

**LEYS FARM JUNIOR SCHOOL**  
**Writing Policy 2021**

At Leys Farm Junior School (LFJS), we believe that English and communication skills are vital tools for all aspects of life.

**Aims and Objectives of English:**

Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

English is at the heart of all children's learning. It enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because English is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps children' learning to be coherent and progressive.

**Intent:**

To enable children to:

- develop positive attitudes towards writing so that it is a pleasurable and meaningful activity;
- be exposed to a variety of different writing styles, including sentence types and vocabulary choices;
- develop different strategies for approaching writing tasks and be able to orchestrate a full range of strategies and their own intent in using them;
- understand genre conventions, register, audience and purpose and how these are interlinked;
- use developed written communication skills as an integral part of learning throughout the curriculum.

**Implementation:**

Teachers use the National Curriculum 2014 as a starting point for creating their medium-term English plans. These medium-term plans help develop interesting and engaging lessons which are frequently linked to other areas of the curriculum and/or interesting texts that will capture the children's attention.

When teaching writing, skills that the children need to develop become a focus for the lesson or lesson sequence and are modelled for the children before they begin a task or activity. Children are to become familiarised with the different skills they need to become successful writers and are encouraged to recognise the skills independently. Teachers

promote writing and look for ways to inspire and motivate children so that they see themselves as 'writers. Teachers guide children to establish genre conventions, register or tone, audience(s) and purpose for writing and make teaching objectives explicit to pupils so they know where they would come across a particular text type and are clear on what the expected writing outcome should be.

Much of the Programme of Study will be taught through English lessons. Additional time is provided on a regular basis for writing in activities linked to other curriculum areas.

Teachers promote and value writing as an enjoyable activity and a life skill. Teachers plan tasks with the children's engagement and ability in mind. They ensure children explore the relationship between author and reader with high-quality texts linked writing tasks in line with our Reading long term plan, so that children can emulate this with their own structures and vocabulary choices.

Alan Peat Sentence types are used to teach new sentence structures and children are introduced to new punctuation and grammar terminology. Children are expected to show these new skills as they develop through school.

Every Piece, Every Time is used to ensure children know the expectations of their age group and to increase automaticity and precision as they progress through the school.

Teachers ensure children understand the need to plan, draft, and edit all whilst gaining and responding to feedback from others: both children and adults. Planning can take in forms such as: analysing a text-type or WAGOLL, creating a shared piece of writing through a Talk for Writing approach, or editing a WABOLL.

GRASP is then created as a class (Genre conventions, Register, Audiences, Subjects and Purposes). Children will then be given chance to write independently, or sometimes scaffolded as a small group.

They are expected to have independence using the 5Bs, particularly high-quality classroom resources, 'Bits and Bobs' to produce writing of quality. Editing can take place using editing strips, an editing pen or rewriting as necessary. Children may 'publish' a piece of writing, creating a final copy for displays in school or to share in assembly.

All teachers are responsible for providing a stimulating writing environment, promoting high-quality vocabulary and linked displays with an idea to whole-class targets. Alongside high-quality 'Bits and Bobs' in each classroom, children are encouraged to create individual vocabulary cards based on the Word of The Day, use their Magpie Books for words they want to 'bank' for later usage and have access to a whole-class Vocabulary floor-book, with new vocabulary from across the curriculum added to and revisited frequently.

### **Writing Frequency:**

All teachers are responsible for ensuring children have ample opportunity to write. Creative writing lesson sequences should ensure children produce a piece of writing showcasing newly taught skills weekly where possible, and fortnightly when skills need embedding for

longer. In addition to this: a spelling, punctuation and grammar lesson should take place each week to increase children's precision, alongside regular handwriting practice.

### **Impact:**

Children should learn to:

- write in different contexts and for different purposes and audiences;
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling;
- plan draft and edit their writing to suit the purpose;
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation.

As a child's English develops at LFJS, children will begin to really understand the link between the author and the reader, understanding how own experiences can change connotations of language choices and being able to understand how best to convey emotions and characteristics.

### **Monitoring and Reviewing:**

We monitor and review the implementation and impact of the teaching of reading at LFJS by:

- Learning walks/ Lesson visits (by subject leaders and headteacher);
- Sharing and scrutiny of planning;
- Scrutiny of written work produced in children's books across the curriculum;
- Discussions and sharing of good practice through necessary CPD and staff training;
- Termly assessments including test analysis.

