

# Yorke Mead Primary School

## Writing Policy

September 2020



### Our School Vision Statement

*BRINGING LEARNING to LIFE*

*We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.*

*We want our pupils to enter the wider world as*

- *Happy, positive individuals*
- *Responsible citizens who make a positive contribution*
- *Confident, resilient, healthy & life-long learners.*

**D - Determination**

**A - Ambition**

**R - Resilience**

**E – Enjoyment**

**T - Trust**

**O - Openness**

## **Rationale and Ethos**

Writing is a vital life-skill. The ability to write will support children's learning across the whole curriculum. As a school, we will aim to teach every child to write with confidence, imagination, fluency and accuracy through a variety of discreet and cross-curricular learning opportunities. Our aim is for children to become writers who can communicate effectively using the printed word in a wide range of contexts.

Speaking, writing and reading are bound together – one cannot write a sentence that one cannot first speak or read! Writing in school serves two purposes, firstly as a means to record and communicate ideas across the curriculum, but also as a key means of communicating a child's own thoughts and ideas, simply for the pleasure of the writer or the reader. It is important that there is a good balance between writing as part of learning and writing as a craft in its own right.

## **Aims of the Curriculum at Yorke Mead**

The curriculum at Yorke Mead is intended to ensure each child:

- Develops high self-esteem, confidence and a true feeling of self-worth.
- Develops a lively, enquiring mind and life skills so that he/she will have the ability to experiment, investigate, take risks, challenge, discriminate and make informed choices.
- Is enriched, motivated and challenged by a broad and balanced curriculum and recognises the value of all areas of learning, including literature, sciences, the writings and humanities.
- Is valued for their individual contributions, recognises their role and develops a positive attitude towards everyone in the life of the school and community.
- Develops the positive skills and attitudes necessary to work both independently and collaboratively.
- Will be given equal opportunities to participate in all aspects of school life, with high expectations and ambition for every child and appropriate levels of challenge and support to enable them to achieve.
- Develops an understanding and respect for other races, cultures, gender, people with disabilities, religions and associated points of view.
- Understands the importance of and develops responsibility for keeping themselves physically and emotionally healthy.
- Acquires a set of moral values and attitudes including honesty, respect, sincerity, trust and personal responsibility.
- Is supported in their spiritual, moral, social and cultural development.
- Is equipped with the knowledge and cultural capital they need to succeed in life.

## **Aims of the Writing Curriculum**

As a school, we will aim to teach every child to write with accuracy, fluency and understanding through a variety of discreet and cross-curricular learning opportunities. Our aim is for children to become enthusiastic, capable and reflective writers who confidently can express themselves with the written word.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the skills of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## **Curriculum Design**

At Yorke Mead we aim to link key texts to the cross curricular teaching or theme where this will allow effective and engaging teaching. If cross curricular links do not allow the teaching to be the best it can be, we will teach skills in isolation. Curriculum planning maximises cross curricular links, ensuring a strong, engaging curriculum which develops skills across the primary phase. Key skills for each year group are clearly identified in the long term plans including skills that need to be reinforced, as well as those that are age related and those that are designed to extend children in their learning.

Long term and medium term plans are linked clearly to opportunities for cross-curricular activities (including reading and writing), multi-cultural and extra-curricular links as well as projects and visits. All units of work contain reflections and pupil evaluations to support both teacher and pupil assessments and enable the children to develop their ideas. Activities within the units are planned so that children build upon prior learning and opportunities for progression are built into planning so that there is an increasing challenge for children as they move up through the school.

All children, regardless of ability, have access to the writing curriculum and access to high quality model texts. Special provision is made by way of additional support and specialised resources for those children where it is felt beneficial.

Teaching Approaches and Strategies: Writing is taught throughout the whole school discreetly as part of English and as an integral part of the school day. Our approaches and strategies are summarised below:

### **Writing strategies:**

- Talk for writing: children are exposed to a model text which has transferable structures and language patterns that the children will need to use in their writing. These patterns are learnt using a 'text map' and actions and this leads onto children imitating text and innovating from it to produce imaginative and independent writing. Shared and guided writing is used as part of this approach.
- Teacher models: teacher models are written carefully, to support children in understanding the features of a text type. The structure is carefully modelled alongside, grammar, punctuation and spelling patterns which are a focus for the year group.
- Shared writing (whole class): working as a class, the children's ideas are incorporated into a writing model, with the teacher talking about the writing and editing process as the class model is constructed by the teacher.
- Guided writing (small group): a small group of children work with the teacher or TA, writing with a focus in mind e.g. joining two sentences with a conjunction or using precise vocabulary to describe a character.

