



# KINGSWOOD PRIMARY ACADEMY

Writing Policy

## Kingswood Primary Academy

### Rationale

At Kingswood Primary Academy, we aim to develop pupils' abilities through an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given the opportunity to express themselves creatively and imaginatively within a broad and balanced approach to the teaching of Literacy across the curriculum, with opportunities to consolidate and reinforce taught Literacy skills.

At Kingswood Primary Academy we strive for children to be a 'Primary Literate Pupil'.

**By the age of eleven, we aim for a child to:**

### **Writing**

- become confident and independent in their writing
- foster the enjoyment of writing, and have a recognition of its value and uses
- understand the sound and spelling system and to use this to spell correctly
- use devices to build cohesion
- have legible and fluent handwriting, using the Kinetic Letter programme of study
- have a wide range of genres written, for a variety of audiences
- have been taught to plan, draft and edit their work, identifying the audience and purpose for writing

### **Speaking and Listening**

- perform their own compositions using appropriate intonation, volume and movement so that meaning is clear
- develop their self-confidence when speaking in front of large groups
- listen carefully to others in order to identify the main points of what they have heard and respond appropriately
- adapt their speech to a wide range of circumstances and demands and to take account of their audience
- learn how to be effective communication systems, both verbal and nonverbal through drama activities

### **Teaching and Learning**

The school believes that its teachers must work together to plan, deliver and moderate the teaching of English in order to ensure that expectations are high and that children are able to achieve the best of their ability.

Every day, the children will have one English lesson. Throughout the week children will be taught further SPaG, reading (individual and guided) and handwriting skills through additional timetabled sessions. Teachers ensure lessons are engaging and motivating, and are based on meaningful ideas which work towards purposeful learning outcomes. try to 'hook' the children in with a stimulus or by using techniques such as drama. At the end of each unit of work, an independent write is completed.

Lessons are focussed and challenging, using differentiation appropriately. Teachers give children the time to make changes in their work, editing and improving as they go along, applying the skills they have been taught, using a purple pen. We use a variety of methods of teaching and learning, which reflect the different learning styles of our pupils.

Every teacher provides a stimulating curriculum and school environment which places the development of writing skills at its heart. Teachers will provide meaningful contexts,

quality texts, videos and art work as the inspiration for writing. Within our creative curriculum, cross curricular links will be exploited as much as possible. Learning objectives are discussed with the children and displayed in each lesson and success criteria is generated with the children in the lessons, so they have an ownership of their learning and ensure pupils are aware of the steps they need to succeed. Pupils will be given the opportunity to learn through: real experiences and practical tasks, talk for writing, drama for writing, focussed analysis of a variety for written texts, use of published learning materials and secondary sources, educational visits, appropriate use of television, film and other online media, other ICT resources, and opportunities for home learning.

Teachers will listen and respond to children in a sensitive and supporting manner, discussing and evaluating children's successes.

In lessons where writing is taking place, high expectations for the standards of writing are consistently reinforced. Teachers model writing skills and reinforce expected standards in writing through their daily talk and lesson demonstrations. Children are taught to write at length using age appropriate features.

Every classroom is a showcase for high standards of writing. All staff model excellence in handwriting and will talk out loud to children whilst writing to enable children to learn new techniques and reinforce existing skills.

Academy expectations are that in each class there are:

- Working walls that contain the focus for the lesson and the writing unit, models and prompts (WAGOLL), ideas to magpie, key vocabulary, examples of what the teacher needs to see in writing, learning steps/ladders to check their work against.
- Complex Speed Sounds chart in each room, displayed and being used daily
- Writing displays in both EYFS/KS1 and KS2 area, displays and examples of great writing as a stimulus for writing
- Tools for writing: sharp pencils, pens, range of paper, dictionaries and thesaurus

## Aim

To be a "Literate School" in which:

- Pupils engage in a wide variety of opportunities to write throughout the school day and beyond.
- The importance of writing is promoted by all adults, and quality writing is routinely celebrated.

