



Writing Policy

This policy is applicable to children in Year 1 onwards. In EYFS children access continuous provision for writing.

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Policy: Curriculum

Governors: No



Writing Policy

This Writing Policy is implemented from Year 1 – 6. Children in EYFS access the Early Years Framework and complete adult lead tasks which is then followed by continuous provision.

Our Whole School Curriculum Intent

At Finlay, we intend to teach a curriculum that is engaging, relevant and purposeful to all learners. We ensure that our curriculum allows all pupils to achieve and succeed in line with National expectations. We aim for our curriculum to allow all children to develop their knowledge, skills and understanding in line with the National Curriculum (Key Stage 1 and 2) and the Early Years Framework (Pre-School and Reception)

In addition to this, we have identified five core values which are integral to the learning experiences we provide for all of our children. We therefore aspire for our curriculum to allow pupils at Finlay Community School to leave with a **SMILE**: Social Awareness, Mental and Physical Health and Wellbeing, Independence, Life Skills and Excellent Aspirations.

1. Intent:

At Finlay, we intend for our children to become enthusiastic and motivated writers, who are confident in writing for a variety of genres. We aim for our writing lessons to provide children with the opportunities to develop: sentence structure, vocabulary, grammar and for a range of purposes. We want our children to be to extend their writing knowledge and be able to write confidently. In line with our whole school curriculum intent, a structured, cohesive approach to teaching writing allows our children to develop basic life skills that allow them to achieve and succeed in later life.

2. Implementation:

2.1: What skills are taught in writing?

At Finlay, the children have access to differentiated, age-appropriate texts and class teachers ensure children develop their writing skills in response to this text.

The children will focus on one text type each week, however sometimes the text continues for 2 weeks in Key Stage 2. Each day, the children will focus on an objective related to sentence level or grammar. This allows teachers to directly teach children the required skills to be able to write a varied and coherent piece of writing.

2.2: What texts do the children write?

Class teachers are encouraged to use a wide range of texts in writing so children are exposed to different genres, layouts and styles. Teachers are also encouraged to link their writing to reading and theme where possible. This means in many classes, their content/genre for reading links to their writing the following week: this acts as a pre-teach for the genre and knowledge required, as well as exposes children to wider vocabulary which can then be used in writing. Cross curricular writing for theme, can include writing up science investigations, descriptions of locations (geography), and historical descriptions – people and places (history).

Text types include but are not limited to:



- Biographies and autobiographies
- Book/film reviews
- Newspaper reports
- Poetry
- Non-fiction, factual pieces of writing: Non-chronological reports.
- Leaflets
- Diary entries
- Explanation texts
- letter writing
- Play scripts
- Recounts
- Story writing

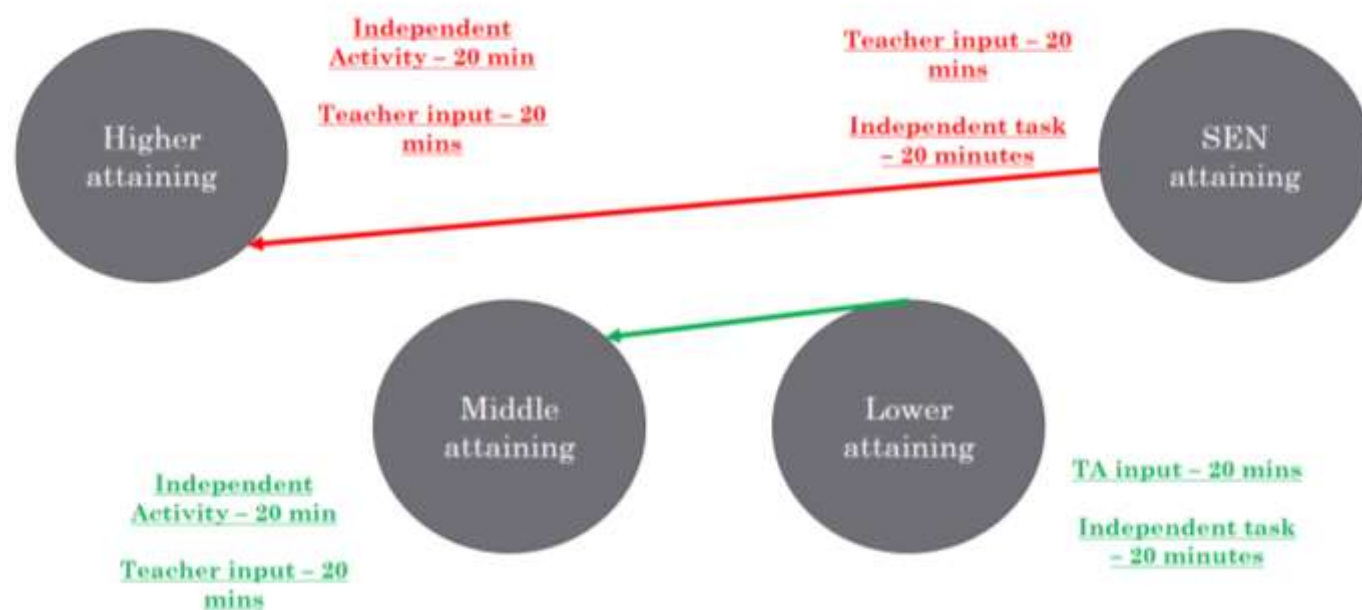
2.3: How often is writing taught?