### **Writing Curriculum Planning:**

All Writing planning begins with the National Curriculum. Teachers take these objectives and consider their class' current attainment and how these skills can be built upon each term. Tasks are carefully planned and chosen in line with other aspects of learning: including children's interests, thematic learning and current world events. A medium-term planning proforma is used to ensure consistency across the school. Writing opportunities are often created based upon chosen texts in order to promote the link between reading and writing.

When planning and teaching writing, lessons will display the following key aspects: **familiarisation with the genre and text type** – analysing a text of the given genre, WAGOLLS, editing of WABOLL, the 'Talk for Writing' approach is frequently used to familiarise children with text structures and to develop own ideas ; **capturing ideas** - pupils sharing ideas and

using the classroom resources; **teacher demonstration/modelling** including input from the children and finally, **independent writing** - this is then edited and improved upon in order to mimic writers' own processes.

With this structure in mind, weekly plans with consideration for the needs of all children in the class (including SEN-D, EAL and G&T) are created in order to identify appropriate activities and consistent outcomes across year groups/phases in line with the National Curriculum. We use a Bronze, Silver, Gold and Platinum system, with an emphasis on all children being able to achieve the given writing challenge.

Spelling, Grammar and Punctuation lessons are delivered weekly in order to further develop children's skills. Children are given lists of spellings on Spelling Shed (usually linked to a taught spelling pattern) to learn as homework, alongside activities to help them become embedded. Some children may be given their own individualised spellings, linked to phonics interventions. These are tested in a 'No Stakes' approach on Fridays, with lots of teacher modelling of techniques and patterns.

In response to Covid-19, all classes follow 'Bounce Back' phonics, with an emphasis on teaching and developing strategies for spelling success.

#### **Handwriting:**

The school follows the Nelson handwriting programme. A mixture of whole class, small group and individual teaching is planned for and delivered.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books.

By the end of key stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas. Children can progress to ink pens.

#### **Assessment:**

We assess writing in line with our school's Assessment Policy, using a combination of evidence and teacher assessment (including marking and feedback).

Pupils should be given ownership in producing a 'GRASP' in regards to a writing challenge, once they have been exposed to clear modelling of the considerations needed to be successful. There should be clear non-negotiables – Every Piece, Every Time on display in every classroom. Children should be aware of the need of these to present in all writing which follows the conventions of Standard English. Children are to be assessed against both the non-negotiables and the lesson specific objectives.

Teachers have a folder of the age-related expectations for writing in KS1 and KS2. Children's creative writing is frequently assessed against these criteria and marking makes clear how their produced work corresponds to this. Targets are given which could be linked to the text-

type or general. Children are encouraged to read and respond to writing feedback, discussing any misunderstanding with their teacher.

All children have 'I can' statements linked to the school's writing progression document. Teachers frequently tick off statements in aspects where children have shown they are secure – this then feeds into their writing targets which should be discussed with the children to ensure full understanding of which stage they have reached overall and how to further progress.

Termly Spelling, Punctuation and Grammar tests are conducted to provide further summative data which can be combined with teacher assessment and recorded in line with our Assessment Policy.

### **Impact of Writing on Teaching in Other Areas of the Curriculum:**

Children are exposed to different text-types and genres in all areas of the curriculum and tasks are designed to encourage writing for a wide-range of purposes. The purpose should be made clear and any necessary conventions explained so that children can achieve high-quality writing in all subjects. Correct use of Standard English is expected in all work, and pupils should be taught to check their writing's clarity at all times.

### **Cultural Capital:**

Teachers are passionate about writing and giving children the valuable knowledge to help them advance in their understanding. Text-types and models are carefully considered in order to ensure that children receive a wider, more diverse view of present-day life.

### **Resources:**

- SPaG.com is used amongst all children and teachers can monitor impact;
- Spelling Shed/Literacy Shed+ are used throughout school to provide engaging hooks and models;
- Better Word books, Thesaurus and Dictionaries;
- Copies of Descriptosaurus;
- Mrs. Wordsmith WOTD resource.

Reviewed: November 2021