We aim to teach and encourage children to become confident, enthusiastic and independent writers who are able to write for a variety of different purposes and styles. These skills are developed through improving speaking and listening, grammar and punctuation and spelling. Staff planning aims to ignite writing by providing a hook or a way in to writing.

Children should:

- be competent in the arts of speaking and listening, making formal presentations, demonstrating to each other and participating in debate
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

- develop their cognitive skills, imagination and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purpose;
- make progress to becoming a correct speller, using neat legible joined handwriting (Kinetic Letters);
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, and writing
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- make fair critical responses about their own literacy work, that of their peers and that of popular authors and poets.

### **Planning for Writing**

**At Key Stage One (Years 1 and 2)**, children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

#### **The teaching of Literacy in KS1 will include:**

- explicitly taught and planned lessons following the guidance and objectives of the New National Curriculum
- speaking and listening activities, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process
- word level work with explicit teaching of phonics and spelling through the Letters and Sounds Phonics Programme
- sentence level work led by quality texts to develop grammatical awareness and punctuation skills, using the Spelling Shed scheme (Year 2)
- text level work using a range of genres will develop comprehension and composition skills and the understanding of print
- immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication
- letter formation and handwriting taught and modelled using the 'Kinetic Letters' handwriting scheme
- ITAF statements to be used and followed for the end of key stage 1 assessment and GAT individual ARE assessments to be followed by years 1 and 2.

**At Key Stage Two (Years 3-6)**, children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

#### **The teaching of Literacy in KS2 will include:**

- explicitly taught and planned lessons following the guidance and objectives of the New National Curriculum
- genre overviews to identify the success criteria of each unit of work and weekly plans tailored to the needs of our children
- talk for writing and drama for writing to be explicit in teaching various genres
- word level work with explicit teaching of spelling strategies and rules and phonics where required using the Spelling Shed scheme of work

- sentence level work led by quality texts to develop grammatical awareness and punctuation skills
- text level work involving reading a range of genres to develop comprehension skills and scaffold writing
- a range of text types, including cross-curricular writing, modelled to sustain composition
- handwriting and presentation skills taught and modelled, through the Kinetic Letters programme
- the chance to focus specifically on areas identified in formative and summative assessment
- immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication
- ITAF statements to be used and followed for the end of key stage 2 assessment and GAT individual ARE assessments to be followed by all year groups.

The New National Curriculum will inform the planning of spelling, punctuation and grammar (SPaG) alongside the No Nonsense Spelling scheme.

## **Approaches to Speaking and Listening**

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. A variety of speaking and listening approaches are adopted throughout the school, such as drama activities, talk for writing, chant activities, debating, group conversation and collaboration, presenting and formal speaking, reciting and acting. Children may present to their group, class or the whole school and external visitors. Drama and talk is used to explore texts, themes and characters, and to stimulate writing. Listening is considered an essential skill, and children are taught how to listen and then given the opportunities to listen in a variety of ways in a range of settings. Children are encouraged to develop effective communication skills in readiness for later life.

There is progression in the skills taught and assessment of significant achievements in speaking and listening. Digital videos, tapes and photos are a means of capturing progress and keeping records. As pupils progress through the school, they will develop their vocabulary, spoken grammar and confidence in speaking.

## **Handwriting:**

Children are taught to write using the Kinetic Handwriting style. Staff will use this to model writing to children. The handwriting of all adults in the school should reflect the high expectations that we have of our children. All classes have resources to use to teach this style. All teachers receive training. All teachers cascade training to support staff.

Children work towards achieving a Pen Licence and it is the teacher's discretion to award Pen Licence's to children who show consistently good presentation in all aspects of their work.

Handwriting sessions are timetabled into weekly planning. EYFS and KS1 must have a Kinetic Letter display that displays Brave Monkey and Scared Monkey to support writing.

Children are given regular opportunities to publish their writing for a purpose with a clear focus on presentation skills.

