

Policy for Writing - October 21

Vision statement

For all children to write in a variety of genres with enthusiasm, flair and with clarity and a clear purpose for an audience in mind. For written work to reflect the pupils own ideas thoughts and feelings with accuracy in grammar, spelling and punctuation and to be written in a fluent cursive style.

We want every child at Kingsland to be a writer and feel pride and confidence in their completed work as well as being able to reach at least age related expectation.

AIMS AND OBJECTIVES

The Curriculum 14 states that writing should be taught along two main strands- transcription and composition

KS1

We aim to ensure that pupils:-

- Begin to enjoy writing and see the value in it.
- Learn to communicate meaning in a variety of genres and spell, use grammar, develop vocabulary and punctuate correctly.
- Develop independent writing as soon as possible
- Learn to spell words by segmenting

KS2

- Learn to write accurate Standard English with correct spelling for a variety of purposes.
 - Know, understand and write in a variety of genres in keeping with the structure of narrative-setting, character and plot
 - Develop creativity and imagination in creating characters, setting and plots through description and development of vocabulary.
 - Develop the understanding of the need for and the ability to read their own work critically and with the aid of Target skills drawn from the termly targets or Target questions to improve/edit their own work by adding to, changing , upgrading ,omitting, correcting vocabulary ,grammar, spelling, sentence structure and punctuation.
 - The children can write demonstrating awareness of the audience and ability to adapt, edit and chose the appropriate language so it is fit for purpose/audience.
 - The children can write using the correct grammar and syntax in line with at least age expectations
 - To promote the enjoyment for writing and using opportunities across a broad and balanced curriculum to achieve our vision
 - Have fluent and legible handwriting in a cursive style
 - Have an interest in words/sounds/meanings
 - Develop a wide and suitable technical vocabulary in order to communicate about their own and others' writing
- Including Ref. NLS-DFEE/NC 2014

INTENT/ORGANISATION OF THE CURRICULUM

At Kingsland we plan our English teaching from the National Curriculum 14 for Yrs. 1-6 in combination with our schools challenge curriculum

Every Year group from Year 1 to Year 6 plans a daily English lesson with in which the English content of the NC is taught, combining Reading, Writing, Spelling and Handwriting.

In the early years we follow the Foundation curriculum incorporating the age related bandings leading to assessment against the Early Learning Goals.

In the Nursery and Reception Class we plan and teach full mornings of English teaching to include writing. Writing materials are always available both in and out door learning for children to access in independent learning

Our evidence for teaching and learning comes from the following which will be monitored and moderated termly:-

IN EYFS

- Learning journeys/writing journals /Tapestry

IN Y1-6

- One English book- showing the journey and progression including cc work completed usually on a Friday morning

This will incorporate extended pieces of writing. Within the writing portfolio there should be a range of writing to include Science writing and challenge curriculum so these can be internally moderated to ensure children are writing at the expected level across the curriculum. Writing targets will also apply in cross-curricular writing. An extended piece of writing every one to two weeks in KS1 and two to four weeks which is the culmination of learning prior to this. This will be assessed and provide next steps in terms of year group expectations and content planned.

This will be rigorously marked and moderated in phase meetings/staff meetings using the new national curriculum, pre key stage frameworks and TAFs. New targets will be set for the children which link to ARE/GDS

IMPLEMENTATION

- Daily lessons & weekly planning should demonstrate a clear progression of skills and knowledge needed to attain mastery of genre. E.g. grammar, explicit teaching of the features, sentence construction, different types of sentences, vocabulary, editing and syntax-punctuation. Within these lessons there will be smaller pieces of writing and editing which will be marked against targets skills linked specifically to the learning question. By self, peer and teacher, whichever is appropriate and a mixture would be ideal. Marking will demonstrate good examples and areas for development. Opportunity should be given to the children to read and respond to these at the beginning of the next lesson.-These responses will need to be marked and acknowledged by the teacher.
- Long term plan- In Spring 2019 staff worked together to plan genres for y1 and y2 as well as Y3-6. This long term plan (writing policy Appendix A) serves to ensure all genres are covered in 2 year cycle. There is a knowledge organiser PowerPoint which supports with scaffolds for writing genres
- Medium term plans for a half term are in place for all year groups- this outlines a week by week plan for genres and key aspects and links to the long term plan (see appendix B)
- From Y3-5 all genres of writing and features of those genres are taught and applied so even coverage which is balanced and appropriate across both key stages. Wherever possible linked to the challenge curriculum and Science, RE, PSHE.
- Year 6 will be a revision of all genres and features. From March onwards Y6 will plan a minimum of 6, assessed but independent, writes for end of KS assessment-statutory.

