff meetings -including non-negotiables (Appendix 3) and an Estcots specific Grammar Curriculum (Appendix 4)

## Writing Strategies

Writing can be difficult and time consuming for many children, but like any complex job, writing is easier if you have the right tools. Writing strategies are the tools writers use to do their work. Please see (Appendix 5) for strategies and support offered to help children in their writing.

## Assessment

Evidence of progress and attainment is ongoing and recorded regularly in writing (in Target Tracker), used to track progress and identify the next steps in children's learning.

- Moderated writing collections will be used to assess standards and monitor progress.
- Teachers' notes on the children's writing may be on planning or other pro-formas and should include evidence of progress made.
- TAs are supported in making comments focused on aspects of the National Curriculum and make judgements against Age Related Expectations.
- Parents will be informed of their child's attainment and progress at two consultation evenings (Autumn and Spring terms) and in an end of Summer term report).
- Teaching staff will provide positive feedback for all children (see Marking Policy).
- Input attainment into Target Tracker at the end of each week/two weeks to continuously track progress throughout the term and to inform planning for next steps.
- Focus for writing lessons to be taken from National Curriculum/Target Tracker as appropriate.
- Track progress for each statement whenever it is revisited to show progress.

Where children are identified as not making expected progress we will offer:

### Phase 1

- Targeted interventions that identify children's next steps.
- One to one support.
- TA group support.
- Identification of vulnerable children in planning with the aim to provided additional support needed to move children's learning on.

### Phase 2/3

- Targeted interventions that identify children's next steps.
- One to one support.
- TA group support.
- Identification of vulnerable children in planning with the aim to provided additional support needed to move children's learning on.
- GPS interventions
- Children with a dyslexic profile are given coloured writing books to reduce visual stress

## Roles

The SLT will monitor and evaluate progress in writing

The English leader will:

- Be involved in action planning in conjunction with SLT
- Lead school development in writing; working with senior leaders and colleagues to improve provision and raise standards
- Monitor planning and review samples of children's work
- Observe teaching and learning in reading
- Analyse data and review progress
- Audit resources
- Lead discussions at staff meetings or during INSET sessions

## Equal Opportunities

Some children will need different levels of support or challenge. We will plan for effective learning for all pupils - irrespective of disability, heritage, special educational needs, social group, gender, physical or emotional needs, race or culture.

This policy has been written following consultation with all teaching staff: R Gray June 2018

Shared with Governors: November 2018

Review date: September 2021

Appendix 1 – examples of cross-curricular writing to follow

Appendix 2 – examples of real life writing to follow

Appendix 3 - Writing non-negotiables

Writing at Estcots

Writing Areas

Non – negotiables

- All classes should have an area dedicated and equipped for writing, children will be able to independently access this, it will be stimulating so children wish to use it.
- Have a range of writing on display.
- Use handwritten and typed titles on displays ensuring correct use of capitalisation.

Guidance

- 'Free writing' boards – display children's writing including independent 'free' writing.
- Have an editing/proof-reading table/area.
- Consider what tools/stimulus/resources your children would like - can be individualised for class/topic/interests.
- Writing trolleys/areas will be set up and stocked ready for children to access (Y5 and 6 use their writing table for this or a box).
- Clipboards, whiteboards available for writing inside and outside, allowing for opportunities to write in all areas.

