



## Houghton Conquest Lower School and Pre-school

# Writing Policy

### **Rationale**

At Houghton Conquest Lower School, we believe that the ability to write with confidence and accuracy is an essential life skill. Writing is a complex process that draws upon more than handwriting and spelling. It is the ability to effectively communicate ideas, information and opinions through the printed word in a wide range of contexts. Successful writers understand the social function and characteristics of writing to use different genres appropriately, matching it to audience and purpose. Writing also requires the writer to understand and accurately apply necessary to achieve this, throughout the curriculum.

### **Intent:**

Our intent is for all children at Houghton Conquest to:

- Write with confidence, clarity and imagination;
- Provide meaningful writing experiences using the contexts inspired by our exciting creative curriculum topics;
- Develop their imagination, creativity, expressive language and critical awareness through their writing;
- Inspire pupils to write through exciting shared experiences;
- Model high standard writing to secure high expectations and inspire writers;
- Ensure children are taught and recognise the range of social functions that writing can perform e.g. persuade, instruct, inform, and entertain;
- Plan, draft, revise and edit their own work, and learn how to self- and peer-assess against the success criteria;
- Enable children to demonstrate the ability to choose the appropriate form and content to suit the purpose and audience.

Our intent is to develop, through our teaching of writing, the following attitudes:

- Curiosity and interest
- Critical appraisal
- Independence
- Confidence
- Perseverance
- Imagination

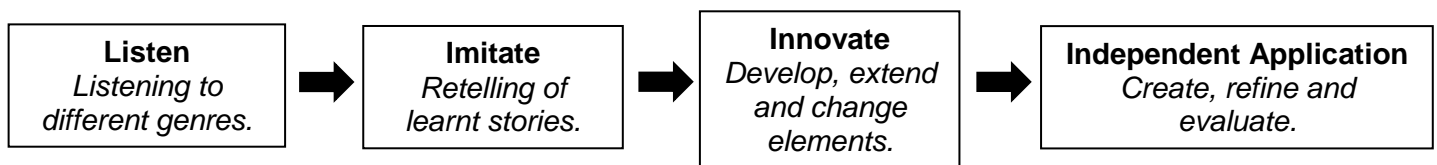
### **Teaching and Learning**

Writing at Houghton Conquest Lower School is taught and celebrated in a range of ways and is taught daily throughout the school, across a range of subjects. Our intent, wherever possible, to create cross-curricular writing opportunities, as we believe that in order for children to see themselves as successful writers they need to be involved in writing for a purpose.

We follow the National Curriculum (2014), which ensures that a range of genres are covered, including narrative (e.g. extended stories, stories by the same author, myths and legends, adventure stories and traditional stories), non-fiction (e.g. persuasive texts, non-chronological reports, information texts, recounts, reports and letters) and poetry (e.g. rhyme, nonsense rhymes, shape poems, acrostic and descriptive poetry). Genres are taught and learnt considering the:

- purpose
- form
- audience

Throughout each unit taught, the links between reading and writing are made explicit – we read as writers and we write as readers. The progress throughout each unit of work shows the transition between reading as writers (focusing on structure, characterisation, and language features etc.) to writing as readers (word play, describing, composition, planning, editing, revising etc.). We use the following structure for the learning journey:



Integral to the process of writing is providing children with high quality texts which challenge, enthuse and engage children’s speaking and listening skills. Providing opportunities for children to talk about their writing is fundamental for the writing process, enabling children to articulate their thoughts, retell stories, orally create new stories and orally rehearse what they are going to write and re-read what they have written. This underpins and runs alongside the writing process.

### **Implementation:**

#### **Modelled Writing**

The teacher talks aloud the thought processes as a writer. They model strategies in front of the children, communicating the strategies being used. They have complete control over the writing and make explicit the structure, language features, spelling and punctuation of the text type as appropriate.

#### **Shared Writing**

This is a collaborative approach; pupils contribute their ideas and thoughts for the teacher to select the most appropriate. The teacher models and teaches specific writing skills and there is opportunity for discussion to choose the most effective or suitable ideas.

#### **Supported Composition**

The children work in pairs to provide the next sentence of the text. This may follow from either the modelled or shared writing process.

#### **Guided Writing**

Pupils are grouped by writing ability. The teacher or other adult works with the group on a carefully selected task appropriate to that group’s needs and targets. This will focus on an aspect of the writing process rather than writing a complete piece.

## **Independent Writing**

Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit and assess their work, applying the skills they have learnt throughout the unit of work for the specific genre. This is vitally important if children are to develop their skills as writers within different genres.

