



Mabe Community
Primary School

Writing Policy

At Mabe, we believe that the ability to write with confidence and accuracy is an essential life skill. Writing is a complex process that draws upon more than handwriting and spelling. It is the ability to effectively communicate ideas, information and opinions through the printed word in a wide range of contexts. Successful writers understand the social function and characteristics of writing in order to use different genres appropriately, matching it to audience and purpose. Writing also requires the writer to understand and accurately apply the conventions of syntax, spelling and punctuation. We aim to equip children with the skills necessary to achieve this, throughout the curriculum.

A simple view of writing

As previously stated, writing is a vital life skill. Even though there are ever increasing mediums for written communication e.g. text and email, it is still necessary for children to be able to communicate using a good standard of written English.

The Curriculum 2014 divides writing skills into two dimensions:

- ✓ Transcription (spelling and handwriting)
- ✓ Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Role of the Teacher

Writing in Mabe is taught and celebrated in a range of ways, and is taught daily across the school and within a range of subjects. We aim, wherever possible, to create cross-curricular writing opportunities, as we believe that in order for children to see themselves as successful writers they need to be involved in writing for a purpose.

Teachers' encourage children to:

- ✓ Become confident and independent in written language.
- ✓ Have opportunities to write in different contexts and in different styles for different audiences.
- ✓ Understand and use Standard English spelling, punctuation and grammar.
- ✓ Develop perseverance, stamina and skills to write at length.

- ✓ Encourage accurate spelling and punctuation.
- ✓ Be grammatically correct.
- ✓ Have opportunities to write in a range of ways and for different purposes.
- ✓ Express themselves creatively and reflect about the content of their work.
- ✓ Organise their thoughts and ideas logically that are appropriate for their intended audience.

Children are taught to write in the following ways:

EYFS

- ✓ Encouraged to write independently, including mark making.
- ✓ Daily phonics sessions enable children to practise and develop their writing skills.
- ✓ Role play provides context for children to use and develop their writing skills.
- ✓ Their emergent writing is valued and encouraged.
- ✓ Use the 'Talk for Writing' model.

KS1

- ✓ Encouraged to say their sentences out loud and to write down ideas as part of the planning process.
- ✓ After writing, children are asked to read their writing to check it makes sense and to talk about it with an adult.
- ✓ The editing process starts in KS1 by children being encouraged to check their own writing for spelling and punctuation errors.
- ✓ Use the 'Talk for Writing' model.

KS2

- ✓ Use similar writing as models for their own writing.
- ✓ How to plan and redraft their writing.
- ✓ Feedback is given by other children as well as the class teacher to enable the children to reflect and edit their own writing.

Modelled Writing: Modelled writing takes place within the Literacy lesson; the teacher models the writing process to the whole class as an expert writer, articulating the process. During these sessions, the teacher also teaches how to plan, draft, edit and assess the writing.

Shared writing: Shared writing takes place within the Literacy lesson; the teacher supports the writing process of the whole class and welcomes their suggestions for ideas and modelling the planning and editing process. Children are also taught how to assess each other's writing, giving valuable feedback. Teaching objectives are pre-planned and sessions are characterised by explicit

teaching of specific writing strategies, oral response and high levels of collaboration. The children join in individually or through partner work where appropriate.

Guided writing: Guided writing takes place within the Literacy lesson; a small group is guided by the class teacher or TA. During guided writing the responsibility for writing shifts to the learner. Guided writing takes place with a group of children with similar writing targets/needs. During a guided writing session the children will write with an adult supporting. It is intended that guided writing provides a forum for children to demonstrate what they have learned about writing and to further develop and extend their writing skills. These children will have been identified following assessment from previous writing or a whole class activity; this allows the teacher to adjust their planning and meet the learning needs of specific groups of children. We use guided writing as a way of rapidly responding to formative assessment.

Independent Writing: Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit and assess their work, applying the skills they have learnt throughout the unit of work on that particular genre.

The teaching and learning of writing varies across the age range in school. In the early years emergent writing is encouraged through the use of different writing materials, including felt tipped pens, crayons, chalk, sand, magnetic letters, big brushes, water, paint and computers, as well as writing in the role-play areas, such as postcards, menus, invitations, labels etc... Alongside this, children take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible script.

Daily phonics lessons build their phonic and spelling knowledge to enable them to sound out words and spell high frequency words correctly. Children throughout the year groups have spellings to learn relevant to their age, and these focus on high frequency words or a particular spelling pattern.

As children progress throughout the school, they are given many opportunities to write independently and to apply the skills they have learnt and practised in shared and guided writing. Wherever possible, writing is made meaningful by being planned for a specific purpose or in response to a particular experience.

Assessment

Children's writing skills are assessed regularly through shared writing, guided writing and independent writing. Each half-term the children complete a piece of independent writing that is assessed using the end of Key Stage 1 and Key Stage 2 expectations set out in Curriculum 2014. These skills are then built on as the children progress through the school, giving a clear areas for development.

We assess using the Rising Stars Progression Framework which is broken down into the following domains:

- ✓ Transcription
- ✓ Composition
- ✓ Vocabulary, Grammar & Punctuation

Where children's writing skills are weak there are intervention groups focusing on specific skills and areas for development that are put in place at the first opportunity. The impact of any programme of support is monitored half termly.

It is expected that all children should be making improvements in their writing and where this is not happening this is being monitored carefully and strategies/support put in place (On Alert/SEN).

Working with Parents

The partnership between school and home is vital in supporting children with writing and we understand the importance of providing parents with the guidance needed to help develop their child's writing skills at home, particularly with homework. Current support includes:

- ✓ Updated downloadable guide on the website linked to Curriculum 2014 grammatical terminology that the children are learning across all years.
- ✓ Statutory spelling lists for all years available to download from the school website
- ✓ A list of recommended websites and APPS to support the children's writing skills.
- ✓ Offering sessions to parents on how their children are taught to read, exploring strategies and phonics.

Promoting Writing at Mabe Primary School

We feel it is important for children to experience the love of writing by promoting it in a variety of ways including:

- ✓ Writing competitions – local & national
- ✓ Opportunities for cross-curricular writing
- ✓ Diary writing activities – KS1
- ✓ Short morning writing activities – KS1/KS2
- ✓ Creative writing homework