### **The writing process:**

The writing process is made up of the following stages:

- Pre-writing which includes brainstorming and planning
- Research (if needed)

- Drafting which is the initial process of writing
- Revising which is the process of making work better by re-writing and improving
- Editing and proof- reading which is the process of making writing accurate and correct. The use of a dictionary and thesaurus is encouraged.
- Publish (optional stage)

### **Revising, editing and proof- reading:**

KS1: Children are introduced to 'purple penning' by the summer term of year 1. The purple pen is used for revising and editing writing to improve it, after the initial draft.

KS2:

- Year 3 and 4: Children will do extended writing, using every other line to allow room for purple pen polishing.
- Year 5 and 6: Children will write on every line. They will revise and edit using a purple polishing pen. They will use editing flaps to edit longer sections of work.
- Book-on-book peer editing: Children work in pairs to help revise and edit each other's work with a specific focus in mind.
- Use of visualizer: The visualizer is used to demonstrate how a piece of writing can be edited.

### **How the Writing curriculum meets the needs of children at Yorke Mead.**

Yorke Mead is situated in an area of Hertfordshire that is predominately of low deprivation. However, the school does support a number of children who live in families on the edge of deprivation as well as a number of adopted children who may have aspects of life they are still needing to process. Yorke Mead is also extremely popular with parents of children with SEND needs and adopted children and we have a greater proportion of children with such needs than other schools nearby. The writing curriculum is designed with these wide ranging needs in mind and therefore aims to meet all children's needs by providing a broad, balanced and enriching range of activities to develop each child's interest, enjoyment and curiosity about books alongside their core writing skills. Self-esteem is enhanced through regular opportunities to celebrate and recognise the achievements of each child. Active learning strategies and the opportunity to take learning outside of the classroom are fundamental to the long term planning and recognised as a vital part of enriching children's experiences.

### **How the Writing curriculum supports the development of children's love of reading.**

The stimulus for writing is often a rich text that is read to children, engaging their interest and removing, for those who struggle, the barrier of decoding for themselves. Extracts from texts are used as models, which children unpick and work through together and children gather vocabulary as they listen, magpie-ing and extending their word knowledge, which supports their own writing further.

### **How the writing curriculum supports children's spiritual, moral, cultural, social development.**

**Spiritual** – Through a well-balanced curriculum the writing curriculum provides plenty of opportunity for children to reflect on their thinking and that of others. All units of work contain regular moments of evaluation to support and enable the children to develop their own ideas as well as to understand the choices and thinking of others throughout the years as well as their peers. They learn to respect and understand each other's differences and ways of viewing the world.

**Moral** – Long term planning enables the children to encounter a range of writing styles and techniques which evoke a range of emotions and raise questions. Through discussion and exploration children learn to recognise how

writing is used to express differing viewpoints of right and wrong as well as the inner feelings and thoughts of others.

**Cultural** – The writing curriculum is designed to enable learners to develop an understanding of their own culture as well as that of others locally, nationally and internationally. Children learn to value diversity and cultural development through the exploration of historical and contemporary writers from around the world. As they progress through the school they explore meaning and symbolism in writing and learn how to communicate their own understanding of the world around them.

**Social** – The teaching of writing offers opportunities to support the social development of each child through the way they are expected to work together in lessons. Planning frequently allows for children to work together in groups, giving them a chance to discuss their ideas and feelings about their own work and the work of others. Through collaborative projects they learn to support and respect others as well as how to co-operate and share their own expertise, thus developing a better understanding of themselves and the wider community.

### **How the Writing curriculum supports children’s emotional well-being.**

Writing is a key tool for children’s own self-reflection and helps children to make sense of any feelings they may have and may struggle to communicate through speaking. The writing curriculum supports children’s personal development, communication, resilience, creativity, teamwork, self-understanding and growth mind-set.

Children are given the opportunity to give and justify their opinions about their own writing, and that of others, and to learn that people can have similar and differing points of view. Through the exploration of a wide range of different authors, cultures and writing styles they learn to value and respect diversity as well as develop an understanding of their place in the world.