## **Hooks**

Teachers spend time preparing exciting hooks at the beginning of each unit, which engages and excites the children. This is linked to the children's learning and forms the basis of their independent writing.

## **Writing Inspiration Days**

Days throughout the year are planned to excite learners and provide meaningful context to inspire children to write. Writing inspiration days will entail a theme that all children across the school take part within and write about. On these days, learning is centred on one theme and each year group plans their writing based around this theme. Progression in learning is evident throughout the year, as is progression in the writing skills between different year groups as children progress through the school.

## **Provision**

### **Pre-school and Reception**

Each classroom has an organised area for literacy activities, equipment and displays. Children should use this area to select appropriate materials for a task; others will select learning tasks independently and in conjunction with peers and staff. In the Foundation Stage there must be a daily whole class session on phonics, reading or writing and this is supported by linked independent and guided activities.

### **Key Stage 1 and Key Stage 2**

All Key Stage 1 and 2 classes have a one-hour literacy lesson per day. Each classroom has a working wall that should support learning with models, published examples and key vocabulary to inspire and support children's independent learning.

## **Planning**

The **Foundation Stage** uses the Early Years Framework (2023) to provide a basis for objectives. 'In the Moment' planning is used to capture the children's current interests at that particular time, as well as identify their areas for development. Each week provisions are enhanced based on identified needs and interests for pupils. As well as this pupils follow an engaging daily phonics lesson following the 'Little Wandle Phonics' scheme. Although writing has a specific Early Learning Goal within the EYFS Framework it is also an area of development that transfers across many aspects of learning, therefore continued provision for writing is always available for pupils to access independently both indoors and outdoors.

Both **Key Stage 1 and Key Stage 2** may use the National Curriculum (2014) to form the basis for objectives, text types and experiences that need to be provided. Teachers should use the objectives flexibly to plan engaging and challenging learning that provides meaningful opportunities to write. In each unit of work, children are given opportunities to explore features and examples, writing sections or versions of a text before planning, drafting and editing their own written text.

Literacy lessons are expected to be differentiated by up to three different targeted levels and teachers are required to indicate on their planning if the children are working independently or as part of a focus group. Teachers are required to plan extension activities to ensure

children are being stretched. The extension should provide a learning experience that builds on prior learning and targets progress to the next level. Planning should also show where each adult is placed within the class.

Learning objectives are included on all planning and are shared with the class. Every lesson has at least one success criteria; these are either shared with the pupils or created with the pupils depending on age and ability. The success criteria are the skills children need to demonstrate to achieve the learning objective.

Children are exposed to high quality texts which support learning of specific features linked the genre. Children are provided with vocabulary rich texts to inspire their own writing and texts are progressive throughout the year groups.

### **Impact**

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience and that they have a love for writing, being inspired as writers by a range of stimuli. They become confident writers and have the ability to plan, draft and edit their own work. By the end of Year 4 children have developed a writer's voice , they enjoy writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum: skills taught in the English lesson are transferred into other subjects. This shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

### **Assessment, Monitoring and Moderation**

Assessment is used to inform the planning and teaching of literacy. We assess using the current Rising Stars Assessment Progression Framework, which is in line with the National Curriculum (2014).

Assessment takes various formats:

- Success criteria created by the teacher and the children, which is used to self- and peer-assess;
- Reception Class, KS1 and some KS2 pupils have termly phonics tracking assessment, in which children are assessed using Little Wandle Assessments and gaps in learning are identified;
- Termly independent writes take place and are marked on individual assessment sheets to record progress and achievements;
- KS1 and 2 SWST and SWRT (Single Word Spelling and Reading Test) in Autumn and Spring terms, to provide the child's spelling age and reading age;
- Local cluster moderations take place in the Autumn and Spring term;
- Internal writing moderation takes place termly.
- Children complete cold and hot tasks at the beginning and end of a unit and these are used as an assessment tool.

All literacy work is to be marked before the next literacy lesson on the following day. See marking policy for further clarification of the expectations of marking within literacy.

### **Single Equalities**

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement and to promote the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

All children have particular learning needs, and levels are monitored termly as well as through formative classroom assessment. Provisions are put into place to support these identified children. Writing support is carefully chosen to meet the needs of all children, particularly those who need extra support or challenge; these may include additional 1:1 sessions, small writing groups, phonics intervention and extra resources.

### **Monitoring of the Policy**

We are aware of the need to monitor and update the school's Writing Policy on a regular basis, so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy at least once every three years. Its use and effectiveness will be supported and monitored by the Literacy co-ordinator, on behalf of the Head and Governors.