



HARGATE PRIMARY SCHOOL

Hargate Primary School Writing policy 2016

Rationale

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

Writing Aims

- To assist pupils in becoming efficient and effective writers who are able to write appropriately for a variety of audiences
- To assist pupils in acquiring the knowledge and skills to communicate effectively within a range of contexts
- To assist pupils to become aware of and appreciate the writer's craft

Aims and objectives

As a school we aim:

- To provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated.
- To provide an environment where pupils are encouraged to construct and convey meaning, both in speech and writing, of factual, real-life, imaginary and personal experiences.
- To provide opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works.
- To provide opportunities for pupils to be reflective users of language, able to analyse and evaluate its main features.
- To encourage pupils to have fluent and legible handwriting;
- To provide opportunities for pupils to communicate ideas through the use of ICT
- To provide opportunities for role play and Drama.
- To provide children with opportunities to reflect and analyse their learning through Assessment for learning.

Pupils will:

- Be able to participate in a conversation, listening to others, responding appropriately and taking turns to speak.
- Develop the confidence and ability to speak appropriately and perform in front of varying sizes of audience.
- Be able to sustain concentration in a range of listening situations
- Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- Know, understand and be able to write in a range of non fiction genres and structure text in a style suited to its purpose
- Use grammar and punctuation accurately
- Have an interest in words and their meanings and a growing vocabulary
- Plan, draft, revise and edit their own writing independently
- Understand the phonic system and spelling conventions and use them to read and spell accurately;
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- Express opinions, articulate feelings and formulate responses to a range of texts
- Be interested in books, read for enjoyment and evaluate and justify their preferences;
- Be able to work confidently and increasingly independently in all areas.

Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Our aims and provision

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Public speaking

- School Plays
- Class debates
- Events within the community
- School Council
- Talk partners
- Book talk sessions
- Drama / role play
- PSHE and circle time
- Guided reading session

Writing

- Teachers model writing of all genres through **shared writing** activities.
- Writing skills are further developed in group **guided writing and modelled** writing sessions.
- Pupils practice writing through **independent writing tasks**.
- Pupils are given opportunities to **plan, draft, revise and edit** their own writing (crafting their ideas)
- Pupils use their writing skills to **communicate across the curriculum**
- Alan Peat sentence types are used across the school and are displayed in all classrooms.
- The National Curriculum states that pupils should:
 - Develop the stamina and skills to write at length
 - Use accurate spelling and punctuation
 - Be grammatically correct
 - Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our aims and provision

- We teach grammar as a separate lesson where necessary and within all other lessons
- We correct grammatical error orally/ written work (where appropriate)
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- We encourage and promote 'talk for writing'
- We provide writing frames to support the least confident
- We provide time for planning, editing and revising
- We mark extended pieces of work in-depth and set targets with the pupil
- We use checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively
- We encourage joined handwriting to support spelling and speed

- We use drama and hot-seating to help pupils to think about another point of view
- Support for pupils with learning and motor difficulties
- Meetings with parents to help them support their child

Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words

Our aims and provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns
- Using dictionaries, thesaurus and similar programmes
- Using the Power of Reading and other texts to explore vocabulary choices and the effect they have
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate

Spelling

Spelling skills are introduced through direct teaching, investigations, studies of spelling patterns, conventions and homework. Foundation/ Key Stage 1 pupils are introduced to phonics through:

- **Letters and sounds** in Nursery and
- **RML** from Reception to year 3
- RML spellings from year 3 to year 6.

Letters and Sounds

Nursery children follow phase 1 from letters and sounds. Phase 1 falls largely within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage. In particular, it supports linking sounds and letters in the order in which they occur in words, and naming and sounding the letters of the alphabet. It also draws on and promotes other areas of learning described in the Early Years Foundation Stage (EYFS), particularly Personal, Social and Emotional Development and Creative Development, where, for example, music plays a key part in developing children's language.

