



Writing Policy

Our overarching aim for writing at Lyncrest Primary School is to ensure our children to become fluent and coherent writers, with their own unique style, who can adapt their writing knowledge and skills to any subject and who can communicate their ideas effectively through the medium of writing.

Planning for Writing across the school

Lesson planning is based upon the writing outcomes of the 2014 National Curriculum and from the Learning Intentions and Milestones set out from the Chris Quigley essentials scheme. Teachers plan sequences of lessons to build towards a longer writing outcome that is linked to reading, drama and other shorter writing tasks. Within each half term (usually over six weeks) children will complete two units of work (a non-fiction unit and a fiction unit). For each unit, writing is planned in three phases:

- Phase one- reading the text. During this phase children use a key text to understand aspects of writing such as (but not limited to) character development, settings or techniques.
- Phase two- shared writing. During this phase Children undertake experience modelled writing and shared writing tasks, as well as developing key grammar skills, relevant to the progression of their year group.
- Phase three- independent writing. During this phrase, children plan, write, edit and improve a piece of writing based upon the key text.

In EYFS planning outcomes are taken from the Development Matters document. EYFS promotes the development of writing in these ways:

- Opportunities for mark making and writing are placed all around the environment. Additionally through child's voice children are given the opportunity to give meaning to marks they make.
- Funky Fingers activities are always present within the environment to develop fine motor skills.
- Specified writing outcomes are planned and delivered using key texts for EYFS or whole school Drama for Writing texts.

Additionally a Drama for Writing unit is planned each half term. Each class (including Reception) uses the same text across the school and planning for this is fluid based on the needs of the children. The outcome of this unit is used to moderate writing across the school.

Teaching and Learning for Writing

The teaching of Writing takes place during daily focussed writing sessions that last between 30 minutes and one hour. In EYFS, writing is incorporated in the learning across the curriculum and developed through adults skilfully intervening in play; however, a weekly adult led task is also put in place for all children to undertake, so that writing is taught through an integrated approach. When children do undertake writing in EYFS, sound and vocabulary mats are always provided to scaffold their learning.

The teaching and learning of writing wholly incorporates the promotion of both reading and writing (as demonstrated in the planning process). Additionally, to ensure that all pupils learn to be confident writers, we encourage children to write creatively whilst teaching key writing skills (for their year group) explicitly and systematically. We have a range of ways to the development of writing across the curriculum:

- A purpose and audience for each piece of writing is decided from the outset.
- Writing is displayed and celebrated all over the school.
- We provide stimulating first hand experiences, e.g. trips, storytellers and drama.
- Writing is taught as a carefully sequenced activity.
- Teachers provide regular helpful feedback through marking or verbal feedback.
- Time is planned into lessons for children to respond to literacy marking and feedback.
- We ensure progression in complexity of tasks and expectations year on year.
- We build stamina for writing by providing opportunities to write independently and for extended periods.
- Editing and reviewing form a large part of lesson time – with age-appropriate strategies for purple-pen response marking used across the school.

Fundamental to successful writing is also the ability to talk about what you want to say and in turn listen to correctly formulate a response. Because of this, Oracy is planned throughout the curriculum across all subjects, stages and year groups. We create and encourage opportunities for meaningful conversation, discussion and talk around learning. Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment. Through oracy, children learn how other people make sense of the world, how language is used to reason, how emotions and identities are expressed, and how to work together to solve problems. We have a range of ways to promote oracy in writing and across the curriculum:

- Listening to and participating in stories, poems, rhymes and songs.
- Use of sentence-stems to scaffold oral responses in class.
- Questioning across the curriculum.
- Reciting and reading aloud.
- Drama activities to enliven and enrich children's learning.
- Re-telling and role-play.
- Opportunities for children to talk about and discuss their reading and writing.
- Debating.
- Collaborative work and reporting back following group work.
- Presenting in front of an audience.

Teachers understand the importance of oracy and it is expected that within writing, each unit of work will have oracy skills incorporated within it.

Teaching and Learning for Spelling to Improve Writing

Understanding how to spell correctly is important in supporting children to organise their thinking around language. Knowing how to apply spelling rules and recognising key words is empowering for children. Spelling plays a significant part of standardised assessment and is taught throughout the school. We use the 2014 National Curriculum as a guideline as to which spellings should be taught in which year group. Across each year group we also have set and differing practices to develop spelling:

- The teaching of spelling begins in Nursery where children are introduced to the concept that words are broken down into sounds (through the use of Read Write Inc in the summer term).
- In Reception and KS1 phonics sounds and relative spellings is taught through Red Write Inc. This phonetic blending is then encouraged to be continual utilised in all year groups. Each class has a speed sounds board in their class to aid this.
- Across each year group spelling sessions take place, weekly. The content of these lessons is based upon the relevant rules and groups of words that they are expected to know at a given stage (as set out in the national curriculum) During these sessions spelling rules are introduced or revised and

relevant spellings are taught, e.g. through mnemonics, word sorting and spelling games. Staff have access to a variety of resources (for example Spelling Shed) to aid with these sessions.

- Key word banks and high frequency words and common exception words are revised weekly for those children who need support with these.
- From Year 1, children are actively encouraged and taught to proof read their writing for spelling errors. Children are encouraged to review and edit their spellings and receiving feedback on spellings in done in each piece of work they undertake. (Our marking and feedback policy stipulates how this is done according to each year group).
- Where additional spelling support is needed, children work in small groups with an adult to re-inforce spelling patterns, alongside their whole-class word lists.

Teaching and Learning for Handwriting to Improve Writing

We place value on children taking pride and care over their work and handwriting is a key part of this. In the early years, there is a significant emphasis upon fine motor skills and we use a range of resources to practise these basic skills (for example, funky fingers activities). This moves into correct letter formation with a focus on both upper and lower case letters, which is taught in Read Write Inc for children in Reception and KS1. Children in KS1 and KS2 also have discrete handwriting sessions. Handwriting sessions in KS1 and KS2 take place at least three times a week. We use cursive script and encourage children to join their writing as soon as they are forming their letters correctly from Year 2. We use the Twinkl handwriting scheme as the basis for our teaching, which links handwriting to common spelling patterns.

Assessment Practice for Writing

We use general assessment practices in this subjects (as outlined in the Teaching and Learning Policy under the heading 'Meeting children's learning needs through assessment practice'). Additionally, for this subject, we use these Specific assessment practices:

- After each unit of writing is completed, children will write an extended piece of independent writing which is used to assess their current understanding in the year group expectations. It is expected that each child will produce three pieces of independent writing over the course of a term and teachers use the school's own assessment grid to assess where each child is compared to year group expectations. (This document will be in the front of each child's English book.)
- Drama for writing modules are taught each term, as part of the assessment process, with an extended piece of writing created at the end of each unit. Again, this writing follows the same process of independent writing and is used to create a portfolio of pieces for each child.
- Moderation in key stages takes place each term where teachers are invited to bring different children to the moderation meeting for discussion. (The English team will identify particular children using the data.) Once each child is moderated, next steps are noted for each child to move them forward in their role as a writer and these steps are used in the planning process for the subsequent units to be taught. A moderation file is kept by the English team which hold examples of work for each year group and is available for all teachers to use when required.