## Writing

### Non – negotiables

- English will be taught daily with all planning linked to ARE/NC.
- Wherever possible children will be taught to write for a purpose.
- Handwriting lessons to be taught in accordance with the school's Handwriting Policy (From summer term in EYFS).
- Adults in school will have high expectations of children's writing and presentation.
- Writing opportunities to be linked to quality core texts and topic themes.
- Extended pieces of writing to be taught (From Year 1) – building up to a piece of writing through a planned sequence of learning.
- Opportunities will be built in for children to proof read and edit, both as they write and in response to marking comments, and to develop peer evaluation skills (From Year 1).
- Proof-reading and editing skills to be taught from EYFS to Year six (From summer term in EYFS).
- Children to edit and redraft writing with a purple response pen (From Year 1).
- Time to proof-read and edit will be planned into English lessons (From Year 1).
- Children to have opportunities for mark making if they're not ready to write.
- Different mediums to be available for children to write with and in e.g. sand, cornflour.
- Finger gym/motor skills to be developed in EYFS and continued in Year 1.
- The left-hand side of page in children's English book is for children's writing. Right hand side is for pupil and teacher comments and/or editing. (KS 2 only).
- Weekly in-depth mark with two stars and an action following the school's agreed marking code.
- Opportunities to free write planned for daily in EYFS, two weekly in Phase 1 and 2, leading to weekly in Phase 3.
- Regular moderation across year groups to ensure teacher assessment is consistent and secure (AfL Policy).

### Guidance

- Children should have an opportunity to write every day.
- Children should be given the opportunity to redraft certain pieces of work (From Year 1).
- Make it fun - find out what engages/motivates the children.
- Role-play opportunities, oral rehearsal in groups of three or more.
- Opportunities to write from personal interests / topical issues in free writing time.

## Grammar

### Non – negotiables

- Teach GPS in line with ARE/Estcots Grammar progression document.
- Teach discrete grammar lessons: skills taught should then be expected to be used in the next writing lesson.
- GPS lessons can be embedded within English lessons but will need to be made explicit within 'Learning: To' statements (From Year 1).
- Adults will model the correct use of grammar and highlight in all work, not just GPS sessions.
- Technical vocabulary to be taught/used.
- Correct models to be used in class/home learning e.g. capitalisation at the front of words.
- Children to use oral rehearsal prior to writing sentences.

### Guidance

- Use CGP books for guidance on lesson planning and learning activities (From Year 3).
- Support children in using grammatically correct speech- including pronunciation.
- Share what the weekly focus is - apply it in other areas across the curriculum.

## Spelling

### Non – negotiables

- Spelling lessons to be taught daily in short bursts following the RWI programme from EYFS upwards.
- Every child to have a RWI book (unless working well below ARE) (From Year 1).
- Additional spelling work in English books (From Year 1).
- Phonic spelling strategies – Fred Fingers to be used.
- Common exception words to be taught for each year group.
- Certain spellings to be zero-tolerance words which will be displayed and changed regularly- they are non-negotiable. These words to be picked up in marking with children expected to correct (this can progress from teacher correcting and child copying out to child looking up and correcting word that has been underlined).
- RWI spelling tests to be carried out twice a term (or following units of work) and results to be recorded in Excel spreadsheets on Sharepoint.
- Dictionaries, thesauruses and word mats to be accessible in all lesson.
- Dictionary skills to be taught as part of NC (Year 3 onwards).

### Guidance

- Zero-tolerance words could be linked in speed spell/jumping words section of RWI books.
- Topic and ARE word mats for current and previous year.
- Spellings can form part of homework.
- Spelling lessons don't have to be a full lesson; they can be a short burst activity/game/revisit.

## Fandangos

### Non – negotiables

- Children to work independently but given guidance on how to achieve the best possible outcome including a chance to edit, proof read and publish.
- It needs to be clear whether the writing is completely independent and has only been edited (From Year 1) by the child themselves, whether it has been peer edited or whether it has been marked by a teacher prior to publishing.
- A context for each piece will be stuck into the children's writing collection books.
- Children will be taught a range of genres.
- Fandangos should be planned for half-termly and may be included in children's writing collections books.
- As children progress in their writing they alternate between choosing a piece for their writing collection books and following a sequence of learning that leads to a written piece (Year 4 onwards).
- Writing collection books should be examples of the best outcomes a child is capable of.
- Teacher assessment needs to be based on a range of typical writing over time and not from an isolated Fandango piece of writing.