The activities in Phase 1 are mainly adult-led with the intention of teaching young children important basic elements of the Letters and Sounds programme such as oral segmenting and blending of familiar words. The aim is to embed the Phase One adult-led activities in a language-rich provision that serves the best interests of the children by fully recognizing their propensity for play and its importance in their development.

RML

Reception upwards follows RML. Children are in ability groups across reception to year 3.

Read Write Inc. Phonics (also known as Ruth Miskin Literacy or RML) is a phonic programme that gets children reading and writing fast. The programme includes teaching children to:

- Understand phoneme-grapheme correspondence for reading and spelling. This is taught quickly and effectively using mnemonic associations.
- Read single and multi-syllabic words containing specific phoneme-grapheme correspondences
- Children use phoneme-blending (or 'synthesising') for word-reading, progressing from the simplest level to more complex levels.
- Read phonically irregular words

Children are taught to read the small number of words that do not follow a regular phonic pattern.

- Read texts containing carefully controlled phonic and irregular vocabulary
- These are very lively texts that are written to include a range of fiction and non-fiction genres. They have been specially written to help children practise reading words containing a controlled and cumulative phonic vocabulary. Once children can 'decode' the text, they are then helped to re-tell, summarise, read with appropriate intonation and discuss key questions about the text. rml 1 and rml 2 have texts appropriate to younger and older children, respectively. Every child has a copy of the text.
- Spell words containing a gradual build up of phoneme-grapheme correspondences
- Children learn to spell a controlled and cumulative phonic vocabulary using a simple system that has proved highly successful. They are also taught to spell the small number of irregular words.
- Develop a wide range of vocabulary for writing
- Although the texts are phonically regular, a wide range of vocabulary is introduced to broaden children's spoken and written vocabulary.
- Write in a range of genres
- Children are helped to write independently step-by-step. Both teachers and children are supported with ideas, structures and writing frames.
- Marking rubrics are used for assessing the quality of writing so that children have a clear idea, as they write, about their audience, purpose and the form their writing will take.
- The writing, generally, ties in closely with the texts they read, but further support is given to teachers to develop writing in the afternoons (rml 1 only).
- Develop a clear handwriting style
- It is vital that children develop a clear and fluent handwriting style as soon as they learn to write. Once they have mastered clear individual letter formation they are taught to join letters into a fluid script. Teachers are given step-by-step guidance (rml 1 only)

Read Write Inc. Spelling gets every child spelling effortlessly. It is a stand-alone programme for children in Years 2 to Years 6 that match to the meet the new national curriculum.

- Teaches spelling in short, snappy 15 minute sessions
- Engages children - new concepts are introduced by aliens on an exciting online spelling planet
- Records progress through pupil Log Books
- Includes practice tests to build confidence prior to statutory assessment.

Grammar and punctuation

- Knowledge of the use of correct grammar and punctuation is taught directly in line with medium term plans and through reading and writing activities. Skills are consolidated through formative marking in line with the school's marking policy.
- Grammar is taught as part of the Literacy lessons through reading texts and topic work as well stand-alone lessons

Handwriting and Presentation

- Pupils are taught and encouraged to form lower and upper case letters correctly from their first days in school and as they develop, to write in a joined style.
- They are taught to use a comfortable and correct pencil/pen grip and to use a Handwriting pen for some tasks in the juniors.
- Pupils are also given opportunities to present their work on word processors.
- Good presentation of written pieces is expected across the curriculum.
- Handwriting scheme Nelsons is used across the school and is working hand in hand with RML letter formation phrases

Teaching and learning

The National Literacy new framework forms the basis of teaching and learning. Teachers plan for different groups, whole class, small group, paired and individual. The teacher works towards the child's independent learning employing a range of teaching strategies, including;

- Instructing/directing,
- Modelling/demonstrating/scribing
- Explaining
- Questioning
- Discussing
- Role play and use of props
- Consolidating
- Evaluating
- Working walls

Literacy teaching in the Foundation Stage

There are seven areas of learning and development that must shape educational provision in early year's settings. All areas of learning and development are important and inter-connected and writing plays a role in all areas of development. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Knowledge of the world
- Expressive arts and design

There are 17 Early learning goals and although all interconnect to develop writing, the following are the key goals for writing:

Communication and Language

ELG 01 Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

ELG 02 Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 03 Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Literacy

ELG 09 Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.

