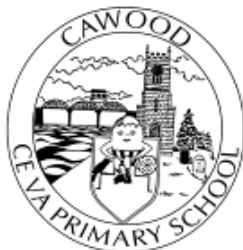


CAWOOD CHURCH OF ENGLAND (VA) PRIMARY SCHOOL



Policy for Writing

Document Status			
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Method of Communication		Signed	<i>Janet Rounding</i>
Website, Server			

"You can make anything by writing" – CS Lewis

Intent:

We believe that language underpins the whole curriculum. Effective writing comes from access to a wide and enriched language curriculum encompassing spoken language, reading and writing. At Cawood Primary School we have carefully built a curriculum which, teaches children to:

'write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences', with 'an increasingly wide knowledge of vocabulary and grammar', and 'fluent, legible and, eventually, speedy handwriting'.

DFE National Curriculum for England – 2014

We believe that a thorough grasp of literacy skills is crucial for full access to the rest of the curriculum, and that it gives children the tools to participate fully as a member of society. We are determined for ALL learners to reach their full potential. At Cawood, we believe that writing is a fundamental life skill as it offers a world of opportunities for children to express their thoughts and feelings and to persuade and entertain.

The aims of teaching writing in our school are to develop pupils who:

- Are competent, confident and fluent writers, showing high levels of achievement
- Have an awareness of different audiences and purposes for writing
- Develop positive attitudes towards writing.
- Have a delight in language, applying grammatical, phonetical and spelling knowledge in their writing.

Implementation

EYFS

In the early years at Cawood School, we stress the importance of emergent writing and provide stimulating environments. We include mark making equipment in provision areas, both inside and out and model writing at every opportunity. Fine motor and gross motor activities are planned for during the foundation stage as they develop as writers.

We believe that children who are good communicators are also good writers. We plan for talk within school, so a child's thinking and vocabulary can be developed through a wide range of experiences and stimulating story times.

From EYFS2 we follow the Read Write Inc. programme and incorporate the teaching of writing within Read Write Inc Phonics to grow accomplished, confident writers. Throughout the school we provide as many opportunities as possible to encourage regular cross curricular writing.

Opportunities are given to write in a wide range of styles and formats for a variety of meaningful purposes and different audiences: e.g. lists, reports, note-taking, letters, stories and poems.

KS1 and KS2

- Children produce great writing when they are inspired and when their interest is ignited by learning that is in context. We support children on their writing journeys by using high quality literature and aim to make writing an exciting and creative subject, which engages and encourages children to write for relevant and meaningful purposes. We use techniques such as experience days and hooks to engage and inspire our children to write.
- All teachers have a deep knowledge and understanding of the subject and plan lessons in line with National Curriculum objectives. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.
- We also recognise the importance of cultivating a culture where children take great pride in their writing, can write clearly and accurately and adapt their language and style for a variety of genres and audiences.
- We acknowledge the importance of speaking and listening in the development of writing throughout the primary curriculum and ensure children are given every opportunity for purposeful speaking and listening activities. This supports the development of pupils' language capability and provides a foundation for thinking and communication. These purposeful activities include reading books aloud and discussing them, activities that extend pupils' expressive and receptive vocabulary, collaborative learning activities where pupils can share their thought processes, structured questioning to develop reading comprehension, teachers modelling inference making by thinking aloud and pupils articulating their ideas verbally before they start writing.
- To ensure our children become competent writers we teach transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, our pupils are taught how to plan, revise and evaluate their writing.

- In year 1 we continue to use the RWI programme to support children in their early stages of writing. The children write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know.
- Children's composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read.
- From year 2 to year 6 we use a range of quality texts to support the writing process to hook the children in and to demonstrate writing techniques and focusing in on vocabulary. When appropriate in KS2 the guided reading texts and writing texts are the same or closely linked together.
- Writing is thought of as a process made up of seven components: planning, drafting, sharing, evaluating, revising, editing and publishing. Effective writers use a number of strategies to support each component of the writing process so we ensure that our pupils learn how, when, and why to use each strategy.
- From year 2 we mostly use the Jane Considine 'write stuff' materials to support our teaching of the writing process. This is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. With modelling at the heart of the lesson, the sentence stacking lessons are broken into bite-sized chunks and taught under the structural framework of the Writing Rainbow. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing. This supports our belief that writing should be taught through modelling and supportive practice.
- Pupil's confidence is built with sentence structure teaching. Children are taught many worked examples of writing over the year that extend understanding through a wide range of genres and non-fiction text types.
- Children are taught how to build, plan and complete a piece of writing through narrative maps and non-fiction shapes, thinking about the highs and lows. We move the children through a highly modelled sentence stack to writing independently, using shapes/plot points and success criteria from the writing rainbow to support independence.
- We also believe that purpose and audience are central to effective writing. Pupils often need to have a reason to write and someone to write for, so this is incorporated into our independent writing processes. Pupils are taught to control their speaking and writing consciously and to use Standard English.
- We teach grammar in a systematic manner which is integrated across the curriculum and supported through classroom displays.
- Celebrating writing plays an important part in our school and children are encouraged to see themselves as successful writers through praise and positive reinforcement.
- We follow the agreed marking and feedback policy.
- Spelling is taught using RWI spelling material and when appropriate supplemented with additional resources and techniques.
- It is the responsibility of each teacher to monitor the progress of the children in their class. Writing assessments are completed throughout the year to monitor individual progress, as well as ongoing formative judgements. Judgements are made against the National Curriculum and at the end of EYFS, KS1 and KS2 the relevant teacher assessments frameworks are used. Judgements are moderated in school and across the local cluster, as well as LA external moderation.

We actively use assessment for learning techniques across the school. These include:

- Ensuring teaching and learning builds from the child's next steps at every stage of the writing process.
- Clear learning objectives are shared with all children.
- Children are clear about their next steps in learning and take ownership of their writing journey.
- Children are fully involved with revising and editing their work and are taught these skills as they move through school.