

Writing Policy

Intent

Writing represents one of the fundamental tools that enable children to learn and communicate ideas, views and feelings. That through the Talk for Writing approach in the Early Years and Key Stage one, progressing to a sentence stacking approach in Key Stage two, children develop their powers of imagination, creativity and critical thinking, whilst developing the skills and knowledge to enable them to be confident and competent writers.

Aims for children:

Be enthusiastic, confident and competent writers.

Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.

Understand a range of texts types and genres and be able to write in a variety of styles and form appropriate to the situation.

To use punctuation and grammar accurately and effectively.

Increase their ability to use planning and drafting to improve their work.

Use a variety of mediums to express their written ideas, e.g. ICT and Drama.

As Teachers we aim to:

Assess and plan for the specific needs of children.

To model high quality writing and extend vocabulary.

Share our objectives with parents, e.g. study outlines.

Provide a stimulating learning environment.

Set high yet realistic expectations of the pupil's learning.

Value all achievement.

Set achievable, differentiated learning targets which are communicated with the children.

Develop children's self-esteem and encourage them to strive for personal success.

Give children the aural vocal skills needed to explore personal, social and moral issues.

Provide **all children** with equal access to a balanced, exciting and relevant curriculum.

Implementation

At Pinchmill Primary School quality in Literacy is seen as:

Learning Intention and success criteria for each lesson are displayed and referred to throughout the lesson by children and teacher.

Well planned lessons that develop children's literacy skills through a process that involves reading, analysing and independent writing.

Lessons are well paced and grouped to maintain interest and concentration.

Teaching with confidence and good subject knowledge.

The writing process is valued and given a purpose and an audience that is exciting and relevant to the children.

The needs of all learners are met through effective differentiation.

A range of teaching and learning strategies are adopted that incorporate a range of learning styles, e.g. drama and ICT.

Listening and responding to children in a sensitive and supportive manner.

Opportunities for developing Literacy across the curriculum are used to motivate and enthuse learners.

Interactive lessons where children are encouraged to be active learners.

Appropriate use of a range of teaching strategies including:

Immersion

Immation,
Innovation (Including boxing up.)
Invention
Demonstration
Modelling
Scaffolding
Explanation
Target questioning
Discussing and challenging ideas, e.g. Talking partners.

Teaching strategies

Talk for Writing is the exploration, through talk, of the thinking and creative processes involved in being a writer. We take children on a magical journey as we, alongside them, explore what it is to be a writer. Talking the text is the missing link of teaching writing. Children struggle to write well because they are juggling so many different elements of transcription and composition. By talking the text, the children begin to internalise the common language patterns of narrative and non-fiction, freeing up more cognitive space for composition.

Sentence stacking approach refers to the fact that sentences are grouped together chronologically or organisationally to engage children with short, intensive moments of learning that they can apply immediately to their writing. Children learn to sentence stack, focusing on the style of the author and impact of words and sentences. The planning of these is based on the teacher's assessment of the children's **learning** needs. An individual lesson is based on a sentence model, broken into three separate chunks: -

Initiate section – a stimulus to capture the children's imagination and set up a sentence. .

Model section – the teacher close models a sentence that outlines clear writing features and techniques. .

Enable section – the children write their sentence following the model and have the opportunity to 'deepen the moment' where they can explore the plot point further and demonstrate their own creative sentences using their previous **learning**.

Organisation

In most instances children have access to a daily Talk For Writing or sentence stacking writing session which is taught whole class. This provides for a stimulus, teacher modelling and independent practice. Cross curricular links are made wherever possible. Where appropriate children with Special Educational Needs are supported by providing relevant scaffolding to ensure that all children can access the learning.

Special Educational Needs and Inclusion

Greater emphasis is given to word and sentence work for children identified as having special educational needs.

Work in literacy takes into account the targets set for individual children in their Pupil Progress Plans

Planning and Monitoring

Our plans are based on the National Curriculum document. Class teachers are responsible for planning the coverage of literacy for each term taking into consideration cross curricular opportunities. Class teachers produce weekly Literacy plans, which must include the learning intention, success criteria and differentiation for each lesson. The Literacy Subject Leader

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monitors these termly. When a lesson is monitored teachers are responsible for providing a lesson plan and any other relevant information. Literacy is organised into units of work which may last between 1 – 4 weeks. Within these units it is good practice for the teaching sequence to be reading, analysis then writing. The amount of time given to each element of the teaching sequence is at the professional judgement of class teachers.

Regular summative and teacher assessment is used to inform planning; identifying gaps in children's knowledge and understanding and challenging achievement.

Every term the subject leader monitors the standards in literacy through work scrutiny and displays around the school. The Literacy Subject Leader observes teaching and learning of literacy termly; this maybe with the Head Teacher, Local Authority representative or consultant.

Resources

Teachers and learners also have access to ICT based resources such as:

Software that provides equality of access to all learners such as Micro soft word.

Teaching and learning resources are also stored on the school network and are organised into the discrete areas of literacy.

Impact

Summative and teacher assessments using the Writing Progression Ladder are used to track the progress of individuals, groups and cohorts. Each term the children will complete an assessed writing activity, these will cover a range of genre and writing styles. The work will be assessed using and placed in an assessed writing book that will travel through the school with the child and then on to their Upper School. The purpose being that the book shows a clear record of the progression the child has made and from which future targets can be set.

Policy Agreed:

Chair of Governors

Head Teacher

Date: September 2024