## **Spelling:**

The Spelling Shed programme was introduced in 2019 to support the teaching of spelling. Common exception words are taught to each year group. Children take spellings home to learn once a week. In class teaching of spelling includes Look Cover Write Check; word building using phonic patterns; word building using knowledge of spelling rules and patterns; discussions around new vocabulary, which includes children learning an antonym, synonym, how the word might be used in a sentence and if they were to draw it what it would look like. Models of spelling are displayed in the classroom. All staff marking work or providing feedback will correct common exception spellings with children having to practise spelling these in their response to feedback time. (See Marking and Feedback Policy for details of abbreviations.)

## **Grammar and Punctuation:**

Grammar and punctuation is taught using the National Curriculum Programmes of Study and year group expectations. Writing lessons are planned with a focus on the direct teaching of specific grammatical features. These skills are taught in a variety of ways and then regular opportunities for children to apply these skills are facilitated. Teachers will assess ability and identify gaps for future teaching during summative and formative assessment and the use of PIXL. GPS interventions will also take place with the aid of PIXL as it allows the class teacher to identify targets for improvement for specific groups of children. This can be whole class intervention or a small group intervention.

## **Approaches to Writing**

We believe that writing should be a creative/developmental process at both a functional and an imaginative level. All attempts at writing are valued highly at Kingswood Primary Academy and we know that all children have potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process.

Writing for different purposes is displayed, celebrated, shared and published, and a 'we are writers' atmosphere is nurtured. The skills of writing and spelling are taught through the Letters and Sounds programme in Foundation and KS1.

## **Writing is taught through:**

Shared writing that is modelled by the teacher as the expert writer with contributions from the children. This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to literacy sessions and can be taught within Foundation subjects. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, and presentational and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher, as the expert writer, leads the cumulative writing process.

## **Guided writing that targets children at their point of writing:**

Guided writing take place in small groups with a teaching focus using targets and writing already modelled. The main part of the session is spent by the child writing with the adult intervening as appropriate. In Reception, the child receives more individual support from the teacher at the point of writing.

## **Opportunities for developmental writing:**

In Reception, children should experience writing in a range of settings and opportunities for developmental writing and this should be available through all areas of learning and throughout the learning environment.

Children's own attempts at early writing should be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of the writing development.

In Reception and KS1, a teacher or adult working with the group must scribe children's writing that needs interpretation. Ideally, this is during the literacy session.

## **Independent Writing:**

Throughout the school, children need opportunities to develop their confidence and practise their writing skills. All writing activities should have a purpose and quality should be promoted through book making, publication or presentation to another audience. Writing is modelled and supported from immersion to quality writing. Independent writing is supported with dictionaries, word banks, writing frames or plans and alphabet cards/strips.

## **Writing Opportunities Within the Classroom:**

Regular monitoring of the teaching of writing by the class teacher ensures that the following opportunities to learn and practise the skills of writing are planned:

- Regular writing practice on a one-to-one basis with the class teacher, TA or trained helpers.
- Guided Writing and activities linked to the guided writing session
- Paired Work
- Drama
- Speaking and listening activities
- Writing from a stimulus such as a class novel
- Every child writing every day
- Every child being challenged to write extended pieces of writing

## **Strategies:**

A variety of strategies are used to help our children become writers:

- Phonics (letters and sounds) is used for word building
- Pop Sentences – early writing skills to construct simple sentences
- Writing Frames
- Enriched first hand practical experiences
- Author visits
- Analysis of high-quality model texts
- Enriching vocabulary – Word of the Week/Day/ Tier 3 Vocabulary
- The use of personalised dictionaries
- Editing process

## **Teaching**

### The Teaching of Writing

- Writing composition is taught explicitly to the children every week. The reinforcement of this teaching will also feature across the full range of subject areas.
- The teaching of writing is further supported by a “Working Wall” for writing in every classroom
- The teaching of grammar should be contextualised within the teaching of writing composition and exemplified during shared / guided writing (see below).
- The thought processes involved in writing should be directly modelled to the children through both shared and guided writing sessions.
- The use of high-level vocabulary should be displayed at all times and children should be encouraged to magpie ideas for their own writing.

