



Wombwell Park Street Primary School Writing Policy

“Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.” (DFE,2014)

At Wombwell Park Street Primary School we place a great emphasis on developing our children as writers. The opportunity for each child to demonstrate both effective transcription and composition is at the heart of our intent. We aim to ensure all children leave with legible handwriting, accurate spelling and grammar as well as an appreciation and understanding for how texts are composed effectively. We believe that writing, like reading, underpins the broad curriculum that we offer, and so where possible we promote an integrated curriculum to give children purposeful reasons for writing. Through this we hope to raise standards, understanding and recall of taught skills, allowing for our children to become effective, independent writers.

Aims

We recognise that writing is an area of teaching which is essential to supporting all other aspects of teaching and learning. As such, we recognise the importance of giving children opportunities to write on a daily basis and for a purpose. In order to achieve improved standards in this area, our aims are:

- To plan for and deliver an effective, embedded and consistent approach to writing across the whole school.
- To ensure that early writing is linked intrinsically with early reading and phonics.
- To ensure that children are exposed to learning from a wide range of high quality texts and their structures.
- To develop fluency and accuracy in transcription over the course of Key Stages.
- To support pupils in forming, articulating and communicating ideas, before organising them coherently with clarity and an awareness of the audience, purpose and context.
- To develop an increasingly wide knowledge of vocabulary and grammar.
- To develop an appreciation for the multi-faceted nature of writing, including planning, revising and evaluating written content.

How writing is taught

The expectations we hold around the teaching of writing is always to a high standard, with the belief that in order for writing to be taught effectively it should be done so through an agreed sequence to ensure children look at any text type they intend to write on a text level, sentence level and lexical level. This ensures a mastery approach towards writing and one which allows children to understand the composition of texts on a deeper level.

It should be noted that in EYFS and Key Stage 1, writing is very much planned in line with the Read, Write, Inc program. The program takes children from phonic learning, into early reading and then early writing. These sessions are held on a daily basis for 30 minutes in EYFS and 1 hour in Key Stage 1. However, as a school we feel it is also beneficial as mentioned above to provide our children with planned for, purposeful writing opportunities within the classroom provision available to them. As such, additional writing opportunities are planned to inspire children to write for a real reason. Alongside this, adults model writing regularly so children can see how adults write and for what reasons. This forms the very basis of establishing a text, audience and purpose for writing.

As children progress beyond the Read, Write, Inc program, writing becomes more refined and follows a whole school format we refer to as GASP. This takes place on a daily basis for 1 hour and aims to promote a mastery style approach to the teaching of writing, whilst also making the necessary and appropriate links to reading and Spelling, Punctuation and Grammar. The process for writing follows a clear structure so that children develop an awareness of writing as a progressive skill. GASP serves as an acronym for the stages pupils move through in their writing process:

Gather:

During the 'Gather' stage of writing, children participate in a hook into learning. This should be something that will engage the class and provide a purpose for writing. From this, the class should identify the text, audience and purpose for the writing they intend to produce. Exposure to texts is crucial in allowing children to identify how to structure their work. As such, children are given time to identify features from relevant, high quality texts and use this to inform their own Success Criteria for writing.

Acquire:

Once pupils have gathered enough background understanding of the type of text they will produce, they move to the 'Acquire' phase of writing. This is where children identify the grammar skills which are needed for the children to compose an effective piece of writing. For example, expanded noun phrases may be taught where children are learning how to write a description. Pupils should demonstrate success in the skill discretely, before applying this at sentence level or as part of an extended write. Once pupils have secured their understanding they are then more likely to apply such skills to their own writing.

Structure:

The 'Structure' phase of the writing process is where children plan out their writing and produce a first draft. Pupils will explore suitable formats to plan their ideas on before the process of writing is modelled. All children should be exposed to model writes by practitioners before applying their skills independently. This allows students to share and contribute ideas, take direct feedback and address any misconceptions prior to their written output. Once a first draft is complete, the children move to the final aspect of structuring their writing, which is to critically reflect upon what has been written and begin to edit and uplevel the content. This is an essential skill as noted by the National Curriculum as it encourages children to see writing is an ongoing process.

