

# Lyppard Grange Primary School

## Writing Policy

### Rationale

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (National Curriculum 2014)

At Lyppard Grange Primary School we firmly believe in these values and so place English at the heart of our curriculum. We strive to offer children a high-quality, English-rich learning environment, which will enable children to develop the skills they need to become life-long learners, readers and communicators, thus empowering them to be secure, engaged and equipped for life. Our vision is that all children leave our school as confident, fluent, independent writers. To facilitate this we give them opportunities to develop skills in writing, which enable them to communicate with others effectively in a range of forms and to confidently express themselves, imaginatively and creatively, for a range purposes and audiences.

### INTENT

#### At LGPS we want children to:

- Be effective, competent communicators and good listeners
- Be able to express opinions, articulate feelings and formulate responses to a range of texts (both fiction and non-fiction) using appropriate technical vocabulary
- Have an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form
- Be able to orally retell a variety of stories to help them understand the structure of narrative, and then apply this in their own work.
- Gain the knowledge needed to enable them to produce grammatically correct and well-punctuated work
- Develop the skills to enable them to enjoy, engage with and understand a range of text types and genres
- Be able to write in a variety of styles and forms showing awareness of audience and purpose
- Develop powers of imagination, inventiveness and critical awareness in all areas of literacy
- Understand and apply spelling conventions
- Develop a fluent, comfortable and legible style of handwriting which enables them to produce well-presented written work
- Learn the whole process of writing, including the skills of planning, drafting and editing
- Use and develop a range of learning values: independence, communication, perseverance, curiosity, teamwork, courage and adaptability by offering breadth and variety in their learning opportunities

### Principles of Teaching and Learning

We strive to:

- Build children's confidence and self-esteem
- Develop children's independence
- Allow all children to experience regular success
- Provide children with a rich bank of resources and example texts to explore and learn from
- Model writing to a high standard and demonstrate accurate application of grammar, spelling and handwriting principles in their own work
- Contextualise grammar and spelling concepts
- Encourage children to independently select resources to help them
- Challenge children of all abilities
- Encourage children to enjoy writing
- Develop a child's understanding of grammatical terminology
- Give children opportunities to learn from teachers, peers and their own mistakes through regular discussions and editing sessions

## **IMPLEMENTATION**

### **Curriculum design**

#### **Long term planning**

The National Curriculum for English 2014 and Early Years Foundation Stage guidance provide the long-term planning for English taught across the school. This is used alongside the Yearly Overview (see Appendix A), which details the text types being covered in each year group. Year groups are then free to move these around the year to where they fit best within teaching sequences. A clear progression in spelling is set out in the school's Spelling Policy; we follow the Sounds and Syllables tier overviews (see Appendix B)

#### **Medium term planning**

Before beginning a new theme of work, teachers create a detailed medium-term plan which lists all of the writing opportunities which will be provided across the unit. These may be adapted slightly as a theme progresses in line with the needs and abilities of the children. This is then reflected through additional notes added to the medium-term plan. Writing is briefly detailed on these plans but all year groups plan on a whole school Talk for Writing format (see Appendix C) which clearly details each stage of the sequence of learning and how long each stage should take.

#### **Short term planning**

Specific lessons for each week are detailed on weekly timetables. Flipchart pages are then used in place of lesson plans and these are detailed enough that anyone should be able to pick them up and teach from them.

#### **Lesson design – Talk for Writing**

Each class teacher is responsible for the English in their class in consultation with and with guidance from the subject leader. The majority of written work is collected in writing books and incorporates work from across a range of curriculum areas. As a school, we follow Talk for Writing as we believe that if a child 'can't say it, they can't write it'. Each Talk for Writing unit follows a similar structure: imitation, innovation and independent application and enables children to internalise key language patterns of specific genres.

*Imitation:* Units always begin with a hook and a high-quality exemplar text, which is then explored and dissected in detail. Activities can include; creation of text map for exemplar text; immersion in text and oral retellings; identification of key text and language features; reading as a reader and as a writer, drama opportunities; short burst writing where children practise the skills needed for the text type; boxing up of the text to identify the underlying patterns and creating a toolkit to guide them as to the writing skills to include in their own versions. Vocabulary is discussed at every opportunity, exemplified and put into context.

*Innovation:* Using the model text as a basis, children make changes to it. This may include (but is not limited to) changing the main character/setting or the subject, altering the ending etc. A whole class version is planned together alongside high-quality teacher-led modelled and shared writing. Children then use the boxing up grid to plan and write their new version write this up. At this stage, teachers give detailed feedback to children so they can edit work against the toolkit.