Writing is taught every day across the school. The children are discretely taught the skills required for writing for 40-60 minutes, five times a week.

2.4: How is writing taught? What does this look like in the classroom?

Children are taught using a 'Precision Teaching' style model: this is the same as what is used in Maths and Reading. This means every child is taught every day for 15-20 minutes by the Teacher or TA. One group will work directly with an adult, whilst the other group completes an independent, writing task, and then the

groups will swap. The other adult mirrors this same approach. Teachers and TAs ensure they swap regularly so they teach every child and are fully aware of each individual child's needs and progress.



At the start of a new genre of text, children from Year 2 upwards are provided with a differentiated WAGOLL – an example of 'What A Good One Looks Like'. This is an example of what the children will write by the end of the week, which is differentiated at an appropriate level for the child. Examples of the week's objectives can be found in the WAGOLL and are referred to daily.

Each group receives teacher/TA modelling every day, where a shared write is completed with the children. The content of this includes sentence structure, upskilling and shows how the objective can be used in the context.

Along with the WAGOLL, children are given a Success Criteria, which contains all of the objectives that will be covered. At the end of each session, the children tick the boxes for which objectives they have met.

Snack Chat

During snack time, teachers/TAs run an activity called 'Snack chat'. This is a 15 minute taught activity with a SPaG focus which runs at least 4 times a week. Children record their ideas in exercise books and includes but is not limited to activities around spelling patterns, punctuation, word classes and conjunctions.

2.5: How is this recorded?

Every child has a Writing exercise book, to record their writing in. Our expectations include a date and TBAT at the start of each piece of work. Year 2 onwards, have a WAGOLL and SC stuck into their books for each genre of writing so that children can refer to these during each lesson. Work is marked/feedback is given and children are expected to respond to this in purple pen.



2.6: Classroom Learning Environments

Each classroom is required to have a Literacy display that relates to the current piece of writing. It should be presented to pupils as a 'Writing working wall'. Age related SPaG vocabulary is also displayed in the classroom. Displays should be accessible to both teaching staff and the pupils and should be updated regularly to reflect pace of learning.

2.7: Handwriting and pen licences

From Reception onwards, cursive handwriting is implemented. Children are taught cursive letter formation in EYFS, Rec and Year 1. In Year 2 and KS2 children continue to be taught cursive handwriting alongside spelling. As children move through school, it is expected that children join each letter using the correct formation and joins. When handwriting is of a high standard, pen licences are awarded. Expectations for a pen licence are;

- Correct formation and joins for all letters
- Appropriately sized upper and lower case letters
- Punctuation to be placed accurately in sentences
- Handwriting to be consistent in all pieces of writing

3. Impact

3.1: How do we measure impact?

The impact of our curriculum can be measured and monitored in a variety of different ways. As a school, we use Target Tracker to monitor and measure progress in the core subjects: Maths, Writing, Reading and Science. Target Tracker allows all class teachers to colour code statements using three different colours: red indicates a child is Working Towards the statement, blue shows they are secure and gold shows they are working at Greater Depth within the standard. Target Tracker teacher judgement then allows subject leaders and the curriculum lead to cross-reference statements to evidence in books. At the end of each term (Autumn 1 and 2, Spring 1 and 2 and Summer 1 and 2), class teachers will assess pupils' learning, by completing a data drop, indicating which level they feel the child is working at, backed up with the evidence they have colour coded. Subject leaders/ curriculum lead can then download progress reports to look at whether children are on track and making satisfactory/good progress. They are able to also look at attainment for different pupil groups.

In addition to summative assessment, we regularly monitor teaching and learning to see the impact that the learning experiences and opportunities are having for our children. To monitor the impact, the Curriculum Lead or Subject Lead could complete:

Lesson observations



Work sampling

Talking to staff/pupils (pupil conferencing)

Monitoring plans

Analysing data

Teacher evaluation/pupils

Display – visual evidence, photographs, ICT etc

Resources – audit use and accessibility

Questionnaires

External views from School Improvement Partner (SIP) or Teaching and Learning reviews.

Finally, we use published data to look at the impact of writing across our school. We are able to use the end of KS1 assessment and the end of KS2 statutory assessment to look at the percentage of children achieving or exceeding the expected standard, as well as comparing ourselves nationally. We also use Ficher Family Trust to download detailed data analysis, looking at the attainment of different pupil groups.