### Guidance

- General comment/action to be given for children to edit with purple pen- if this is recorded as having happened (could be given on the final piece after a child has published their writing).
- To use word mats, dictionaries etc. independently to support their writing.
- Can be part of a sequence of lessons.
- Children to say why they chose their piece of writing.
- Copy of Fandango in English book to be reduced to A5 and stuck in the middle of a double-page spread, then labelled by child highlighting the relevant ARE statements (From Year 2).

## Appendix 4 - Estcots Grammar Curriculum



Estcots School: Grammar Curriculum March 2016

Reception	<p>Write own name.</p> <p>Write <b>labels</b> and <b>captions</b>.</p> <p>Correct letter formation.</p>
Year 1	<ul style="list-style-type: none"> <li>□ Write first and last name with <b>capital letters</b> where needed.</li> <li>□ How words can combine to make sentences.</li> <li>□ How <b>and</b> can join words and join sentences.</li> <li>□ Use other <b>conjunctions</b> to join sentences (e.g. <b>because</b>)</li> <li>□ <b>How the grammatical patterns in a sentence indicate its function as a question</b></li> <li>□ <b>Use of past and present tense as appropriate was/were + ing</b></li> <li>□ <b>Noun phrases for description and specification (e.g. green train, old man).</b></li> </ul>
Year 2	<ul style="list-style-type: none"> <li>□ Use <b>time connectives (adverbs and adverbials)</b> (e.g. <b>later, first, in winter, at night</b>).</li> <li>□ Use <b>subordination</b> (using <b>when, if, that or because</b>) and <b>co---ordination</b> (using <b>and, or, but, so</b>).</li> <li>□ <b>Expanded noun phrases</b> for description and specification (e.g. <b>the blue butterfly, plain flour, the Man in the moon</b>).</li> <li>□ How the grammatical patterns in a sentence indicate its function as a <b>statement, exclamation, command</b>.</li> <li>□ Use of <b>past and present tense</b> as appropriate.</li> </ul>
Year 3	<p>Vary sentence structure by expressing <b>time and cause</b> using:</p> <ul style="list-style-type: none"> <li>□ <b>Conjunctions</b> (e.g. <b>so, when, before, after, while, because</b>).</li> <li>□ <b>Adverbs</b> (e.g. <b>then, next, therefore, soon</b>).</li> <li>□ <b>Prepositions</b> (e.g. <b>before, after, during, in, because of</b>).</li> <li>□ <b>Articles</b> (a/an/the)</li> <li>□ Use <b>adverbials of time, place and manner</b> (e.g. <b>at midnight, over the hill, quickly, all of a sudden</b>).</li> <li>□ Consistent use of <b>past and present tense</b>, including <b>irregular forms</b>.</li> <li>□ Consistent use of <b>. , ?! ""</b></li> </ul>
Year 4	<ul style="list-style-type: none"> <li>□ Vary sentence structure, using <b>different openers</b> (e.g. <b>non---finite subordinate clauses – Stumbling through the trees, Rooted to the spot</b>).</li> <li>□ <b>Fronted adverbials</b> (e.g. <b>Tears trickling down his face, James closed the heavy door behind him. Later that day, I heard the bad news</b>).</li> <li>□ Appropriate choice of <b>pronoun or noun</b> within a sentence to avoid ambiguity and repetition.</li> <li>□ <b>Noun phrases expanded</b> by the addition of <b>adjectives, nouns and prepositions</b> (e.g. <b>the teacher becomes the strict maths teacher with the curly hair</b>).</li> <li>□ Consistent use of <b>. , ?! "" ‘</b></li> </ul>
Year 5	<ul style="list-style-type: none"> <li>□ Add phrases to make sentences more <b>precise and detailed</b> (e.g. <b>the extremely poisonous dragon, as quickly as possible, fast---growing fortune</b>).</li> <li>□ Use <b>range of sentence openers</b> consistently, considering their effect.</li> <li>□ Adapt sentence construction to <b>different text types, purposes and readers</b>.</li> <li>□ <b>Link clauses</b> in sentences using a range of <b>subordinating and co---ordinating conjunctions</b>.</li> <li>□ <b>Relative clauses/embedded clauses</b> beginning with <b>who, which, where, whose</b> (e.g. <b>the boy, who was wearing a red hat...</b>).</li> <li>□ Indicating <b>degrees of possibility using modal verbs</b> (e.g. <b>might, should, will, must, would</b>) or <b>adverbs</b> (e.g. <b>perhaps, surely</b>).</li> <li>□ Using <b>verb phrases</b> to create subtle differences (e.g. <b>she began to run, have might have been</b>).</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>□ Use subordinate clauses to write <b>complex sentences</b>.</li> <li>□ <b>Sentence construction manipulated and constructed</b> to add meaning and create subtle differences, including the use of <b>hypothetical and speculative language</b>.</li> <li>□ Use of the <b>passive voice</b> to affect the presentation of information in a sentence (e.g. <b>I broke the</b></li> </ul>

