**The Bellbird Primary School**



**Teaching of Writing Policy**

**November, 2018**

**(To be reviewed Autumn 2019)**

**Introduction**

**Planning**

A medium term plan for English for each year group is located on the server. This is updated by teachers on a regular basis. The plan is flexible and can be adjusted to align with local and national events. A range of quality texts are used in each year group and where multiple copies of a text are used these are listed at the end of the English medium term plan for the year group.

Across each year group the teachers plan units of work linked to modern and classic fiction, poetry and non-fiction text types. The three phase approach, developed by the UKLA is used for all units:

Phase 1 – Familiarisation with the genre/ text.

Phase 2 – the contextualised teaching of grammar and punctuation. Key vocabulary and cohesive devices to be used in the final piece of writing are identified and taught.

Phase 3 – children plan and produce the final written or spoken outcome followed by time to edit and improve their work.

Before detailed weekly planning takes place, teachers agree on a suitable final written or spoken outcome. Aspects of spelling and grammar relevant to the final outcome are identified and included in the plan.

Teachers in key stages 1 and 2 use the agreed weekly planning template to plan each phase of the unit.

When teaching the skills of writing teachers use a range of pedagogies including:

* Modelled writing
* Shared writing
* Supported composition
* Guided Writing

When planning units of work teachers use ideas in the CLPE plans located on the server and multiple copies of Pie Corbett and Julia Strong’s Talk for Writing Across the Curriculum are also available. Where teachers have used plans form LA courses these are also located on the school sever**.**

**Reading as Writers and Writing as Readers**

When composing ideas, children are given the opportunity to orally rehearse and share their ideas. There are lots of opportunities for children to improve their ideas before committing them to paper. Once ideas have been written down, children are given the time to edit and improve their ideas.

On all English working walls in classrooms the labels **Read**, **Think and Say, Write, Edit and** **Improve** are clearly displayed and relevant work and learning supports are arranged around these labels. During teaching, teachers and teaching assistants refer to the prompts around the labels.

Think and Say



Read

Write

Edit and Improve

The **think it, say it, write it and read it** approach is also used when children are applying taught skills across the curriculum.

**WAGOLL (What a good one looks like)**

****During phases 1, 2 and 3 of a unit of work, the teacher will use a WAGOLL to consolidate the children’s understanding of the genre being taught. WAGOLLs can be displayed in classrooms so that all the children are able to use them to support their writing.

**Independence and Choice**

Wherever possible, teachers plan in opportunities for children to write for a real audience. These can include:

* Thank you letters to organisations and visitors
* Articles for local magazines and papers
* Letters to authors
* Posters to advertise school events
* Leaflets for parents
* Stories for younger children
* Writing competitions such as the 500 words

When writing in English or in other curriculum areas the children are at times given the opportunity to select from a range of text types.

**Paragraphs**

When starting a new paragraph the children indent their writing.

**Practising Basic Skills**

At The Bellbird Primary School learning starts as soon as the children walk into the building. At the start of the school day, the children are given a learning activity which reinforces skills and knowledge taught in class and where appropriate the task is differentiated.

The early morning task could be:

* Practising a handwriting join which has been taught. Wherever appropriate, these are linked to phonemes or spellings which have been taught in class.
* Complete a look say cover write check activity using joins taught in class.
* A task which relates to an aspect of grammar or punctuation which has recently been taught in class.
* A maths activity which links to whole class learning in maths. This could be the practising of times tables.
* Completing questions linked to an aspect of reading which has been taught in shared reading or guided reading sessions. This could, for example, link to simple retrieval, understanding vocabulary or inference type questions.

Across the week teachers need to plan a balance of activities **for example** Monday and Tuesday handwriting and spelling, Wednesday sentence level work, Thursday reading and Friday maths.

**Whole Class Writing Book**

Each class has a class writing Book. Children choose each week to take this home to write in. At home, the children can write whatever they like with pen or pencil. They can write jokes, a film review, poems, sports report, story, recount etc. The work is shared with the rest of the class and is displayed prominently in the book corner for individuals to read during independent reading time. The class teacher, the teaching assistant and any class/school visitors may want to write in the book. The teacher writes an encouraging comment on the work but it is not to be marked.

**Writing Across the Curriculum**

Across the curriculum teachers identify opportunities for the children to apply their writing skills. This provides an ideal opportunity for the teacher to assess how fluent the children’s writing skills are. (See table below)

These opportunities to import English skills into other areas of the curriculum are highlighted in yellow on the curriculum overview which is located on the school server.

When planning, writing and improving a piece of writing linked to another curriculum area, teachers can use some time in daily English sessions. The piece of writing from that curriculum area is completed in the book relating the particular topic e.g. a newspaper report describing Boudicca’s defeat would be written into a topic book and an explanation linked to a science experiment would be completed in the child’s science book.

