



Buckstones Community Primary School

Policy for Writing

Written and agreed by staff: Monday 6th. March 2017

Adopted by Governors: Tuesday 25th. April 2017

Signed by Chair: P. Whitehead

Buckstones Primary School Writing Policy

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1. Introduction

At Buckstones we follow the National Curriculum from 2014.

At Buckstones, we view the acquisition of language skills to be of the utmost importance and so the teaching of all aspects of English is given high priority. Writing is integral to our children's whole language experience; it is a crucial part of thinking and learning. This policy outlines the purpose, nature and management of the teaching of writing at Buckstones Primary School. It states how we deliver the writing elements of the English National Curriculum and the Early Years Foundation Stage to ensure that our children develop as confident, capable and enthusiastic writers.

2. Key Statements about Writing

The following statements are central to our view of writing development. At Buckstones we believe that:

- * Speaking and listening with confidence are significant factors in developing effective writing
- * Reading and writing are closely connected and mutually supportive; we read as writers and write as readers
- * Writing is best framed within recognisable text-types or genres
- * Writing should be designed to meet the needs of real or imagined audiences
- * Writing tasks should be prepared through preliminary talk and teachers should model writing for their pupils when appropriate
- * Children should be given the opportunity to collaborate with other children both to compose and to revise their writing
- * Writing skills can be improved through reflection
- * Children should be closely involved in assessing their own development as writers
- * More effective writing is dependent upon increasingly informed grammatical and linguistic choices
- * The teacher's response to the child's composition (e.g. praising aspects of the content) is crucial in developing confidence and motivation
- * The skills of transcription (i.e. handwriting, punctuation and spelling) must be thoroughly planned for and taught

3. Aims of the Teaching of Writing

In our teaching of writing, we aim for all children to:

- * Appreciate that writing is a universal method of communication
- * View writing as a process over which they have control
- * Enjoy playing with language and write for pleasure
- * Write appropriately for specific real or imaginary audiences where possible
- * Write for a variety of purposes
- * Make judgements about the tone, style, format and vocabulary appropriate to the writing's purpose, audience and genre
- * Write clearly, legibly and accurately with attention to punctuation, spelling and grammar

- * Recognise that drafting, incorporating significant revision into their writing and proof-reading are integral parts of the writing process
- * Achieve independent writing of a high quality

4. Contexts for the Teaching and Learning of Writing

Writing is taught and learnt in specific meaningful and effective contexts. These include:

- * Shared and guided reading
- * Complementary grammar and punctuation activities
- * Modelled and shared writing
- * Guided writing
- * Independent or paired writing
- * Sharing and reflecting on their writing
- * Cross-curricular writing tasks e.g. in project work or science

To support children in the acquisition of writing skills we will:

- * Provide frequent opportunities to write
- * Promote an awareness of adults writing in a variety of contexts for many purposes
- * Provide regular demonstrations of the writing process
- * Model, draft and discuss many aspects of writing with children
- * Provide opportunities to reflect on the writing process
- * Give children time to refine their writing through editing and revising
- * Provide children with opportunities to share their writing
- * Set individual targets for writing and assist children in reviewing their targets (and setting personal ones where appropriate)
- * Surround children with a print-rich environment that they have helped to create
- * Reward and celebrate children's efforts and achievements in writing
- * Teach computing skills that support effective and efficient electronic communication

Within this writing environment, the close relationship between writing and reading needs to be exploited. We will provide a wide variety of texts which cater for children's diverse interests and needs, and act as a stimulus to their own writing.

5. Writing in the Early Years Foundation Stage

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing.

A wide variety of opportunities are provided for children to engage in writing activities. Amongst these are:

- * Shared writing
- * Role-play (e.g. an office or restaurant)
- * Labels
- * Recipes

- * Lists
- * Making books
- * Writing letters
- * Menus

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English.

A variety of resources are used to encourage the development of the fine motor control which is essential for good handwriting. These include playdough, cutting, threading and tracing.