Mindfulness and teaching about the brain is incorporated into lessons so that children are prepared to learn and have positive strategies to draw upon when they are challenged in new ways. They learn the importance of developing the right hand side of the brain for the creative process and develop the ability and confidence to look more closely and make connections about the world around them before capturing what they see.

Unit planning enables the children to develop a growth mind-set and the positive attitude to learning needed to succeed in later life. Teaching and learning allows for children to take risks and face new challenges in their work. Through the teaching process teachers actively seek to build children’s confidence by acknowledging their own need to developing skills or by celebrating mistakes as ‘happy risks’.

Resilience and determination is strengthened through opportunities to work on projects over a number of weeks, in order for each child to become actively involved in their own learning and to have the chance to explore and develop new skills. Regular opportunities are created to enhance each child’s self-esteem through the recognition of each child’s writing achievements within the classroom and across the whole school.

### **Organisation and planning.**

#### **Organisation**

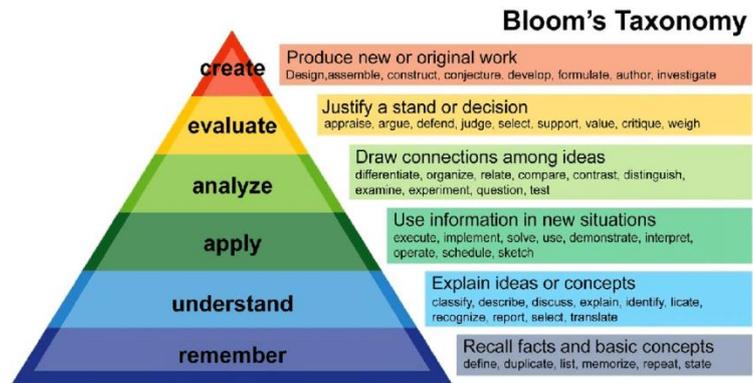
At Yorke Mead we value the team approach and with this in mind we aim to group subjects together so that consistency across similar subjects is maintained as far as possible. This also means subject leaders are not working in isolation. Writing through the English curriculum is part of the **Create** team along with Art and Music.

#### **Planning**

Teachers at Yorke Mead are provided with a broad long term plan by the English subject leader outlining the curriculum content and learning intentions to be covered throughout the year. Medium term plans in paper format as well as PowerPoint are also provided by the subject leader which can be adapted by the teacher depending on

class needs. There is no need for teachers to produce individual lesson plans as the daily powerpoint makes the learning clear.

In planning or adapting units of work the subject leader and teachers are mindful of the **Bloom's Taxonomy**, recognising that we cannot expect children to apply or analyse skills or knowledge unless we have given them time to both remember and understand this. Bloom's also supports differentiation of learning within the curriculum.



Teaching Approaches and Strategies: Writing is taught throughout the whole school discreetly as part of English and as an integral part of the school day. Our approaches and strategies are summarised below:

### EYFS

- Children are encouraged to develop a multi-sensory approach to writing with mark-making opportunities being planned using a variety of writing medium such as sand, water and paint.
- Phonics: Children are taught using the 'Letters and Sounds' synthetic phonics approach, starting with Phase 1 which is taught in short daily sessions.

### KS1

- Phonics: Children are taught using the 'Letters and Sounds' synthetic phonics approach. Phonics is taught in daily, fifteen-minute sessions.

### KS1 AND KS2

- In every year group, some of our English units are taught using, Power of reading texts thus ensuring that writing is centred around inspiring and challenging core texts. Often texts are chosen to provide a more cross-curricular approach. The Power of reading also incorporates drama and speaking & listening activities as a way of planning and developing writing ideas.
- HGFL planning units are used in some year groups, ensuring that opportunities for teaching grammar and punctuation are interleaved with the teaching of writing skills, accompanied by high quality and age-appropriate texts.
- Using the HFL medium-term planning framework and assessment grids, ensures that a variety of genre are taught with a progression of spelling and grammar skills to support this. This approach is mirrored in our English Writing Curriculum which supports the teaching of writing so that it builds on previous skills and then builds progress.
- Children are encouraged to discuss, note and use ambitious vocabulary that may have been collected for the working wall / magpie books.

A cross-curricular approach to writing has been adopted, meaning that opportunities for high-quality writing are planned into topics and as a result, evidence of writing can be seen across a variety of books such as topic and science.

