

Writing Policy



Mowmacre Hill
Primary School

This policy was written in June 2016

This policy is renewed annually and so will be renewed: June 2017

Print Name _____

(Chair of Advisory Board)

Signature _____

Introduction

This policy reflects the school's aims and objectives in relation to the teaching and learning of English. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Early Years Foundation Stage framework and the National Curriculum. These set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for the majority of pupils in each year group. This document is the outcome of consultation and review undertaken by the English subject leader with the staff.

At Mowmacre Hill Primary School we use the new National Curriculum for English (2014) as the basis of our English programme. We supplement this with the Discovery Schools Academy Trust English Framework and Read Write Inc Phonics programme.

Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

Aims

We aim to encourage all pupils to:

- *be competent in the arts of speaking and listening, making formal presentations, demonstrating to each other and participating in debate*
- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *develop their cognitive skills, imagination and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purpose;*
- *make progress to becoming a correct speller, using neat legible joined handwriting;*
- *read easily, fluently and with good understanding*

- *develop the habit of reading widely and often, for both pleasure and information*
- *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- *appreciate our rich and varied literary heritage*
- *write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- *make fair critical responses about their own English work, that of their peers and that of popular authors and poets;*
- *reach their full potential by extending their work in each of the above areas of the curriculum.*

The above aims are consistent with our school's aims and take account of the Early Years Foundation Stage Framework, the National Curriculum Programmes of Study and End of Key Stage level descriptions.

Management

Role of English Subject Leader

- ✓ The English subject leader is aware of standards across the school and focuses support on those areas which need it.
- ✓ The English subject leader is the lead teacher in the school for the subject area; responsible for action planning for the subject's direction and development within the school.
- ✓ Monitors English throughout the school through discussions with staff and pupils and feedback to staff on planning.
- ✓ Manages and orders resources which are needed within school to aid the teaching and learning of English.
- ✓ Aids teachers with queries regarding PE in order to help them to teach the subject more effectively.
- ✓ Ensures that that the policy is upheld.
- ✓ Ensure teaching staff complete a questionnaire of their own strengths and areas for development in the teaching of English.
- ✓ Allocated CPD as a result of questionnaires or by request of

Writing

Our aim is to encourage the children to see writing as a meaningful activity which is essential in the world outside of school. Children are introduced to a wide range of quality texts, in a range of forms and for a range of purposes and audiences.

How we teach writing

We use a variety of teaching approaches to develop children's writing.

These include:

- Interactive approaches (e.g. involve children / using whiteboards / use interactive whiteboards/use of ICT)
- Shared sessions where a teacher will be working with the whole class demonstrating, sharing ideas and giving examples. These sessions include both modelling and shared writing
- Guided Writing sessions where the teacher works with small groups. The teacher focuses on the group's or individual's writing needs
- Guided sessions when the teacher works with the whole class, inputs information, mini-plenaries and reminders during whole class writing sessions.
- Opportunities for children to practice their skills and knowledge learnt or demonstrated. (e.g. through written work in other curriculum areas)
- Homework and the co-operation of parents.
- Focused writing outcomes where children are required to use a range of skills in producing a longer piece of writing
- Encouraging the drafting, editing and publishing process.

Modelled Writing

This gives teachers an opportunity to be a writer and model the thought process that they are going through to end up with an exciting sentence. Teachers need to speak aloud to the class as they do this. During modelled the teacher should not be using many children's ideas – these come into shared writing.

Shared Writing

This provides an opportunity for teachers to gather good ideas from the class and put them together for an introduction or conclusion or any aspect of writing that needs specific teaching. Pupils may gather ideas by using Talk Partners and/or white boards.

Guided Writing

Within classes at Mowmacre Hill children are ability grouped for writing. The teacher may work with each group once a week. Teaching Assistants will also support groups. Teachers will also target groups who need more guided sessions. The teacher and group work together to start a piece of writing and then the pupils continue independently. The teacher may let them begin and then guide them to up-level a piece of writing.

Independent Writing

Children are given a range of independent writing activities which link to the writing objectives for that day or week. They will use Success Criteria (shopping lists) during these sessions and also self and peer assess thus maximising independence during these sessions.

Creative Writing

During the writing journey there will be rich and varied opportunities for stimulating children's imaginations. This may be at the introduction of the genre – through visual literacy – a picture or video clip, an artefact – historical or geographical, music, story sacks, picture books etc. Composition

and Effect in writing come from these elements of creativity. Features such as alliteration, similes and metaphors and other types of imagery can be taught well capturing the children's imaginations.

PLANNING

Long term and medium term planning is based on the DSAT English Framework and the National Curriculum. Teachers are encouraged to plan their units of work in a way that supports good cross-curricular links using the Power of Reading to support developing exciting units of work.

Short term planning is produced on weekly plans that show the objectives for the week taken from the *DSAT English Framework*. These plans are expected to show differentiation where appropriate and progression over the week in specific areas. Teachers plan to include a range of teaching strategies. Plans are shared with teaching assistants and are annotated and adapted in the course of a unit in response to on-going assessments.

At the end of each week evaluation takes place to inform further planning and teaching. The plans are monitored on a regular basis by SLT and the English Subject Leader.

Resources

A variety of books and other resources are available in classrooms and in Key Stage based resource rooms

ICT

Teachers will use ICT wherever possible to support the teaching and the learning during English lessons.

Differentiation and Inclusion

In accordance with the school's policies on SEND and Equality, all children are entitled to access writing at an appropriate level for their age and development. Activities are differentiated where possible both for the less able and more able. Differentiation is through resources used, the difficulty of the task, support given and outcome. Notice is taken of targets within a pupil's PPP. Provision is made when necessary for pupils to extend their experiences beyond that of the majority of the class by providing further challenge

Equal opportunities

The aim is to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations in all areas of school life. All pupils are expected to achieve the highest standards possible regardless of race, culture, gender or disability. Whenever possible materials and images used reflect a varied cultural dimension e.g. fruit from different cultures or learning about scientists from around the world. School staff are fully committed to ensuring all pupils regardless of their

differences have the opportunity and support necessary to enable them to achieve their full educational and social potential.

Role of the Advisory Board

The purpose of the Advisory Board is to ensure the implementation of the Early Years Foundation Stage Framework, the National Curriculum and to review the policy. Additional meetings may be held to discuss English priorities across the school and to gain an overview of the teaching and learning of English.

Policy Review

This policy was written by the English Leader

It is due for review during the Summer term of 2017.

Signed Chair of Advisory Board

Signed Head teacher