

LEYS FARM JUNIOR SCHOOL WRITING POLICY 2023

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 at LFJS

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 this 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;
- use developed written communication skills as an integral part of learning throughout the curriculum;
- be exposed to a variety of different writing styles;
- develop different strategies for approaching writing tasks and be able to orchestrate a full range of strategies and their own intent in using them.

Implementation

Teachers use the National Curriculum 2014 as a starting point for creating their medium-term plans (MTPs) for English. These MTPs 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 pupils so that they see themselves as 'writers. Teachers help establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why

they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will 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 to a writing task, so that children can emulate this with their own structures and vocabulary choices.

All teachers are responsible for providing a stimulating writing environment, promoting high-quality vocabulary and linked displays to whole-class targets.

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; spelling, punctuation and grammar lessons 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, pupils 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/SLT);

- sharing and scrutiny of planning;
- scrutiny and moderation 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 MTP 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: **hooks and engagement** – often writing is linked to other curriculum areas, trips or our class text to engage our pupils, **familiarisation with the genre and text type** – reading and analysing WAGOLs (What A Good One Looks Like) to explore key features and vocabulary – this can take part in daily reading sessions, editing WABOLs (What a Bad One Looks Like), Graphic organisers can be used to familiarise children with text structures; **capturing ideas** - pupils sharing ideas, sentence structures, vocabulary 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, often with formative teacher feedback as the expert and/or with discussion from peers. Larger pieces of writing are broken down to ensure children are not overwhelmed and can aim for quality. Criteria is shared with, or created by, the children for Bronze/Silver/Gold outcomes and summative feedback is given based on this success criteria. Children will be given next steps to allow them to understand how to make progress.

With this structure in mind, consideration for the needs of all children in the class (including SEN-D, EAL and G&T) is at the forefront of planning, to identify appropriate activities and consistent outcomes across year groups/phases in line with the National Curriculum.

Spelling, grammar and punctuation lessons are delivered weekly in order to further develop children's skills. Children are given lists of spellings (usually linked to a taught spelling pattern) to learn as homework, alongside activities to help them become embedded.

Handwriting

LFJS follows the Collins' Happy Handwriting programme. A mixture of whole class, small group intervention 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 handwriting 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). Children should not be assessed solely on one genre or piece of writing, but rather as a whole collection over the term.

Pupils should be given increased ownership in producing 'Steps to Success' in regards to a writing challenge, once they have been exposed to clear modelling of the considerations needed to be successful. This should include, or be in addition to, clear non-negotiables that should be 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. Our 'Every Piece Every Time' criteria is displayed in classrooms.

Teachers have a folder of the age-related expectations for writing in KS1 and KS2. Children's creative writing should be assessed against the criteria when unsure and marking makes clear how their produced work corresponds to this. Targets are given which could be linked to the text-type or general improvements. Children are encouraged to read and respond to feedback, discussing any misunderstanding with their teacher.

Termly spelling, punctuation and grammar tests are conducted to provide 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

- Spelling Shed scheme;
- Keen Kite Punctuation and Grammar books, Rising Stars Punctuation and Grammar books;
- Staff have access to 'The Write Stuff' Jane Considine training videos;
- Literacy Shed+, alongside other available texts, is used throughout school to provide engaging hooks and models.

Review Date: To be reviewed Autumn Term 2027.