EQUAL OPPORTUNITIES

Please refer to Kingsland School Equal Opportunity Policy.

In addition we should monitor language used in class to ensure all children have access to the English Curriculum.- See Equal Opps Policy.

It is the role of the subject leader/team to support staff by purchasing resources to promote equality of opportunity and to support Equal Opportunities through curriculum documentation.

In recent years our school population is changing and an increasing number of EAL children and newly arrived children need supporting with their spoken and written English. We track these children as a group and with a strong phonic input their progress accelerates. We have a number of ICT programmes that assist as well as targeted support from additional adults.

All staff should follow the guidelines in the schools equal opportunity policy. However with specific reference to supporting writing all teachers should: -

- Communicate and model high standards to all pupils and challenge individuals and groups to attain their highest standards.
- Ensure that all pupils have access to the whole curriculum, so receiving their basic entitlement.
- Provide appropriate resources and methods of delivery, to ensure the curriculum appeals equally to boys and girls.
- Provide positive images of boys, girls, differently able pupils and those from an ethnic background.
- Recognise the needs of different children and differentiate for all abilities including more able children as well as lower ability children through task/time/groupings /support etc.
- Foster a sense of personal esteem and success in English and encourage motivation towards work.
- Foster a positive atmosphere of mutual respect and trust in which children feel valued and are working together towards success.
- Aim to involve all children in learning by accelerated learning techniques and sensitivity to individual learning styles (VAK/ Mind Kind techniques)

Pupil Premium Children

We aim to ensure that teaching and learning opportunities meet the needs of all pupils.

All children should be able to access the curriculum and wider school opportunities and Pupil Premium money is one method of achieving this aim.

Pupil premium funding is targeted at interventions and activities which support children who have been classified as socially disadvantaged. We track Pupil premium and other groups of children to ensure all children are on track to make progress and meet their targets.

Pupil premium funding will be allocated following a needs analysis which will identify priority groups within the school. Additional intervention strategies to promote access to learning may be targeted via behavioural strategies, alternative curriculum and targeting resources on a needs basis. Although we recognise that not all Pupil premium children are underperforming.

All our work through Pupil premium funding will be aimed at accelerating the progress of children and enriching their school experience.

For further information please see our PP policy

PARENTAL INVOLVEMENT AND THE COMMUNITY

At Kingsland we aim to foster writing development through involving parents and the community. We aim to achieve this through the following means: -

1. Homework

- Weekly homework-This is taken home and returned once completed.
- Spellings-Children take home spellings set in class to follow word level work or as individual spelling targets drawn from their writing.(see also target setting)
- Spelling- Our spelling programme is based on phonics, spelling patterns and rules from Nat Curric 14. Where appropriate teachers may deviate from this when they feel it is necessary such for SEN children or for teaching particular topic words. Termly results/book samplings are collected to assess progress.

1. Parental information sheet.

2. Regular workshops

3. Parent's SAT's workshops for Y2 and Y6

4. Library visits

5. Visits from authors/poets/theatre groups.

SPECIAL EDUCATIONAL NEEDS

At Kingsland, we have a policy of inclusivity wherever possible. All children are involved in the English lesson for their own year groups at differing levels. With careful use of resources/strategies or management of adult help we can support those SEND children to take an active part in the English lesson and to be appropriate but to be aspirational.

SEN groups along with other specified grps including PP are regularly tracked and their progress monitored in writing and GPS. This links to their IEP targets or intervention plan and "closing the gap" tasks are planned and worked on at school and sometimes at home. In addition we do regular pre teach and catch up sessions to prepare or follow up on learning. This links with TAs and teachers performance management.