6. Writing in Key Stage 1

a) Shared Writing

Through shared writing the teacher demonstrates specific writing skills, sometimes acting as scribe. The basics of how to form a letter, spell a word, leave a space or put in a full stop are demonstrated, followed later by the more sophisticated strategies of modelling the planning, drafting or proof-reading of writing. The teacher may also demonstrate writing in a particular genre. Shared writing will teach children how to:

- * Generate imaginative and informative ideas through discussion and questioning, and record these ideas in notes/ plans/ drafts
- * Structure ideas in writing through the use of appropriate language, sentence structure, punctuation, sequencing and lay-out
- * Develop specific word level skills of spelling, handwriting and punctuation
- * Refine writing to make it clearer and better suited to its audience and purpose
- * Develop technical terms and vocabulary for understanding and discussing writing
- * Publish and present written texts for others to read and use

b) Guided Writing

Guided writing sessions are used flexibly to provide a bridge between shared and independent work. During these sessions the teacher or TA may scribe for specific children or support children writing independently or in pairs. They may focus on:

- * Planning a piece of writing
- * Supporting work in progress
- * Evaluating and improving writing

c) Independent Writing

Children will be given frequent opportunities to write independently so that the skills demonstrated during shared writing and supported during guided writing will be transferred into their own writing.

Since accurate, fluent and independent writing is dependent on a secure grasp of phonics, a high priority is placed throughout EYFS and KS1 on daily systematic phonics teaching. This

gives children the strong and essential foundation upon which all their future development as writers will be built.

Motor skills continue to be developed through targeted small groups as necessary.

7. Writing in Key Stage 2

a) Shared Writing

Through shared writing the teacher will model the writing process with the children. This may include:

- * Demonstrating planning strategies (e.g. concept maps, writing frames)
- * Using a familiar text as a starting point for writing
- * Teaching the structural characteristics of a particular text type
- * Teaching the purpose and use of punctuation
- * Playing with language and exploring different language choices
- * Modelling higher level sentence constructions (e.g. connectives, complex sentences)
- * Drafting
- * Demonstrating revision strategies (e.g. checking for meaning, reordering to improve structure, rewriting to improve clarity or to enrich language)
- * Demonstrating editing strategies (e.g. checking punctuation and spelling, using writing targets).

It is most effective if shared writing is broken up into chunks and interspersed with opportunities for the children to apply the lessons immediately in their own writing. Sometimes modelling just a sentence or two will be sufficient.

b) Guided Writing

During guided writing the teacher as 'expert' guides learners at an appropriate level by:

- * Giving feedback on previously composed independent writing
- * Modelling how to use individual writing targets or comment constructively on another writer's work
- * Demonstrating a specific stage in the writing process
- * Developing or reinforcing skills taught in shared writing

Teachers will plan guided writing sessions flexibly, where they feel they will best meet the needs of their class. At other times, teachers may instead support children individually during their independent writing.

c) Independent Writing

During independent writing the children compose without direct teacher support. As children move through KS2, they will be expected to write regularly and at increasingly greater length, developing crucial writing stamina alongside other skills. Independent writing, both within English lessons and across the curriculum will involve:

- * Using the imagination and expressing ideas
- * Applying skills learned in shared writing and guided writing
- * Focusing on individual writing targets
- * Revising work in the light of feedback from teachers or peers
- * Commenting constructively on other children's writing

- * Editing and proof-reading to improve transcriptional features
- * Preparing work for presentation

8. Grammar and Punctuation

Grammar and Punctuation is taught as a discreet lesson (Nelson Grammar books) as well as part of the teaching of Writing.

9. Handwriting

Aims of Handwriting:

- * To develop a sense of pride, pleasure and enjoyment in their handwriting
- * To adopt fluent, legible and joined handwriting
- * To adapt lettering styles for different purposes

Children in KS1 and the Early Years use pencil. In Year 3, children are progressively introduced to handwriting pens when ready (often through awarding a 'pen licence'). By the end of year 4, all children should be writing in pen.

Cross-curricular opportunities are used to provide real purposes for using handwriting skills. The motor skills necessary for handwriting will also be developed in Art, D&T and P.E.

