

Christchurch School Writing Policy

There are four main purposes to this policy:

- to establish an entitlement for all pupils
- to establish expectations for teachers of this subject
- to promote continuity and coherence across the school
- to state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

At Christ Church we aim to give children a clear purpose and audience for their writing, and for children to write for a range of real life purposes and in a range of contexts. We use experiential writing to give children experiences from which to write and use good quality texts to support writing across the curriculum. We focus on reading whole books rather than just extracts where appropriate so that the children see good quality models of writing and can 'magpie' ideas whilst gathering an understanding of writing style and features. Sue Palmer frames are used across school to support planning and the establishment of success criteria for genres; WAGOLs ('what a good one looks like' writing examples), are key to showing children what a successful piece of writing looks like by the end of the learning journey.

We believe that basic skills, and the acquisition of these, are essential to becoming a good writer - so a systematic approach to grammar and punctuation is integrated into the teaching of different text types. Teachers can then ensure that the specific grammar and punctuation skills taught are understood and applied with effect in children's writing within a range of contexts.

Essential characteristics to be a good writer:

- the ability to write fluently and with interesting detail on a number of topics throughout the curriculum
- a vivid imagination which makes readers engage with and enjoy their writing
- a highly developed vocabulary and an excellent knowledge of writing techniques to extend detail or description
- well-organised and structured writing, which includes a variety of sentence structures
- excellent transcription skills that ensure their writing is well-presented and punctuated, spelled correctly and neat
- a love of writing and an appreciation of its educational, cultural and entertainment values.

Teaching and Learning

Teachers clearly establish the purposes and audiences for writing at the start of the process of each 'learning journey' or unit of work. They make teaching objectives explicit to pupils so they know why they are studying a particular text or text type, the kind of writing activities they will need to undertake and the nature of proposed outcome, which is real and purposeful. The learning journey should be made clear to the children, who are fully involved in the process and clear about the outcome they are working towards. Use of high quality WAGOLLS/ examples of writing in that particularly text type, give children a good idea of what their writing outcome will be.

Key Stage 1

At Key Stage 1 pupils become increasingly competent as writers. They write a range of text types (narrative and non-fiction) but their degree of control over these forms varies according to the complexity of the task. Purposes, audiences and appropriate forms are identified and, through shared and guided writing, the pupils have opportunities to plan, develop and review their writing both on paper and on screen. Ample opportunities are given to redraft and improve their writing with an adult (in green pencil/ pen).

Key Stage 2

At Key Stage 2 pupils experience writing in different forms for a variety of audiences. They write for different purposes and are taught to plan, draft, proof read, improve and present their writing on paper and on screen, and to discuss and evaluate their own writing and that of others. There is an emphasis on using real models for writing, e.g. newspaper reports, advertisements, websites.

The links between reading and writing in fiction and non-fiction continue to be made explicit. Pupils use their knowledge of texts they have studied to construct their own writing and have greater control over organisation, language features, vocabulary and spelling.

Non statutory text type/ genre guidance for Key Stage 1	Non statutory text type/ genre guidance for Key Stage 2
<p>NARRATIVE</p> <ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories with imaginary settings. • Write stories and plays that use the language of fairy tales and traditional tales. • Write stories that mimic significant authors. • Write narrative diaries. 	<p>NARRATIVE</p> <ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories that contain mythical, legendary or historical characters or events. • Write stories of adventure. • Write stories of mystery and suspense. • Write letters. • Write plays. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.
<p>NON FICTION</p> <ul style="list-style-type: none"> • Write labels. • Write lists. • Write captions. • Write instructions. • Write recounts. • Write glossaries. • Present information. • Write non-chronological reports. 	<p>NON FICTION</p> <ul style="list-style-type: none"> • Write instructions. • Write recounts. • Write persuasively. • Write explanations. • Write non-chronological reports. • Write biographies. • Write in a journalistic style. • Write arguments. • Write formally.
<p>POETRY</p> <ul style="list-style-type: none"> • Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks. 	<p>POETRY</p> <ul style="list-style-type: none"> • Learn by heart and perform a significant poem. • Write haiku. • Write cinquain. • Write poems that convey an image (simile, word play, rhyme and metaphor).

Support Materials

We use Chris Quigley Essential Skills for English to support teachers planning, pitching and assessment. Good quality, age appropriate, whole class texts support writing development, including providing topic links for other learning across the curriculum. We also still continue to actively use the National Strategy guidance about the language and structural features of each genre of writing and progression ladders to support pitch and progression in each genre. Genres are much more fluid and less prescriptive following the new curriculum; however, genres are still the vehicle by which we teach key writing skills in the 3 phases of familiarisation of genre,

capturing ideas and writing. We use LiteracyWAGOLL.com, Sue Palmer and other good quality texts to support planning frameworks and differentiated success criteria on terms of language and structural features of different styles of writing. Pie Corbett and Talk for Writing are used to support the teaching of grammar and punctuation integrated into teaching writing.

Inclusion

Pupil progress meetings following data collection each term inform which children need more support, including additional interventions. Individual targets for improving writing are set as appropriate, which also may include additional handwriting/ fine motor support. Differentiated planning ensures that all pupils access appropriately pitched work tasks, which in writing, include the use of word banks and additional writing and planning frames as standard classroom practice.

The role of parents and carers

The school informs parents and carers of the school's approach to writing through parent newsletters, termly showcase events and pupil parent conferencing termly and gives them the opportunity to discuss their child's work in a child led discussion termly between teacher, pupil and parent.

Staffing (teaching and non-teaching)

The role of teachers and, where appropriate, support staff and other adults:

- to follow the school policy with the aim of helping pupils to become independent writers;
- to provide effective modelling through shared writing and focused support through guided writing
- to respond to pupils' writing in line with the school's marking policy to support pupils understanding of their work
- to provide explicit guidance for future development through monitoring and assessment, fully integrating children into this process
- to make decisions about the selection and organisation of materials to support the teaching of writing.

Assessment and recording

Assessment is used to inform planning and teaching. Teachers identify key learning outcomes from the linked teaching objectives for each genre of writing and identify appropriate assessment opportunities.

Independent pieces of writing are undertaken on a regular basis, usually in the form of a 'hot write' at the end of a learning journey/ unit of work. Key learning outcomes for a range of text types of writing are planned through other areas of the curriculum, including topic/ theme work, RE and science work. These pieces of writing are used by the teachers to assess progress of individual pupils and to further aid target setting. Children are fully involved in the target setting process through continual assessment for learning (AfL) and a periodic termly review (e.g. parent conference day) between teacher, parent and child in which a child leads a discussion about their work.

Teacher assessment is used to level writing. We use interim teacher assessment frameworks at the end of key stages 1 and 2 and criteria has been written against each year group expectations to support teachers judgments about whether a child is emerging, at expected or exceeding national expectations. Exemplars have also been put together to support teachers writing judgements. Writing is moderated in each phase, cross phase and cross school throughout the year.

Monitoring

Work scrutinies (book looks), planning scrutinies (planning looks) and learning walks or pop-ins (observations) support monitoring of writing across the school (see monitoring policy).

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