## **Planning:**

It is the responsibility of the class teacher to plan work for their pupils in the year group(s) that they teach. Planning is based on

- EYFS Framework
- National Curriculum
- a range of other resources

Medium term plans are prepared for the beginning of each half term; short term planning is completed weekly and identifies very specifically: the learning intentions; outcomes; the teacher’s role; teaching assistant’s role; children’s roles and activities; groupings and differentiation.

English is taught both as a discrete subject and cross-curricular with all curriculum areas involving some aspects of English.

### **Cross Curricular Literacy Links**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

### **The use of ICT**

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. In particular, activities for word/sentence level can be demonstrated through the use of the Interactive Whiteboard.

### **Differentiation**

We recognise that effective planning ensures:

- that there are achievable learning objectives for all of the pupils;
- that work is matched to pupils ability and experience, providing challenge for all;
- that the teaching is differentiated by task, support (resources, equipment, people) or expectation
- that the teachers time is employed effectively throughout the lesson giving support or extension to targeted groups, individuals or whole class;
- that there is progression and continuity related to previous learning;



- that pupils are appropriately grouped for collaborative activities.

### **Inclusion Intervention Support and Special Education Needs:**

We aim to provide for all children so that they achieve as highly as they can in Literacy according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

SEN children - The SEN co-ordinator will liaise with the Literacy Co-ordinator and class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed. Where resources permit, it will be the school's policy for Teaching Assistants to provide extra support for the SEN Literacy group.

Any Individual Education Plans (IEPs) will be linked, where appropriate, to the suitable Year and Term objectives from the National Curriculum. Teachers will be mindful of the literacy needs of the children and differentiate questions and activities to allow all children access. Please also refer to the SEN policy

Teachers will be mindful of the extra needs of gifted and talented children and will differentiate questions and activities to allow for further progression and challenge.

Pupils with a defined special educational need are supported in their writing work, monitored by the class teacher and Inclusion Leader.

Intervention Support programmes are run to scaffold the learning of children making less than expected progress and may include:

- Handwriting sessions (fine motor and gross motor skill development)
- One to one tuition
- Booster classes
- Small group focus work – objectives matched to gap analysis

### **Leading Writing:**

The subject coordinator is responsible for ensuring that writing is a key focus for all teachers. They are accountable for leading highly effective curriculum planning, weekly planning, enrichment activities, events, displays and parental engagement which in turn will lead to improved outcomes and progress for all children. The coordinator will follow a monitoring and evaluation schedule and report to senior leaders on the quality of writing (which will include handwriting, spelling, grammar and punctuation) across the academy and the standards of teaching and learning.

The subject leader will write an action plan annually linking targets and actions to whole academy targets identified by OFSTED and other internal and external monitoring outcomes.

### **Assessment recording and reporting:**

Marking will be carried out regularly and in accordance with the school's marking policy.

In the short term, teachers will carry out continuous formative assessment of children's

progress in all aspects of the Literacy Curriculum and will be noted down on the Literacy weekly planning sheets and fed back to the children, either orally or through written marking. Some work will be marked in depth (see marking policy), and will provide children with an understanding of what they have done well, and what steps they need to take next. Children are given the chance to respond to feedback in the following lesson to enhance their learning and understanding of how to improve. AFL techniques used in lessons include self and peer evaluation against the success criteria, talk and re-drafting.

To track progress in Writing from years 1 to 6, we use PIXL, the Interim Framework for Years 2 and 6 and GAT ARE assessments. These enable continuity as a child progresses through the school - and show clearly what a child has achieved - as well as diagnostic information which informs planning. It assists with grouping of children, creating next steps and identifying under achievement.

Independent and formal reading and writing tasks (Big Write) are carried out at the end of each half term. These are key to inform future planning.