*Independent Application:* Children are now given the opportunity to independently apply the skills they have learnt in English by producing another text on a similar theme. Wherever possible this is linked to themes so they can apply their skills across the curriculum.

*Editing and Publishing:* Editing and redrafting is done throughout the writing process, but with the main focus being during imitation and innovation stages. Children respond to verbal feedback using green polishing pens. Across the year, children are given several opportunities to publish their work and we also look for wider audiences where work can be shared too (inviting parents in, sharing with previous teachers, classroom/school-wide displays, blogging etc.)

#### **EYFS and Year 1**

English in the Foundation Stage follows the Early Years Foundation Stage Framework and aims to teach basic skills which will be built upon in later years. Learning comes under the two areas of Literacy, and Communication and Language. Within these areas are the Early Learning Goals (ELG) of comprehension, word reading and writing, and listening, attention, understanding and speaking. Weekly teacher-led English activities follow the Talk for Writing model and teach children specific writing skills. In addition, areas of continuous provision within the classroom support literacy and children are able to access these throughout the day to practise and develop skills which have been taught. Writing teaching in

Year 1 follows a similar model to EYFS: teacher-led writing activities followed by directed tasks. There are also other writing tasks provided as part of continuous provision. As children progress through the year there is an increasing emphasis on them completing more independent tasks, in order to prepare them for the expectations of year 2. Children have daily phonics input.

## **Years 2 – 6**

We have discrete Writing lessons, which link to our themes where possible. Teachers follow the Talk for Writing model within these lessons and all units are linked to a high-quality text. A wide range of genres are explored and wherever possible, children are given a real audience and purpose for their writing. Grammar and punctuation skills are usually taught as part of the T4W unit; these are front-loaded to ensure all concepts are covered in autumn term, then revisited across the year. Model texts are adapted to ensure specific grammar and punctuation are included. Occasionally, some grammar and punctuation may be taught discretely if a link to the text cannot be made. For each text type, toolkits are developed alongside the children so they know the skills to include to help create a successful piece of writing. These are based around the official Talk for Writing toolkits.

Phonics and/or spelling is taught as a discrete subject from EYFS through to Year 6 (see separate policy for details)

Children are taught accurate letter formation from EYFS onwards. This is modelled in phonics sessions and reinforced through teacher-led writing sessions.

In Year 2 children have one formal session of handwriting per week in which children are taught how to join their letters. This is reinforced with short, daily practices. In Years 1 and 2, children's theme books have shaded lines to help them get their letters the correct height and size. These books are also used for any children in other year groups who would benefit from them.

In Years 3 and 4 children have one formal session of handwriting per week, with an emphasis on joining. This is then reinforced throughout the week with extra practice and with reminders during other writing sessions.

In Years 5 and 6 teachers consolidate the work from previous year groups and specifically target children who have not yet developed a joined, legible style through intervention groups.

Handwriting interventions are used throughout school for children who have fine motor skills difficulties.

## **Additional opportunities for English**

Through our creative curriculum approach we also seek to explore and utilise further opportunities to use and apply English skills across all subject areas, to provide children with a rich range of writing opportunities and purposes.

## **Pupil support and differentiation**

Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support. For extended writing tasks children are provided with differentiated success criteria to support their written work.

## **Special Educational Needs and Disabilities**

Children with SEND are taught within the daily English lessons and are able to take part at their level through appropriate activities and resources and the support of a teaching assistant/teacher.

Where applicable children's Personal Learning Plans (PLPs) incorporate suitable objectives to help develop their English skills. Intervention groups take place throughout the year, in order to give further support to children working below national expectations.

## **Gifted and Talented**

Within the daily English teaching, teachers provide activities to support and challenge children who are Gifted and Talented in writing. They are taught within the daily English lesson and are able to take part at their level through use of appropriately challenging activities and resources which the teacher plans into the daily English sessions.

## **IMPACT**

The impact of our curriculum is evaluated in a variety of ways: through day-to-day formative assessment; summative assessment using Insight objectives and Government tests; through monitoring of learning and teaching and pupil voice discussion to determine children's views.

Pupils will make good progress from their own personal starting points, developing the English knowledge and skills they need to leave here as adept and confident writers. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education and their lives beyond this.

