

Writing Policy

Introduction

The National Curriculum for English describes what must be taught in each key stage. Middlefield Primary Academy uses robust assessment systems to assess the children against the National Curriculum and clear tracking systems to monitor the progress of classes, sets and groups of children. This ensures continuity and progression in the teaching of Writing. In EYFS, the curriculum is guided by The Early Years Foundation Curriculum.



Teaching and Learning

The teaching of writing will begin as soon as a child enters school and their skills will be developed from emergent/developmental writing in the Foundation Stage. This will include opportunities for writing in both structured and play based activities.

Much of our writing will follow the route of: plan, draft, edit, proof read and present. At times, children may focus on one skill at a time.

The role of the teacher should include:

Modelling - this is where the teacher writes while thinking aloud, explaining the thought process

Scribing /shared writing - where the teacher writes using the children's ideas

Supported composition - where the child can continue to write within clear parameters (using clear success criteria)

Teachers are clear about what happens before, during and after children write so that the work is of the highest quality achieved.

In Foundation Stage children have the opportunity to write through role play, use the graphics area for writing at any point in the day. Drawing Club will be the main teacher-led vehicle for engaging children in the early stages of writing. Children are also encouraged to write at home.

Drawing Club continues into Year 1 in the Autumn Term, providing children with a familiar, safe format through which to explore ideas and develop their understanding of how sentences are formed. This then evolves into Curious Quests as the year unfolds, an extension of Drawing Club which places emphasis on extending writing ideas while retaining the excitement and book-driven premise.

In Key Stage 1 and 2, the teaching of writing forms a large part of the English lesson and within weekly planning there are opportunities for teaching transcription, composition, handwriting and vocabulary, grammar and punctuation. Children also have opportunities in topic lessons for extended writing and cross curricular writing.

As well as being taught writing within English lessons, from year 1 Summer Term onwards throughout the school, children will have weekly 'Exciting Writing' sessions. These sessions are for children to write independently, across a range of genres. This works on a two lesson cycle, one lesson a week. The first week, children write on a stimulus chosen by the class teacher. This could be anything from writing a poem, continuing a story starter, writing a letter, writing a diary entry.

The teacher should choose a genre that children have studied recently. This gives them the opportunity to demonstrate that they have understood the conventions for that genre. Input can be given at the start of the lesson recapping good elements to include in the piece of writing. It is then left to the children to write independently. The content of the writing should be something that children will find stimulating but

also draw on their own experiences. This allows children to show what they are capable of writing independently and forms the basis for most of the class teacher's writing assessment.

The second week, the teacher will have marked the work and provided detailed feedback of what children have done well and what they need to do next to improve their writing. During this session, there will be discussion,

modelling and teaching of specific things linked to the genre of writing. This may include a short, focused input on common misconceptions and an opportunity for the children to act upon this input in the form of a short activity. Feedback should be given in line with the marking policy.

The school uses high quality texts from CLPE Power of Reading or Literacy Shed + to promote the development of writing.

Staff also include the following in their planning for the teaching of writing

- Talk partners
- Book talk - Reading as a writer
- Writer Talk - writing as a reader

Monitoring and Assessment

This will include:

- Observations of English lessons
- Observations of Exciting Writing
- Planning scrutinies
- Book scrutinies
- Pupil book study
- Whole school moderation/ Cross school moderation (DLPT, Big moderation across St Neots)
- Analysis of data eg SATs results, and on-going assessment using Insight by teachers, SLT and Head of school
- Focus on gender differences in results and analysis of how different groups have performed in assessments eg SEN, EAL/BME or children who have received interventions.
- Staff meetings discussions to ensure consistency of approach, standards and expectations

Leadership and Management

There is a subject leader for English who is responsible for:

- producing an action plan and for the implementation of the Writing policy across the school.
- offering help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of writing.
- maintaining resources and advise staff on the use of equipment.
- monitoring classroom teaching or planning following the schools rolling programme of monitoring.
- leading staff training on new initiatives.
- attending appropriate in-service training and keep staff up to date with relevant information and developments.
- keeping parents and governors informed on the implementation of writing in the school.

Related Policies

When reading this policy you should refer to the following policies which apply to this subject:

Middlefield Primary Academy – Writing Policy

- Marking
- Teaching and Learning
- Assessment
- Homework
- ICT
- Health and Safety
- Equal Opportunities