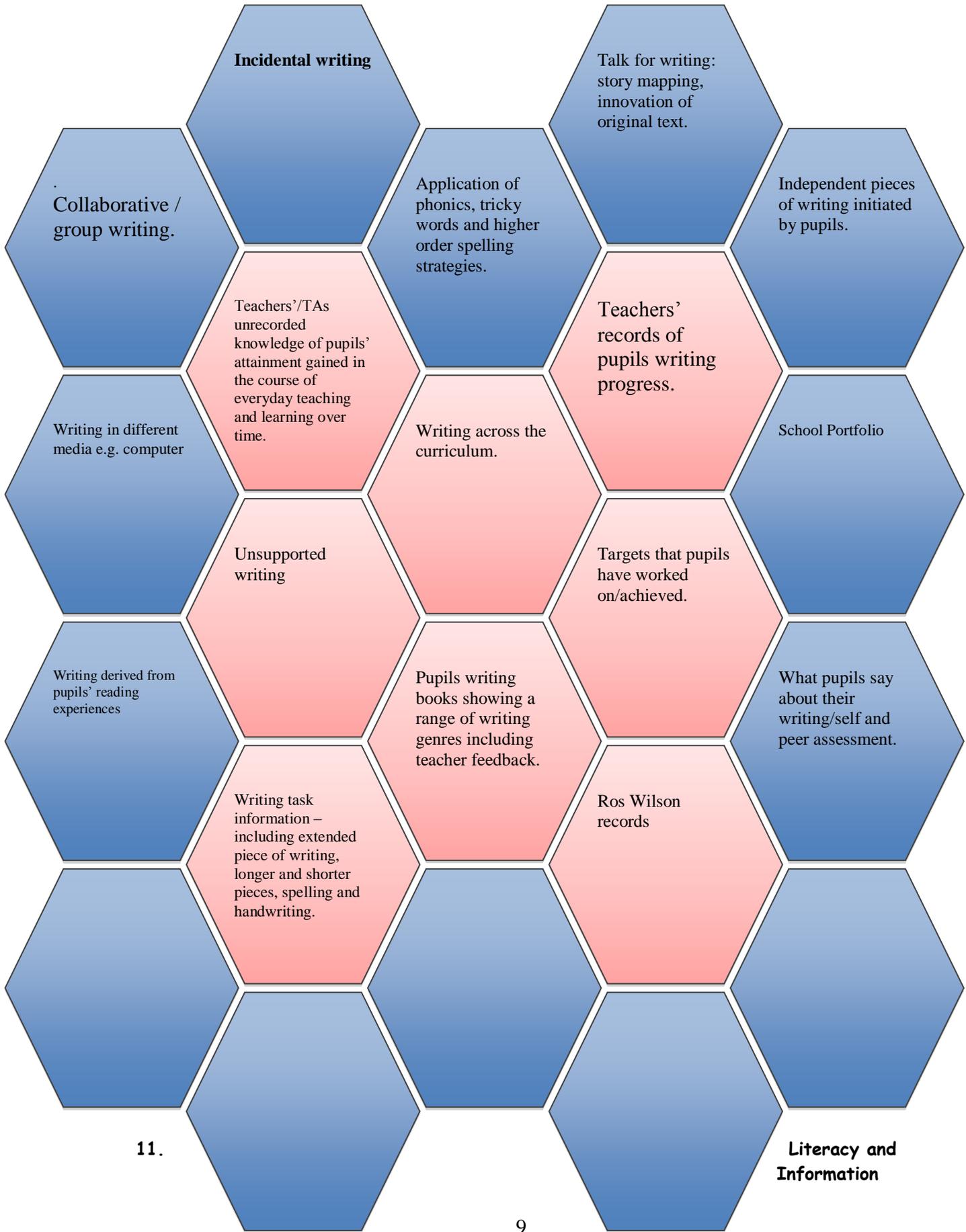
Children will need guidance as to the best way to orientate the paper on which they will be writing, particularly if they are left-handed. Left-handed children should sit on the left or beside another left-handed child when paired. In addition they may benefit from the use of a pencil grip.

Particular attention is paid to handwriting in the final draft of a piece of written work, especially in KS2. All pupils should be using joined writing throughout KS2.

10. Assessment for Learning and Monitoring

Please refer to our Assessment Policy.

Writing



11. Computing

If and when relevant, computing will be used to promote writing e.g. multi-media presentations, word processing, data bases, letters, posters etc.

12. Equal Opportunities

At Buckstones, we celebrate diversity through recognising our children's skills and knowledge and by the study of material from a variety of cultures. Texts used will represent all cultures in a positive light and will show both genders in a range of roles.

The interests of both boys and girls will be taken into account when selecting materials to support the development of writing. Language games, explicit feedback and clear target setting can all help boys in particular to make good progress in writing.

For the past few years there has been a particular focus on developing boys' writing, through the choice of boy-friendly materials and topics.

The needs of children on the SEN register, including those with SLCN, will be planned for as necessary, through IEP targets on their provision maps.