In addition to this:

- The % of pupils working at ARE for writing within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth for writing within each year group will be at least in line with national averages.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

## **Assessment**

### **Formative Assessment**

Teachers integrate the use of formative assessment strategies such as effective questioning, clear learning objectives, the use of success criteria and effective feedback and response in their teaching. The school's Feedback and Marking Policy offers guidance on high quality feedback and pupils' response to it in English. As we have a whole class feedback system, written work is read by the teacher, who then identifies any strengths, patterns or misconceptions, recording these in their feedback book and then uses this to plan next steps in learning. Feedback may then be given at a whole class level, to small groups, to individuals, or by adapting planning for future lessons. Success criteria contribute to the formative assessment, as well as guiding children with what is expected from a specific piece of writing.

### **Targets**

All children work towards objectives which indicate the aspect of learning which they need to work on to help them make progress. These are given in the form of a target on a piece of written work. Of course, children are also expected to progress in other areas, which may not be indicated as a target. Targets are aligned with the objectives on the Insight tracking system, but written in child speak. When objectives have been met, the objective is highlighted on children's work as indicated below:

- Solid pink – target achieved in this particular piece of work
- Hatched pink – target partially achieved in this particular piece of work
- Blue – target not achieved in this particular piece of work (so intervention must be given)

Teachers are expected to monitor children's progress with targets as part of their marking process and to adapt their teaching accordingly. Key targets should also be revisited, where appropriate, across the year.

### **Summative Assessment**

Using the Insight tracking system, pupils are assessed against National Curriculum age-related expectations on an ongoing basis and the tracking system is updated termly. Objectives for Years 3/4 and 5/6 have been split to ensure progression across these year groups and key objectives identified and this is reflected on our tracking system. Parents/carers are given feedback on their child's progress, including end of year data in annual reports.

The Phonics Screening Check is administered at the end of Year 1 and repeated in Year 2 for any children who have not passed. National Curriculum tests are used at the end of KS2 for SPAG and Reading; teachers use past papers to inform their assessments as they prepare pupils for these assessments. Summer term's theme books are passed up to the next teacher as evidence of what a child was achieving at the end of the previous year.

In-school writing moderation happens at least twice per year. Cluster moderation sessions are held at least once per year for each year group. Collections of writing are assessed against National Curriculum expectations.

## Resources

A bank of resources is kept in each classroom to support with English. This includes word mats connected to the current theme, alongside key spellings. There should also be a working wall area within every classroom that the children can access. This needs to be updated regularly in accordance with the area of English being taught at the time. In addition, there are key areas of English which are permanently on display in each classroom (e.g. spelling words and words of the week); these should be referred to regularly to support children's learning. Each classroom from Year 2 upwards has a 'washing line' which is used to display current learning, included examples of good work, text mapping and additional vocabulary lists.

## Homework

English-based homework is regularly set for children in Years 1-6 each week. This can include spelling tasks. In addition, children are expected to read on a regular basis which is recorded in reading journals. Homework provides opportunities for children to practise, consolidate, develop and extend their skills and knowledge and prepare for their future learning.

## Parents/Carers

We aim to involve parents/carers in their children's learning as much as possible and to inform them regularly of their child's progress in reading. Parents/carers have the opportunity to meet with child's class teacher at least twice a year at Parent Consultation Meetings and receive an annual report at the end of the academic year. Every year group offers Parent Workshops where the way in which children are being taught is shared.

## The Subject Leader:

- Supports teachers in their planning and teaching from the National Curriculum
- Leads by example in the way they teach in their own classroom
- Prepares, organises and leads INSET, with the support of the Leadership Team
- Works co-operatively with the SENDCo
- Monitors different aspects of English teaching and learning then feeds back to SLT and staff on findings and future actions
- Attends training
- Attends City English meetings and cluster moderation
- Discusses regularly with the Head teacher and the English governor the progress of implementing National Curriculum for English in school
- Monitors and evaluates English provision in the school by conducting regular work scrutiny, learning walks and assessment data analysis
- Acts as a moderator for the local authority, moderating writing at the end of KS2

## Equal opportunities

All children are entitled to a broad and balanced programme of English regardless of age, gender, race and disadvantage. It is important to exhibit and celebrate all achievements in English.

## Access and Inclusion

At Lyppard Grange Primary School we do not make the assumption that a more able or gifted child or a child with special educational needs in another curriculum area will necessarily have particular difficulties with or a talent for English. Neither do we believe that a child with sound ability in other areas will not have special needs in English.

All children should have access to English. It is the teacher's role to help the child with special needs to experience success and satisfaction in English and to extend the opportunities available to challenge children with a talent in this area.