

Writing Policy

STATUTORY DOCUMENT



DANE ROYD SCHOOL

Review frequency:

Approval by: Standards Committee

Policy Date: September 2021
Review Date: September 2023
Lead Personnel: Beth Greenwood
and Jamie-Leigh Loudon
Version: 3

Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- *To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- *To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- *To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- *To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- *To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

Writing Policy

Intent

At Dane Royd Junior and Infant School, we believe that writing is a crucial part of the curriculum as it provides the children with fundamental skills for the future, therefore, we intend to provide our children with many opportunities to develop and apply their writing skills across the curriculum. We feel that weaving writing opportunities into a range of subject areas, ensures that the writing tasks are engaging and purposeful.

We want all of our children to be able communicate their knowledge, ideas and emotions creatively through their writing. We want them to be able to write clearly, accurately and coherently, and to be able to manipulate their vocabulary and grammar choices appropriately depending on the context, purpose or audience. We believe that presentation is an important aspect of writing – if the children show pride in their work, high-quality content is reflected. In addition to this, our children will explore spelling patterns and rules, and will be taught how to use a dictionary independently to check the spelling of ambitious words. All in all, we plan to ensure that the children at Dane Royd receive a well-rounded English curriculum, which stands them in good stead for their future adult life.

Purpose:

The purpose of this policy is to describe our teaching of writing and the principles upon which this is based.

Aim(s):

Writing:

We aim to:

- Encourage children to write confidently and independently during and outside of literacy lessons.

- Give children frequent opportunities to write in different contexts for a variety of purposes and audiences.
- Encourage the children to see the need for writing as interesting, useful and challenging.
- Ensure that the range of writing activities creates appropriate and suitable opportunities for the introduction and practice of handwriting, spelling, punctuation and aspects of knowledge about language.
- Encourage an understanding of the connection between speech and writing with a growing knowledge of the distinctions.
- Give children the opportunities to plan, draft, edit and present their writing, with a growing regard for appropriate organisation and structure.
- Encourage fluent, legible, joined handwriting.
- Teach children to write in a range of genres in fiction, non-fiction and poetry.
- Teach a suitable technical vocabulary from the National Curriculum, with which children can understand and discuss their writing.

Handwriting:

We aim to:

- Progress from the emergent style of handwriting developed in the foundation stage to a legible, neatly joined fluent style during key stage 1 and key stage 2.
- Follow a whole school approach to handwriting.
- Encourage and model how to hold and correctly use a range of writing implements and how to form letters accurately, illustrating when it is appropriate to join and not to join.

Spelling:

We aim to:

- Encourage confident, accurate spelling enabling children to communicate effectively through writing.
- Encourage children to see spelling as an important component in writing.
- Provide appropriate strategies for the different stages in the development of spelling, incorporating the requirements of the National Curriculum.
- Teaching children how to use dictionaries in order to aid their spelling and understanding of words.

Grammar and Punctuation:

We aim to:

- Teach punctuation and grammar skills in a logical, progressive sequence within each year group.
- Use the punctuation and grammar progression map as a tool to plan writing outcomes that will lend themselves well to the writing skill that they intend for the children to develop.

Punctuation and Grammar Progression Map

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Week 1	What is a noun? -Objects -People -Places (proper and common nouns)	Spotlight Y1 Questions Nouns/verbs <i>The sounds /n/ spelt gn, & qb.</i>	Spotlight Y2 Questions Nouns/verbs <i>Words with the long /eɪ/ sound spelt ei</i>	Spotlight Y3 Questions Nouns/verbs <i>Words with the long /aʊ/ sound spelt augh and au</i>	Spotlight Y4 Questions Nouns/verbs	Spotlight Y5 Questions Nouns/verbs
	Week 2	Identifying a noun in a simple sentence. -objects -people -Places Capital letters for days of the week and months of the year	Identifying a noun in a simple sentence. Plural nouns - adding s and -es. Capital letters for days of the week and months of the year <i>The sounds spelt /r/ spelt 'rc'</i>	Spotlight Y2 Adding suffixes for nouns -ness, -er & -ment to form a noun adding suffixes for nouns <i>Words with the long /eɪ/ sound spelt ei.</i>	Identifying nouns in a compound sentence (revisit a/an rule in these lessons) <i>adding the prefix in- meaning 'not' or 'into'</i>	identify nouns in multi-clause sentences	identify nouns in multi-clause sentences
	Week 3	What is a verb?	What is a verb? <i>The sound /s/ spelt 's' before e, l and y</i>	Formation of nouns using the prefixes -super-/anti/auto etc. <i>Words with the long /eɪ/ sound spelt ei</i>	Identifying in a complex sentence (revisit a/an rule in these lessons)	Recap verbs Y4 (Spotlight questions)	Recap verbs (Spotlight questions)

We believe that punctuation and grammar needs to be taught in a certain order to ensure progression. By carefully planning for progression in our teaching of writing skills, we should be able to plug gaps much quicker and create strong foundations that can be built upon year on year.

Our progression map is broken down into weeks and is specific as to what we should teach when.

