



Writing Policy

Athersley North Primary School

Approved by: Michelle Vousden

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Last reviewed on: September 2020 (Start of new academic year)

Next review due: September 2021 (Start of new academic year)

Athersley North Primary School

Writing Policy

Intent:

This policy states the aims and principles relating to the teaching and learning of Writing at Athersley North Primary School and clearly states how the school will fulfil its requirements of the National Curriculum 2014.

This policy should be read alongside other school policies such as the Teaching and Learning Policy, Feedback and Marking Policy, Health & Safety Policy & Procedures and the Equality Policy.

At Athersley North Primary School, we aim to provide a high quality writing curriculum which will allow pupils to speak, read and write fluently so they are ready for the next phase of their education by the time they leave primary school.

Our curriculum reflects the context of our school and coincides with our school vision. We start with relentlessly high expectations to ensure pupils are closing the gap, improving and becoming successful, resilient writers. Throughout the pupil's journey in primary school, we provide them with a range of opportunities to learn and apply writing skills across the curriculum.

Our school's curriculum plan ensures all pupils access a high quality text as a driver for the writing. We then use a cycle of gather, grammar and go to teach and embed different writing skills through a unit. This cycle focuses on the features of a text, the grammar behind a text, the vocabulary that underpins the writing process as well as emphasising the importance of presentation through high expectation of handwriting and spelling so pupils are able to take responsibility for their own work. Our writing units focus around audience and purpose so pupils are able to reason and explain why they are writing in this way.

By the time pupils leave Athersley North Primary School, we aim to ensure they are proficient, independent writers.

Implementation

This policy promotes best practice and establishes consistency in Teaching and Learning across the whole school. It aims to ensure that all pupils are provided with high quality learning experiences to develop pupil's life-long love of learning.

School Practice

The Curriculum progression plan for Writing ensures that there is a coherent and purposeful sequence to the teaching and learning of Writing. This plan follows the National Curriculum and outlines what pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Medium Term Planning outlines the text chosen, the genre being taught and the sequence of lessons being taught within the unit. These plans include the grammar being taught within the unit as well as any standalone grammar as well as the spelling rules being taught alongside the writing unit.

Writing achievements and progression in knowledge and skills through each year group is celebrated on the designated writing display board within the school environment.

What does this subject look like at Athersley North?

We use the novel study approach when teaching writing. The reading spine outlines the chosen class novels (core texts). These may have be linked to foundation subjects or a standalone challenging enough text. The text is the hook for all writing opportunities.

English lessons include an element of reading part of the story. By using this approach, all aspects of the English curriculum are taught through the text and pupils use and apply skills and understanding in spelling and grammar, reading and writing to make accelerated progress.

A range of text types are be included throughout the teaching sequence covering both fiction and non-fiction. Writing is purposeful so that pupils understand the context and the audience that their writing is for.

Writing is taught over a 3 week timeline and includes aspects of: gather, grammar and go.

Gather	Grammar	Go
Deconstruct the text type Looking at features Analysing the text/characters Hot seating Comprehension tasks Conscious alley Really getting into the depth of the text.	An aspect of grammar that links to the text type you are doing. E.G. First person- diary entry. Expanded noun phrases description. This is explicitly taught over a number of days, depending on the age of the Pupils.	Plan Write Edit Redraft This can include shared writing and then independent writing. Pupil's need they need to see what a shared write/good one looks like before having a go on their own. Allow time for editing with teachers modelling editing and redrafting.

Early Years Foundation Stage (EYFS):

Pupils develop their fine motor skills in order to hold a pencil correctly. Pupils are then shown how to form letters. They are given many opportunities to write within the learning environment.

Pupils are encouraged to apply their phonic knowledge to write simple CVC and CCVC words which will lead into them writing simple sentences.

Key Stage 1:

In Key Stage 1, Pupils will focus on applying and securing phonic knowledge within writing. They will write sentences from memory including spellings and aspects of grammar they have been taught. They will write for different purposes.

In terms of planning, they will be able to say out loud what they want to write before writing it. They will be able to edit writing with support from teachers and their peers.

They will learn the grammar ideas identified in the appendices of the National Curriculum and apply this to their writing. They will write in line with the schools handwriting policy.

Key Stage 2:

In Key Stage 2, Pupils will use phonetic as well as knowledge of morphology and etymology to spell words. They will use dictionaries to identified words they are unsure about. They will learn to write for a range of purposes and audiences.

They will learn to plan effectively and use research as well as their understanding of the novel to create a suitable plan. Pupils will learn to write with confidence and at length. They will learn how to edit and redraft writing.

Pupils will learn the grammar aspects identified in the appendices of the National Curriculum and apply this to their writing. They will write in line with the schools handwriting policy.

How will this be taught?

Writing is taught over a 3 week timeline and includes aspects of: gather, grammar and go.

Gather	Grammar	Go
Deconstruct the text type Looking at features Analysing the text/characters Hot seating Comprehension tasks Conscious alley Really getting into the depth of the text.	An aspect of grammar that links to the text type you are doing. E.G. First person- diary entry. Expanded noun phrases description. This is explicitly taught over a number of days, depending on the age of the Pupils.	Plan Write Edit Redraft This can include shared writing and then independent writing. Pupil's need they need to see what a shared write/good one looks like before having a go on their own. Allow time for editing with teachers modelling editing and redrafting.

Differentiation for vulnerable groups: (SEND, Pupil Premium, etc.)

As the novel is supposed to be challenging for all Pupils, some may find this trickier to access. Throughout the teaching sequence ensure learning is differentiated and the Teaching Assistant is deployed at all appropriate points. Bear in mind ideas to include SEND Pupils to ensure they can access learning alongside their peers. Strategies include pre-reading the text, visual cues to help understanding, sentence stems and support from adults in the room.

Impact

Leadership and Governance evaluate the teaching and learning of Writing half termly through lesson visits, planning and book scrutinies and pupil interviews. Writing data is analysed to identify key groups of pupils and priorities/ areas for improvement so that these can be swiftly addressed.

Assessment is in accordance with the Early Learning Goals (ELG) in Foundation Stage, and the National Curriculum criteria for the end of Key Stage 1 and 2.

Assessment for Learning (formative assessment) is recorded against statements from the national curriculum in the writing moderation grids. This is to support planning and identify individual pupil and class gaps in knowledge.

Assessment for Learning is carried out through questioning, discussion, observations and the marking of work. The marking of work undertaken during Writing sessions will be in accordance with the school's Feedback and Marking Policy. For further details refer to the Feedback and Marking Policy.

Independent writing takes place twice every half term. A moderation piece of chosen from these tasks.

Assessment of Learning (summative assessment) is inputted by class teachers into the schools summative database (SIMS) 3 times a year to evaluate if pupils are working towards, at or above the expected standard for their year group. This provides the evidence of learning and achievement, enabling an accurate summative assessment to be made at the end of each school year, and at the end of Early Years Foundation Stage, Key Stage 1 & Key Stage 2.

Writing moderation takes places across phase teams, the whole school and with local community schools across the school year.