### Progression and Sequence of Learning.

The writing curriculum is designed to focus on skills teaching in order to ensure effective progression of key skills from year to year. Detailed long term planning show the sequence of learning across the curriculum allowing for teachers and children to know how learning is built up and what key skills the children have prior to units as well

as the skills they will be working towards at the end of each year group. Planning is supported by the Herts for Learning structures and formats.

### **Early Years.**

All aspects of our curriculum for Key Stage One and Two build from the Early Years curriculum, which is centred around the needs and interests of the Early Years children at Yorke Mead. Whilst this policy is relevant to all stages of education at Yorke Mead it is essential this is read in conjunction with the EYFS policy.

This writing curriculum policy should be read in conjunction with the following policies:

- Yorke Mead curriculum policy
- Teaching and Learning Policy
- Early Years Foundation Stage (EYFS) Policy
- Personal development at Yorke Mead

### **Assessment for Learning.**

Assessment in writing is an ongoing partnership and communicative dialogue between teacher and pupil that allows the child to make progress and to recognise it themselves. Attainment is monitored using the Herts for Learning assessment sheets that break down the attainment targets further to the specific writing skills; this allows monitoring of attainment against the age related expectations. Progress monitoring records allows for the progress of individual children to be tracked as well as the progress and achievement of year groups as a whole.

The subject leader enhances assessment practises through regular monitoring. Discussions with teachers, lesson observations, pupil voice as well as regular book scrutinies (which includes the books of those children identified on the individual progress sheets) ensures that coverage, standards, progress and teacher judgements are in line with the quality and impact of writing teaching and learning.

Visual evidence of the impact of children's work is captured on displays throughout the school, as well as kept on the staff shared drive alongside the appropriate unit plans, so that teachers have an indication of the expected levels of achievement.

### **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Currently higher attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in writing in all subjects.

**Intervention support:** Intervention groups are available to support the following skills which are integral to writing. These groups are generally led by TA's (trained in programmes of support) in consultation with the class teacher.

- Handwriting
- Spellings
- Vocabulary building
- Pre-teach

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **Safeguarding and Safe Practise**

In all areas, at all times, staff at Yorke Mead are aware of safeguarding responsibilities and health and safety. Some aspects of learning naturally require greater need to be aware of planning for safe practise than others. Where there is any form of risk to children, staff will have completed a risk assessment to manage this risk and ensure procedures minimise or remove the risk. The school has a number of generic risk assessments to cover those aspects where risk will be evident at all times such as:

- When handling tools and equipment
- Using specific materials
- Classroom set up

There are times when children may be more likely to disclose a safeguarding concern, for example as part of a discussion around a text/ story, where they might wish to relay a personal experience or personal feelings that a particular texts triggers. The calm and relaxed atmosphere of a writing lesson may also create an environment in which a child feels able to share a concern or worry. Should there be a concern or disclosure from a pupil, staff will always follow the school safeguarding policy.

## **The role of the English subject leaders**

Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy and specific subject and that:

- All required elements of the English writing curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- Long term planning is available for to support individual teachers in their planning
- The amount of time provided for teaching writing is adequate and the curriculum meets the aims and objectives for each year group.
- Standards within writing are monitored, meet the expectations and that the head teacher and phase leader is informed of any concerns around this.
- Resources required to deliver the writing curriculum are available and accessible to staff.
- The policy and practise within writing is updated to reflect current educational research in consultation with the Head teacher, SLT and governors.
- Supporting staff to have the pedagogical understanding necessary to successfully teach the writing curriculum, and any required training is brought to the attention of the senior leadership team.
- The school's procedures for assessment meet all legal requirements
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum, allowing the most appropriate individual curriculum needs to be met in consultation with the Head teacher and school SENDCo.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND policies.
- Link governors are kept up to date with policies and procedures linked to writing.

**This policy should be read in conjunction with the Yorke Mead Curriculum Policy. The following sections are as listed within this policy:**

- **Legislation**
- **Roles and responsibilities**
- **Monitoring, reporting and evaluation**

### **Policy Review**

This policy will be reviewed every three years *by* the head teacher, senior leadership team and governor curriculum team. At every review, the policy will be shared with the full governing board.

### **Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Inclusion Policy
- Relationships Education, Sex and Relationships Education (SRE) and Health Education Policy
- Pupil Premium Policy