

Heaton Park Primary School

Writing Policy



1. Vision & Aims (Intent)

At Heaton Park Primary School, we strongly believe that English is a significant life skill that is essential to participating fully in society. We aim to develop the abilities of all children in our school to communicate their ideas effectively in speech and in writing.

We aim to develop the following in all children:

- a strong command of written and spoken English;
- a strong awareness of audience and the ability to adapt their language and style for different purposes
- an interest in words and their meanings;
- a good understanding of grammar and punctuation and how to apply these in their own writing;
- a fluent handwriting style;
- the confidence to produce high quality writing;
- the powers of imagination and creativity.

To achieve this, we will:

- provide a language rich environment;
- develop a love of books;
- teach the basic skills of writing - spelling, handwriting, grammar and punctuation - so that children can then focus on content and creativity in their writing;
- teach writing lessons daily;
- promote confidence in children to express their views and opinions both orally and in writing;
- identify pupils who require additional support and intervene at an early stage.

Foundations for Writing

Mark making

The process of learning to write begins in the Early Years Foundation Stage before children are physically able to write. Teachers in the EYFS provide a rich play-based learning environment where children represent their thoughts and feelings in different ways. Adults model drawing and writing to develop understanding of the difference between the two. As children begin to understand that 'marks' can have meaning, they become more purposeful in their own 'mark making'. These marks will communicate their ideas, express their feelings and develop their imagination and creativity. Interactions with adults help to understand the child's mark making. Over time, supported by quality phonics teaching, children develop their awareness of the sound

to symbol relationship, which in turn progresses into writing separate words. Adults in Early Years underpin this process, from initial mark making to writing words and sentences, with high quality talk.

Handwriting

Handwriting is taught using the Curly Cal and his Handwriting Pals scheme and prepares children to write fluently in a cursive script by the end of Year 2. Children have focussed handwriting lessons each week to introduce and practise new letters. This is followed up with further practice at home. Children who find handwriting difficult are given targeted support. In their own writing, adults model the cursive handwriting that is expected of children. Displays in class and around the school are also used to model the cursive handwriting. However, a cursive script is not used exclusively for display purposes as we feel that children need exposure to a variety of different fonts and handwriting styles.

Spellings

Spellings are taught weekly to cover all the words set out in the National Curriculum. New spellings are introduced weekly. When teaching spellings, teachers should develop children's understanding of the related morphology (eg root words, prefixes and suffixes) and etymology (word origins). During the week, children practise their spellings and teachers should provide opportunities for children to use the words in context. Children are also expected to practise their spellings at home using Spelling Shed.

Oracy

Oracy can be defined as 'the ability to express oneself coherently and to communicate freely with others by word of mouth.' It is known that the development of oracy leads to increased skills in reading and writing. As noted by James Britton (1983) 'Reading and writing float on a sea of talk'. Within the teaching of writing, the role of oracy cannot be underestimated. Children need plentiful opportunities to discuss, role play and develop their ideas orally before committing to writing. Children who are unable to 'say their sentence' are highly unlikely to be able to write it. Children who can write fluently, have a good understanding of spelling rules and are able to express themselves orally, are more able to focus on the creativity and imagination needed to develop their writing. Writing is a complex process that requires children to think about many things simultaneously - content (the ideas that they write), language (the words and sentences they choose) and transcription (handwriting and spellings they use). For this reason, children need the time to read what they write and to make changes to improve their work. To develop this practice, teachers explicitly teach children to read their work carefully and to make corrections and improvements. Making children aware of the wider audience for their work should also develop pride in producing their best writing. Editing and improving work should become a feature of the writing process.

2 Implementation - Our Writing Cycle at Heaton Park Primary School

Introduction to Text/Reading Time	Text Deconstruction	Contextualised Construction	Reconstruction	Assess and Feedback	Publish	Independent Write
1 Lesson	2 lessons	6-7 lessons	3-4 lessons	3-4 lessons	1 - 2 lessons	1-2 Lessons
Immersion	Understand	Build it up	Create	What did we do well?	Final Draft	
Immerse the children in the text, video or experience that writing will be based on.	<p>Model Text Comparative text</p> <p>Examine the presentational and language features of the model text. (Model Text Feature Spotter)</p> <p>What are the similarities or differences between the 2 texts? (KS2)</p>	<p>Checklist Objectives</p> <p>Teach Text Type Specific Features (See Text Type Overview)</p> <p>Teach textualized punctuation and grammar objectives (See Text type overview)</p> <p>Teach spelling rules for the unit (See text type overview)</p>	<p>Shared Write - Model and scaffold</p> <p>Warm Write - STS to be given at the start</p>	<p>Marking with the children - remodelling of parts of the text (Pink pen)</p> <p>Whole Class Feedback- address any issues</p> <p>Modelled Editing</p> <p>Self Edit and Peer Edit</p>	Hot Write - to include edits and any remodelled passages	<p>At least once per term</p> <p>Informs termly data collection</p> <p>Based on a genre that has already been covered</p> <p>Revisit features</p> <p>Children able to access previous learning</p> <p>Extended Write</p>

3. Impact

Feedback

In line with the school's marking policy, first drafts are closely marked and steps to success ladders will be used. Teachers review children's books after each lesson and adapt/refocus their teaching for the next lesson. This is particularly important as it provides the focussed teaching that can ensure that all children have the opportunity to become proficient in the new skills.

Assessment

At the end of each term, pupils complete an independent writing task. Pupils can use the working wall, sentence mats, previous work completed and class discussion but it does not include any teacher modelling. This final piece will show progress and the children's ability to independently apply the writing skills and grammar techniques taught that term.

Monitoring and Review

The monitoring of this policy will be the responsibility of the English Lead in conjunction with the Senior Leadership Team. This policy will be subject to a formal review every three years or sooner if significant changes occur.

Mrs Harper-Taylor (English Lead)

Date: September 2023

Due for Review: September 2024