Intervention groups are in place to support children with additional needs, e.g. ORT activities, Direct Phonics, Wellington Square.

13. Parent Partnership

Parents are encouraged to participate in their children's writing development through homework activities.

(Please refer to appendix - Buckstones Big Write leaflet for parents.)

Big Write At Buckstones

How you can help your child with their Big Write?



What is Big Write?

Big Write is a whole school process that we use to improve the quality of children's writing. It includes 4 elements which should be applied to all different genres of writing e.g.

- Mystery
- Sci-fi
- Fairytales
- Recounts
- Instructions
- Newspaper reports etc.

The 4 main elements are:

V - vocabulary

C - connectives

O - openers

P - punctuation

V - Vocabulary



Wow words = exciting vocabulary.

e.g. thunderous, fearful, marvellous, attraction, vibration, patiently, feeling, courage, experience, peak, generously, echo, nervously, worriedly, sensitively, timidly, aggressively, imagination, unfortunate, echoing, doubtful, leap, longing, communication, prefer, nourish, enjoy, emotion etc.....

A piece of writing can be improved by including WOW words.

It was a nice picture.

It was a beautiful, attractive picture.

C - Connectives

Words used to join parts of a sentence to make a longer sentence or to link sentences together.

Low level: and, but, then, because, after

High level: although, therefore, however, meanwhile, furthermore, consequently, nevertheless.

O - Openers

Beginning sentences in different ways.

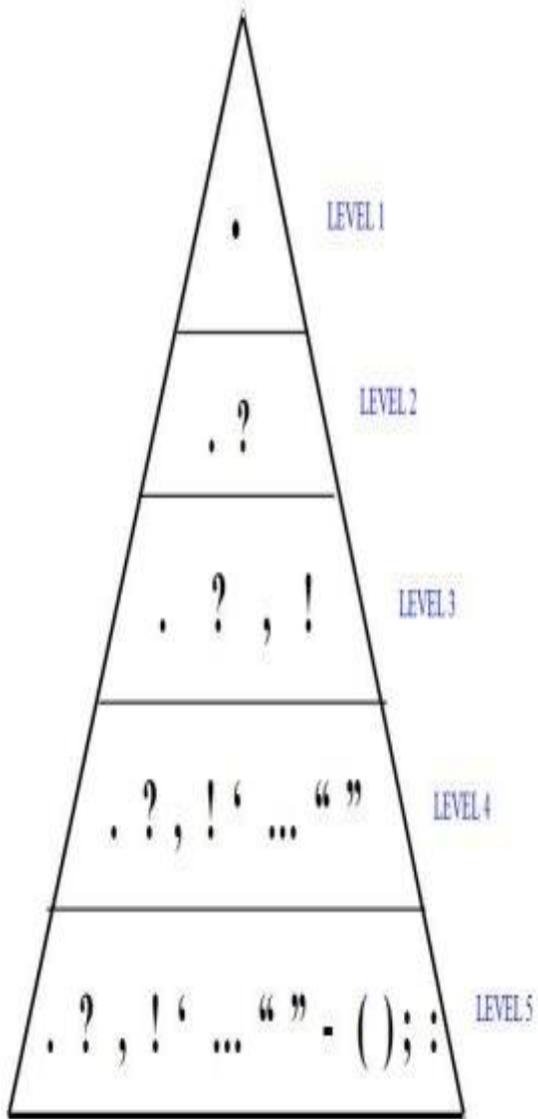
Simple sentence openers use the subject e.g. He ran to the shop.

Connective e.g. Although his feet were sore, the boy ran to the shop.

Verb e.g. Running quickly, the boy made his way to the shop.

Adverb e.g. Quickly, the boy ran to the shop.

P - Punctuation



Punctuation Pyramid

Big Talk Homework

Supporting your child with their Big Talk homework is how you can really help them with their writing. It is an essential element in improving writing as talking and explaining helps children organise their thoughts.

On the night before the Big Write your child will come home with their Big Talk homework letter. The idea of this is that children will have fun and gain a lot from talking about this with you. It is important to ensure that there are no distractions e.g. computer, T.V. etc. Encourage your child to explain their ideas before making any jottings. Key words, WOW words, jottings and drawings are sufficient for all children.

School based research has shown that children who do their Big Talk homework make significant progress.



Written by the staff at Buckstones