Wider school aims/ethos:

Dane Royd's teaching of Writing is guided by the School's wider aims and seeks to create children who achieve their full potential in writing through the use of a stimulating learning environment and a creative curriculum to ensure that children have an appetite for acquiring further knowledge and skills. We also aim to prepare children to work independently and with others.

- Provide a stimulating environment and a multi-sensory approach to the teaching and learning of writing.
- Provide a structured approach to the development of language which is relevant and meaningful to the child's age and stage of development.
- Encourage positive attitudes through the enjoyment and appreciation of writing in all its forms.
- Use writing as a tool for learning and communication and to develop individual imagination and appreciation for the work of others.
- Enable the children to become confident, effective writers equipped with skills necessary for life.
- Ensure equality of opportunity in writing development for all children taking into account the diverse society in which we live.

Consultation:

This policy was written by Jamie-Leigh Loudon and Beth Greenwood, English coordinators.

Sources and references:

The National Curriculum

Dane Royd Junior and Infant School Writing Intent

Dane Royd Junior and Infant School Punctuation and Grammar Progression Map

1. Roles and responsibilities

The English co-ordinators are responsible for:

Delivering staff CPD

Supporting colleagues in the teaching of writing

Providing opportunities for writing moderation within school across year groups

Monitoring writing across school

Analysing writing data across school

Liaising with the school library service to update the list of year group recommended titles

Purchasing class texts

Class teachers are responsible for:

Choosing appropriate texts.

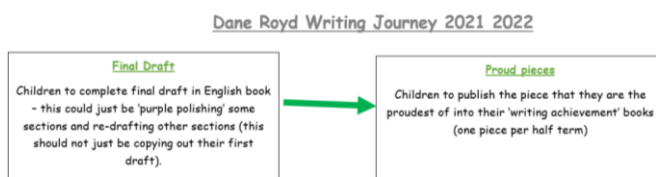
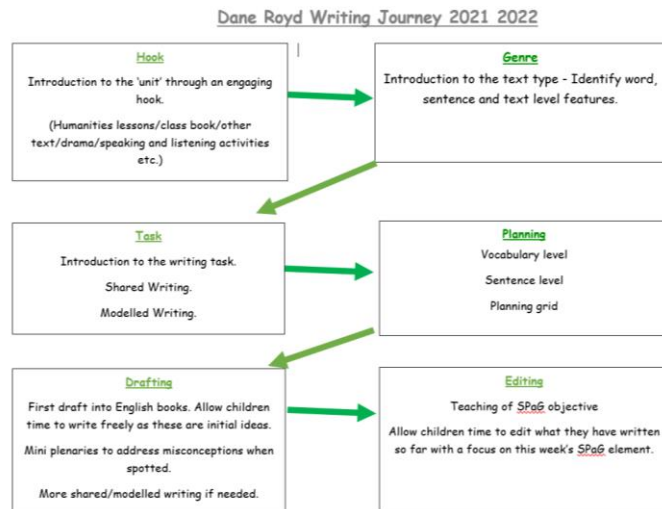
Planning and teaching a daily Writing lesson.

Using assessment to inform future planning.

2. Aspects

Planning:

Class teachers are responsible for planning a daily writing lesson. To inform their planning teachers should make use of Dane Royd's Punctuation and Grammar Progression Map, and in KS2, Dane Royd's 'Writing Journey' document.



Organisation:

Each class should have a daily writing lesson and further opportunities for writing across the curriculum should be planned for.

Resources:

- All classes have access to dictionaries and thesaurus's in order to support children during writing lessons.
- All classrooms have a selection of quality fiction and non-fiction texts. The English co-ordinators are responsible for updating books as and when is necessary and for purchasing books by new authors.
- Children have access to the Internet.
- The Library contains a range of books in order to support children's individual research.
- Class teachers are responsible for ensuring that classroom displays are age appropriate and aid children in daily writing lessons.

Assessment:

Teachers use formative assessment daily and assess children's ability in writing against the lesson's Learning Objective through their marking and a range of assessment for learning techniques.

Teachers meet on a regular basis (in teams, as a key stage and as a whole staff) to make judgements on children's writing during moderation meetings. Children's writing will be assessed every half term using the School's Writing

Assessment Grid. This information is then used to discuss children's attainment and progress at Pupil Progress meetings.

In Year 2 and Year 6 children's writing is assessed by outside agencies in order to ensure consistency and accuracy in the assessment of writing. This is part of the formal local authority moderation process as required by the government.

Children in Years 1, 2, 3, 4, 5 and 6 will complete a half termly Spelling, Punctuation and Grammar test which is used to assess the children's understanding and application of these aspects of writing.

Children in Years 2 and 6 will sit a Spelling, Punctuation and Grammar test in May as part of their SATs.

Monitoring and evaluation:

Writing will be monitored throughout school through:

- Learning walks
- Book scrutiny
- Lesson observations
- Pupil voice
- Planning scrutiny
- Writing moderation

Concluding notes

Monitoring and review:

The policy will be reviewed in September 2023, however a review will commence before this proposed date if any national changes occur.

Other documents and appendices:

The Writing Policy should be read in conjunction with our policies for Reading and Handwriting.