- window in the greenhouse versus The window in the greenhouse was broken (by me)).
- Expanded noun phrases to convey complicated information concisely (e.g. the fact that it was raining meant the unexpected ending of this year's sports day).
  - The difference between formal and informal speech and writing (such as the use of questions, e.g. He's your friend, isn't he? Or the use of the subjunctive in very formal writing and speech (if he were to be successful, the matter would be resolved)).
  - Use -, ; :- correctly

## Colour indicate objective from a different Year

### Appendix 5 – Writing strategies

#### All Year Groups use:

Shared  
 Modelled  
 Guided  
 Paired/Group  
 Non-negotiable words for spelling  
 High expectations  
 Quality text to inspire and model effective writing  
 Physical activities to support muscle strength for writing – finger gym, write dance etc.  
 Enriching language visually displayed inside and out (labels, word mats, pegs to resources)  
 Designated writing zones inside and outside (Reception/Phase 1).  
 Key questions in zones.  
 Opportunity to write anywhere.  
 Writing workshop for parents to support Physical Development and the impact this has on the children's writing.  
 Achievable targets connected to their ability.  
 Using a timer.

#### Rehearsal writing through a range of strategies:

- On whiteboards
- Orally
- Drama
- Think the sentence, say the sentence, write the sentence
- Verbalise sentences before writing.
- Talk maps

#### Support material

- Word Mats
- Word banks including key vocabulary
- Topic Mats
- Dictionaries
- Structured sentences for innovation
- Red Word Mats
- Phonic mats

- Common exception words shared and easily accessible
- Pyramids
- ISPACE
- Writing frames e.g. sentence starters

#### Celebrating

Writing Trophy Wall  
 House points  
 Counters for including skills taught within their learning

#### Drama

Conscience alley  
 Hot seating  
 Exploring characters' feelings  
 Retell a story  
 Predict what might happen next etc.  
 Children given the opportunity to plan, write, edit (spending time allowing the children to develop this skill) and then publish  
 Displaying key teaching and learning moments on sugar paper  
 Non-negotiables being clear to the children.  
 Using Pobble365  
 Strong focus on spellings – using phonics and learning the spelling rules using RWI.  
 Success criteria/check lists  
 Writing for purpose  
 Purple pen to edit and improve  
 Verbal feedback  
 Peer marking and shared Peer examples  
 Self-assessment of fan-dangos  
 Model professional examples.  
 Core texts that model ARE  
 Texts that children have suggested/inspired them at home.

Colour coding for grammar and punctuation.  
Use of story boarding and picture  
books/graphic novel to help sequence and  
explore story structure.  
Film/TV to model story structure.  
Mark making – tactile, sensory based way.  
Work time through RWI – learning to write CV,  
CVC, CCVC words phonetically.  
Using Fred Fingers for spelling.  
Sentence structure using high frequency words