***Teachers’ expectations relating to spelling, grammar, punctuation and handwriting are consistently high across all subjects.***

**Laying the Foundations for the teaching of Writing**

In the Early Years Foundation Stage, children are taught the skills needed for writing through the following approaches:

* The development of fine and gross motor skills
* Daily phonics teaching
* Learning correct letter formation
* Cross curricular topics
* Whole class, small group and independent opportunities for writing throughout the week
* A range of writing resources available for children to access indoors and outdoors as part of continuous provision

**Developing and Improving Our Writing**

.”.Writing involves time and experience, reflection and evaluation.” Teresa Cremin (2010)

In order to develop as writers, children need time in which to discuss their writing with the teacher and with their peers.

The teaching of editing skills is a key part of the National Curriculum 2014 and appears throughout the English programme of study .Editing skills need to be explicitly taught. This needs to be a regular learning intention for lessons so that children are able to independently apply this skill to cross curricular work.

At The Bellbird Primary School teachers:

* Build in lots of opportunities for children to talk about their writing with the teacher and their peers
* Frequently model the re-reading of work so that for the children this becomes an instinctive process.
* Use guided sessions to focus on editing and improving work.

**An Outline of Progression (Statutory requirements)**

**Year 1**

* *Children should be taught to:*
* *Re-read what they have written to check that it makes sense.*
* *Discuss what they have written with the teacher or other pupils*

**Year 2**

* *Children should be taught to:*
* *Make simple additions, revisions and corrections to their own writing by:*
* *Evaluating their writing with the teacher and other pupils*
* *Re-reading to check that their writing makes sense and that verbs indicate time are used correctly and consistently, including verbs in the continuous form.*
* *Proof reading to check for errors in spelling, grammar and punctuation.*

**Year 3 and 4**

* *Pupils should be taught to:*
* *Evaluate and edit by:*
* *Assessing the effectiveness of their own and other’s writing and suggesting improvements*
* *Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.*
* *Proof read for punctuation and spelling errors*

**Years 5 and 6**

* *Pupils should be taught to:*
* *Evaluate and edit by:*
* *Assessing the effectiveness of their own and others’ writing*
* *Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning*
* *Ensuring the correct use of tense throughout a piece of writing*
* *Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register*
* *Proof reading for spelling and punctuation errors*

**A Whole School Approach to the teaching of Editing Skills**

* From Year 2, the teaching focuses on improving work and this is when a polishing pen can start to be used. If the teacher in year 1 judges the children to be ready to use a polishing pen, then it can be introduced at this stage.

Before handing work in, children use their purple pen to make improvements linked to the non-negotiables for writing.

* Distinguish between response partners and editing partners. A response partner comments on the impact of the writing on the reader.
* Children are taught to proof read their work for errors using prompts e.g. COPS (capital letters and full stops, organisation and handwriting, punctuation and grammar, spelling)
* Once the children have finished a section of writing, they make edits and improvements using their usual pen or pencil. When the teacher has marked the work using green pen and green and blue highlighters, the children use their purple polishing pen to make further improvements.
* At the early stages of writing the children will be checking and improving each individual section. They will then progress to checking every few sentences and then they will eventually move to checking a section or a paragraph of writing.
* When a whole section of writing needs to be reworked an editing flap is used. Once the child has edited/rewritten the section of writing on a separate piece of lined paper this is trimmed and stuck into the child’s book.
* An editing tab would not be used for every piece of writing just for those extended pieces and for the pieces which the teacher feels it is appropriate to edit/rewrite.



* The children use their pencil/pen when writing on the tab – not their purple pen.
* Each week teachers explicitly teach the skill of editing and improving work by using examples of writing from children in the class or samples of children’s writing from other sources.

**Assessing Writing**

Writing grids, which are used to assess children’s writing, are stored on the school server. The grids need to be completed/updated on a termly basis as they identify where children are secure and where the gaps in learning are.

In school moderation and cluster moderation takes place on a regular basis across the year.

In 2018, the STA updated the assessment grids used for writing at the end of key stages 1 and 2.

The updates are as follows:

**Flexible Approach** - STA has introduced a more flexible approach to English writing. A pupil’s writing should meet all the ‘pupil can’ statements within the standard they are judged to be working at. However, when assessing English writing, teachers can use their discretion to ensure that, **on occasion**, a particular weakness does not prevent an accurate judgement of a pupil’s overall attainment being made. The overall standard of attainment, set by the ‘pupil can’ statements, remains the same.

**A particular weakness’** is an aspect of an individual pupil’s writing over which a teacher can use their discretion to determine that, despite them not meeting or only partially meeting the relevant aspect of the framework, the pupil is working at a given standard.

**‘Good Reason’** is when a teacher deems that a pupil meets a standard in English writing despite a particular weakness, they must have good reason to judge that this is the most accurate standard to describe the pupil’s overall attainment. Teachers must be confident that the weakness is an exception: valid reasons for a particular weakness are likely to vary from pupil to pupil.

**In KS1,** the evidence in the collection **MUST** include writing about ‘real events’.

June 2018