Targets

At Kingsland we believe supportive targets and outlining of target skills (steps to success) are key in supporting pupil progress.

This will be shared in the following ways:

Big Pictures -prior to any unit of work and with a follow up task at the end assessed and marked

Target Question on each piece of work and Target skills shared with pupils

Marking slips in KS2 which outline the features expected in KS2 which supports peer and teacher assessment.

There are clear differentiated targets for each year group which make links with KS1 and KS2 TAF documents and curriculum 14 which support staff with expectations, moderation and assessment.

IMPACT, ASSESSMENT, RECORDING, REPORTING and MARKING

Children should be given an opportunity to respond to comments and new targets in the big pictures, this should be in their English books. The piece of independent end of unit writing will be self, peer and teacher marked and targets, Gap Tasks shared with the pupils to inform their progress. This is so the teacher and child can keep checking and reflecting back and evaluating progress to inform planning. The English book will be retained to demonstrate progress through the year.

The assessment and recording of progress in English is essential in planning and delivering the curriculum. Please refer to the specific sections in this policy related to the attainment targets as each type of assessment is clearly outlined. Please also see marking and feedback policy.

Assessment in English takes place in a variety of ways

-regular marking and checking against Target questions

-Termly formal Teacher assessment of writing supported with staff meeting moderation and by rising stars in GPS.

MONITORING THE QUALITY OF LEARNING, MODERATION AND PROGRESSION

1. Teachers complete short-term TEEP style planning weekly with evaluations. This forms the basis of future planning and copies are monitored by the subject leader and phase leader.
2. One piece of independent written work is put in the in the pupil profile as a guide to progression
3. The genre of the independent writing assessment is chosen by the class teacher based on the work covered in the relevant term. These profiles are kept in the classroom.
4. We have termly moderating meetings to be sure everyone assesses work similarly and is ARE appropriate.
5. Examples of cross-curricular progressive literacy work can be seen on the English board in the junior corridor and another in the infant corridor.
6. An annual review/question analysis of National SAT tests will be carried out to inform planning.
7. Regular "book trawls" BY SLT and co-ordinators review books and feedback to head and staff to make improvements.
8. We use the Reach lesson elements in planning and delivering our curriculum.

CURRICULUM MANAGEMENT

The following strategies are used to manage the English/writing curriculum.

- Annual target setting-curriculum area based on curriculum audit and testing results.
- Supporting assessment-staff moderating SAT samples/ensuring pupil tracking is maintained/PP meetings
- Advice to staff where needed/mentors for new staff and NQT's
- Input into SEF/SDP
- Annual resource audit.
- Learning walks and book trawls
- Monitoring/supporting medium term planning/short term planning /guided reading records(Unit plans)
- Development and revision of writing scheme and policy.
- Organise spending.
- Purchase of resources
- Organization of resources
- Feedback during staff meetings.
- Keeping up-to-date with developments in the teaching of English/Literacy via courses/publications.

HEALTH AND SAFETY

Please refer to the Kingsland Health and Safety Policy.

The staff at Kingsland recognise the importance of safety, health and welfare in all aspects of school life, including the teaching of English, where large easels and/or electrical resources may be used.

TEACHING STRATEGIES

It is important that when the teacher writes on the board, paper, and displays or in books, the writing is legible and provides a good example of the handwriting form promoted in school at an appropriate level.

- *Modelled Writing*

The teacher writes herself while thinking aloud to illuminate the process to the children. This should show children segmenting as an aid to spelling as well as other "successful spellers" strategies.

- *Shared Writing*

The teacher usually acts as scribe for the children's ideas and teaches points as they arise in the planned lesson. Children can be more involved in this process than in Modelling. All shared writing should be aimed at the highest level expected in that year- and never below an equivalent of an "old" Level 3

- *Guided Writing*

The children work in small groups with a clear focus. This may be taken from the 2007 N.L.S. phase/strand or from the termly targets or lesson objective assessed.

Handwriting should be weekly timetabled out of the literacy lesson and be based on the Nelson handwriting scheme and script. It should be modelled in order to teach the correct way of forming and joining the letters.