Present:

The final stage of the writing process is for children to write the best version of their text. This allows pupils to action all noted changes and produce a final version where presentation is further focussed upon as part of transcription development. They are then encouraged to celebrate their learning through sharing their work with the intended audience they established at the beginning of the writing process. This ensures that writing remains purposeful throughout the process.

Equal Opportunities, Inclusion and Access

We strongly promote equal opportunities in all aspects of our school life and the same is true of writing. Our belief is that every child should be able to access the provision at our school and this is achieved through teachers adapting their lessons (through a variety of strategies) to meet the needs and interests of the children and fully implement our Inclusion policy. Mr Fidment (SENDCo) rigorously monitors provision to ensure that our Inclusion Policy is implemented across all curriculum areas, all classes and for all children. Children with Special Educational Needs are supported by EHCP's as appropriate. Additionally, those who are quick to grasp learning are given opportunities to deepen their understanding in a mastery approach, rather than accelerated through curriculum content.

Planning

Planning is of paramount importance to our effective teaching of writing at Wombwell Park Street Primary School. As such, planning for writing in EYFS and Key Stage 1 are planned for in accordance with the Read Write Inc Phonics program. This centres around supporting children with basic transcription and composition skills at a sentence level. This is reflective of the stage of phonics children are currently working to and continues to enforce prior learning and application of phonic knowledge.

Beyond the Read Write Inc program, children move towards the whole class approach to writing using GASP. This is planned for and outlined as a whole unit, which enables teachers to see the progression from the start of the writing process to the end. Any additions, substitutions or amendments to sessions are noted on a daily basis by teachers, for instance if further consolidation is needed. Planning accounts for different needs within the classroom, ensuring all pupils are able to access learning at an appropriate level, whilst still working towards the class learning objective. Planning templates are designed clearly identify the elements of the GASP process for writing which in turn reflects the expectations listed in the National Curriculum.

Assessment and Reporting

Assessment for learning is essential in ensuring that pupils continue to make progress in writing. Writing at Wombwell Park Street Primary School is constantly assessed as part of good quality teaching and learning. Assessment is achieved in formative and summative ways. Across EYFS, formative assessment is used through observations and ongoing daily teacher assessment. Additionally, progress is tracked via online systems such as EAZMAG where key objectives are recorded and evidenced.

As children move from EYFS into Key Stage 1 and 2, they continue to be assessed formatively through high quality assessment for learning. This ongoing assessment allows for guidance and support to be given where appropriate and support children in developing their writing skills. Ongoing formative assessment can take place in a variety of ways such as through the whole class teaching of writing, modelled writes, guided or group work, 1:1 intervention and oral and written feedback. This enables practitioners to make well informed judgements around their pupils learning and next steps, allowing them to set targets where needed to ensure progress is maintained. That said, in order to ensure that teacher assessment correlates with national expectations, a series of summative assessments are conducted on a half termly basis. As a minimum, pupils produce an independent write at least once per half term. This is then assessed against national expectations related to the appropriate year group to determine children's attainment. In addition to this, at the end of both Key Stage 1 and Key Stage 2, writing can be selected for external moderation.

Parents are provided feedback on how well pupils are doing in relation to effort, attainment (compared to Age Related Expectations) and progress on a termly basis at Parents' Evenings. Additionally, an annual report is sent at the end of each academic year along with targets for future development.

Safeguarding, Health and Safety

Teachers complete a risk assessment for any planned activity which presents a potential risk or hazard. Safeguarding children from any kind of harm is our main priority and the importance of teaching children about safe practice as part of their daily lives is incorporated into writing and throughout the curriculum where appropriate.

Chair of Governors	E.Oliver
Headteacher	C.Lawson
Date	9.7.20