



Lisle Marsden Church of England Primary Academy
Writing Policy
September 2022

INTENT:

To develop an enthusiasm for and enjoyment of writing.
To promote writing as an art form and a means of expression.
To develop, enhance and demonstrate mastery in children's ability to communicate in the written form.
To improve children's ability to structure writing.
To develop the reflective practitioner within all children, so that drafting improves writing and understanding of writing.
To develop fluent, legible and, eventually, speedy handwriting.
To spell quickly and accurately.

At Lisle Marsden, children have the opportunity to write in a range of genres to a wide range of audiences with a wider range of purposes. Once established and planned by teachers writing can flourish. Using a range of inspiring and motivational strategies, the school will work in accordance with the National Curriculum 2014 and raise standards in transcription and composition, and, spelling, grammar, punctuation and vocabulary. All of these elements, as well as the use of Standard English, will combine with drafts and redrafts in order to produce final pieces of high quality.

IMPLEMENTATION: THE WRITING PROCESS (see appendix)

Writing lessons will take place daily across the school and the process of writing will develop through three stages; each stage is able to be delivered using a wide range of teaching strategies:

The Immersion Stage.

During this stage, children will recognise the audience and purpose of their writing and become immersed in the focus through strategies such as drama and role play, video and high-quality text. This will deepen understanding and viewpoint for the children and, essentially, motivate.

The Application Stage.

Children will learn how to apply a range of key components of writing, such as: grammatical elements, building banks of high quality, appropriate, vocabulary and have lots of opportunities to complete short writing activities inspired by the immersion stage. Scaffolds during this stage will be readily available for the children to access.

The Writing and Rewriting Stage.

During the final stage, children will put into practice the deeper levels of understanding and viewpoint that have been developed from the Immersion Stage and will express these using the skills from the Application Stage into a piece that responds clearly to the intended audience and purpose of the written piece.

Scaffolds and teacher models will support writing. Marking and feedback, in conjunction with AfL, peer/self-assessments and further models will aid the development of redrafts and eventually lead to final outcomes of high-quality pieces.

Children's writing is supported by teachers in a variety of planned contexts:

Shared Writing

The teacher will usually model writing on the board in response to children's ideas or a given stimulus. Depending on the learning focus, the teacher will teach skills relating to grammar, spelling, vocabulary, composition and punctuation. The teacher will show how to edit and improve pieces of writing. Leading on from the teacher modelling writing, the children may be given small whiteboards and ask to compose their own piece of text. They can share their writing with other children and the teacher, and together they can seek ways to improve their writing. After this process, the children should be given the opportunity to develop their writing skills independently.

Modelled Writing

This is where the teacher will model how to do something in writing. It is different to shared writing as children won't contribute ideas during this process.

Independent writing

The English lesson usually allows the children to practise their writing skills. The children will be taught a range of independent learning strategies to help them progress with their writing without adult help.

Guided Writing

This is where the teacher focuses on one group of children while the other children are working independently. The teacher usually consolidates and extends the work that has been done in the shared writing session.

Scaffolds

Varied use, and approaches, to scaffolding learning will be a key component within writing across all aspects of writing in the Curriculum. Scaffolds will be determined by the class teacher based on teacher assessment.

SPELLING, VOCABULARY, GRAMMAR AND PUNCTUATION

Spelling

Refer to Spelling Policy

Vocabulary

Vocabulary will be addressed in two forms; one that improves the understanding of word formation (such as phonics, morphology and orthography) and the other that focuses on using vocabulary in order to have an intended impact on the reader.

The development of word formation will be supported through the discrete teaching of phonics as well as the application of word formations being delivered within grammar lessons and Spelling lessons.

Improving the use of vocabulary for effect will arise from explicit teaching of vocabulary. In addition, children will be exposed to high quality texts, videos and discussion and may take part in drama and role play. Thesaurus skills will be taught and applied when necessary. Teachers will demonstrate a range of strategies to develop the vocabulary used within each longer piece of writing.

Grammar and Punctuation

Planning in-line with the Writing Medium-Term Plans, teachers will plan a sequence of learning that incorporates intended opportunities for new grammar and punctuation skills, as well as recapping previous ones, within the context of a given subject. Introduced through the Application Stage, and within the context of the writing, children will apply these skills to their own writing. Initially, this might be through sentence work. As the sequence progresses, children will be expected to transfer these skills and apply them during extended pieces of writing.

Handwriting

Refer to Handwriting Policy

Writing across the Curriculum

Children will be expected to write across the whole curriculum in various forms. When writing outside of the English lesson, children will be reminded to produce work that reflects the spelling, vocabulary, grammar and punctuation already taught within the class. Teacher modelling, scaffolds and live

feedback will support children in achieving the teacher's writing expectations when writing across the curriculum.

Monitoring and Assessment

Children's work will be monitored regularly through teacher marking and feedback. Within the classroom, Assessment for Learning (AfL) will inform next steps.

Year Group teams will moderate pieces of their writing termly in order to ensure consistency of approach, expectation, outcome and assessment judgement. Teams will provide feedback on the outcomes of these moderations to Leaders of Learning and the Heads Team.

Based on these outcomes, Leaders of Learning and the Heads Team will determine whether any further lines of enquiry are needed, or further support provided, in order to ensure the high quality teaching of writing within our school.

IMPACT

Children will be enthusiastic writers who enjoy using writing as a means of expression. They will be independent writers who understand how to structure their work. During the writing process, children will reflect and evaluate their work, able to make suitable improvements to the composition. Children will be fluent hand writers with a legible style and will apply an accurate understanding of spelling and spelling rules.

As a result, end of Key Stage assessments at all levels will indicate that that the school is producing a level of writing above the national average, both at the expected standard and at greater depth standard.

Review

This policy will be reviewed on a two-yearly basis.