ELG 10 Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

EYFS builds on the language skills that children bring from home. Speaking and listening skills are vitally important as they underpin all learning at this early stage. Development of these skills are encouraged through activities such as listening to stories and poems, joining in with rhymes and songs, participating in drama and imaginative play, responding to simple instructions, talking to accompany play etc. Knowledge about books is developed through activities such as retelling a story in their own words, reading a big book with the teacher, re-reading favourite stories and listening to taped stories etc.

When a child is ready to begin more formal reading activities she/he will embark upon the school's reading system of coloured banded books. Emergent writing is encouraged through role play and children are encouraged to write in role. The local environment provides purposes for writing e.g. shopping lists, signs, instructions, recounts etc. When children become more aware of phonics and letter formation they are encouraged to attempt a more focused form of writing using the initial, end and medial sounds in words.

Planning

Teachers use medium term literacy plans and guidance and adapt and develop them into teaching sequences suitable for whole Key Stage classes enabling children to study a text type and then use this as a model for their own writing.

Clear objectives are set for the lesson and shared with the pupils. Teachers differentiate according to the needs of the children and set targets for pupils to work to on a regular basis.

ICT is used where it enhances, extends and complements literacy teaching and learning.

Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

Assessment, recording and reporting

- Marking is in line with the school's policy and assessments are made in line with school assessment policy.
- Children are assessed during the Foundation stage using Development Matters by the end of Reception, it is statutory that the EYFS profiles are completed. Optional tasks are used in years 3, 4, and 5 to monitor ongoing progress.
- All children have progress in red writing books which track progress in writing throughout the key stages and are used to help target setting.
- Teachers use assessment to ensure planning is based on prior attainment and that pupils know what they are to do to achieve the next step

Equal Opportunities

It will be ensured that equal opportunities in English are addressed as follows;

- Pupils with special and HI pupils needs have equal access to the English curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs.
- Specific teaching strategies are used to maximize access to the curriculum for pupils learning EAL.
- Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes.
- An awareness of other dialects and Standard English encouraged through a range of texts.
Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the English curriculum.
- Opportunities to address issues of gender, race etc. are provided through discussion, texts and resources.

Writing with HI Children

Within the school writing policy there is recognition that for pupils with hearing difficulties, because of the impact of language delay, writing poses serious challenges. Therefore, planning for and assessing from writing, will take account of these difficulties. Typically this manifests itself in terms of limited vocabulary, problems with the use of articles, pronouns; use of auxiliaries, sentence structure and tense. With the help and guidance of a qualified teacher of the deaf these difficulties will be accommodated through appropriate differentiation and support. There is also a recognition that writing, alongside reading, provides an opportunity to develop pupil language and that the writing curriculum will fully exploit these opportunities, again in collaboration with TOD.

Parental / community involvement

We value parent involvement in children's development of literacy and promote a home school partnership in the following ways;

- Sharing information - newsletters, parents' leaflets, reading diaries.
- Homework - in line with our homework policy and home/school agreement
- We ask parents to encourage and monitor home reading and discuss books and preferences with their children.
- Parents and CRB checked community volunteers are welcomed into the school to support children in literacy.

Professional Development

The leader involved with Literacy will arrange for relevant advice and information, such as feedback from courses and newsletters, to be

disseminated. Where necessary the leader involved with Literacy will also organise or leads school based training. Additional adults who are involved with intervention programmes will receive appropriate training which may be part of LEA central or school based training.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and needs of children. These will be reflected in the School Development Plan which includes the Literacy Action Plan.

Monitoring and evaluation

Literacy is monitored by the SLT team and the leader involved with Literacy and literacy governors. Having identified priorities, the leader involved with Literacy constructs an action plan which forms part of the School Development Plan. The monitoring cycle will follow the school monitoring and evaluation policy.

Date: September 2016

Review Date: September 2017