Formal assessments in writing are carried out at the end of the academic year in the form of Literacy statutory tests in Years 2 and 6 and PIXL tests in Years 1 (Summer Term only), 3, 4 and 5. Foundation Stage profile is completed in the Reception Year. Year 2 and 6 teachers inform parents about the child's assessment results during the latter part of the Summer Term. Phonics testing also takes place in Year 1 where children will either receive a Pass or Fail.

Assessments to establish Reading and Spelling Ages will be carried out twice a year. Independent (Big Write) tasks will be recorded in Assessment books (We Are Authors books) in each half term; these follow the children through the school to provide a clear picture of progression.

### **Resources:**

English resources are kept in classrooms and resource areas. The Library area is also a valuable resource and classes are timetabled in this area weekly.

### **Training Staff:**

A range of CPD is available for all staff – this includes shadowing more experienced staff, staff meetings, peer to peer support, training days and courses provided by external specialists. CPD needs are identified through monitoring and observations of writing practice. The Writing coordinator is the focal point for specific courses and will bring relevant courses and possible attendees to the attention of the Senior Management Team.

### **Monitoring, evaluation and review:**

The senior leadership team will monitor teaching and learning frequently, include pupil work sampling, pupil interviews, monitoring planning and assessment folders, lesson observations and environmental walks.

TALE Reports will be discussed at staff meetings and with individual members of staff following observations.

### **Parental Involvement**

We believe that parents have a fundamental role to play in helping their children learn and progress within our school. Parents will be actively encouraged to read with their children, discuss their books with them and help them choose books for reading at home. Parents

and carers are invited to workshops and meetings concerning children's learning in Literacy. Virtual Learning Platforms such as Purple Mash and Active Learn offer a connection between home and school, and enable children to access learning activities at home.

## Appendix

### Working Walls

A Working Wall provides a key reference point for pupils to be used throughout their learning within a particular topic or unit. It should build up over time, providing a visual record of pupils' progress, and their developing understanding. The display will help to promote independent investigative work and foster greater curiosity. It should also display a wide range of vocabulary from Tier 1, 2 and 3 to support children's learning.

#### **What are they for?**

In providing interactive visual stimuli to support pupils, learning walls help to create a classroom environment that:

- is challenging and stimulating
- makes learning accessible to all, enabling pupils with various learning styles to access lessons.
- encourages learners and shows appreciation of their progress
- fosters a working atmosphere
- supports the development of independent learners.

#### **What should they include?**

Learning Objectives / success criteria for a lesson are likely to be displayed on or near the working wall. Key targets or success criteria for a whole unit should certainly be included. Accordingly, the importance of Working Walls in helping to create a learning-focussed and purposeful environment.

This wall includes objectives, key vocabulary, photographs, pupils' quotes, work samples and annotations. **These elements are in addition to modelled examples written by teachers.**

#### **How will their use be monitored?**

When monitoring the use Working Walls, we will look for the following points:

- 1) Learning is current - the material should relate to the current topic, and should therefore be changed regularly
- 2) Examples of pupils' learning showing the processes involved - the working wall should contain elements from key moments in the learning within a unit (eg: brainstorming / key features of a genre / contextualised grammar concepts supporting writing etc)
- 3) Elements of teaching and pupils' responses - walls should contain key words / concepts, and examples of sentences or paragraphs illustrating the expected learning. Pupils should have the opportunity to respond or add to these examples (eg through whiteboards / post-its etc)
- 4) Examples of 'finished' product/outcome expectation - as a unit develops, a working wall

might contain an example of an expected outcome created by the teacher. This would be annotated to highlight key features etc. As the learning progresses, examples of pupils' work would be added.

5) Callouts used to question/prompt - all working walls should ask open questions, extending children's interest in / understanding of a topic.

6) Relevant vocabulary - all Working Walls will support learners by providing support with key topic vocabulary. Working Walls should be seen as communal learning spaces, onto which pupils should be encouraged to contribute. The class should feel as if ownership of the content is shared.