



Writing Policy

**Approved by FGB on 18th January 2021
Min 14.10/01.21**

To be reviewed January 2023



Headteacher: Mrs Zoë Andrews

TIBSHELF INFANT & NURSERY SCHOOL

WRITING POLICY

The overarching aim for English in the national curriculum in relation to writing is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

The programmes of study for writing at key stage 1 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

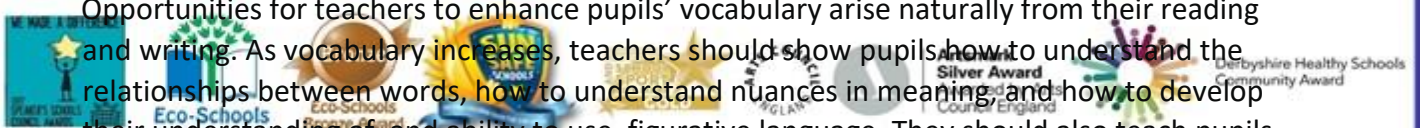
It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure), orthography of words (spelling structure) and syntax. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation

The 2 statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils



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how to work out and clarify the meanings of unknown words and words with more than 1 meaning. References to developing pupils' vocabulary are also included in the appendices.

Each class across school teaches ambitious and challenging vocabulary through our 'Wow word/ Wonder word' displays. Children are encouraged to include this vocabulary in their everyday language and writing.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons.

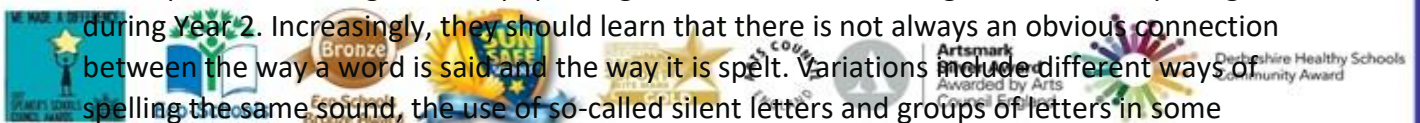
Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

During the Foundation Stage children are given a wide range of opportunities to develop their early writing skills through physical activities to develop core stability and fine motor skills, by having access to a wide range of mark marking tools, by being given opportunities to mark make indoors and outside in a range of meaningful situations, and through encouragement to use letters to represent meaning. By the end of Foundation Stage 2 most children will use their phonic knowledge to write words in ways which match their spoken sounds. They will also write some irregular common words and will write simple sentences which can be read by themselves and others (some words will be spelt correctly and others will be phonetically plausible).

Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

In writing, pupils at the beginning of Year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell many of the words covered in Year 1 correctly. They should also be able to make phonetically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during Year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are



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now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. Children in Year 2 are supported through handwriting and fine motor skills to develop their stamina for writing to allow them to produce longer pieces of written work. They are encouraged to develop positive attitudes and stamina for writing about real events and different purposes.

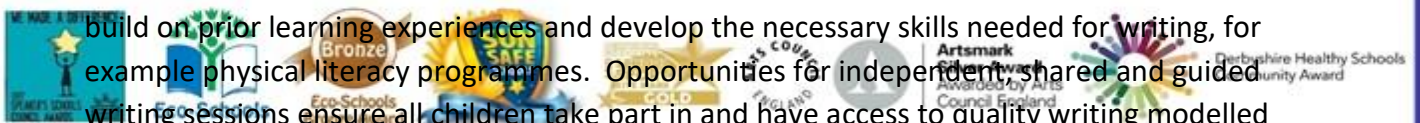
As a school we believe that children should have every opportunity to develop good prewriting, mark making, and emergent writing skills to enable them to become effective and enthusiastic writers. We believe that in order to communicate effectively in written forms children must be able to verbalise what they want to write. To ensure children are able to say what they want to write we believe talking for writing is the first part of the writing process and we actively encourage this in school.

The school aims to:

- encourage children to talk about what they want to write about / what they are going to write
- encourage children to want to write and to enjoy writing for different purposes
- develop children's pre-writing and early writing skills so they begin to write confidently and with meaning
- develop children's early writing skills by providing a wide range of meaningful contexts for writing
- provide children with the skills and strategies necessary to produce written pieces of work that communicates their ideas effectively
- encourage children to write both fiction and non-fiction independently
- develop children's strategies for improving their own writing at different levels

Teaching strategies:

We aim to provide high levels of motivation and active participation for our children at all ages. Throughout the school we create and develop opportunities for children to mark make and write in enjoyable and meaningful ways. We recognise that writing readiness is closely linked to a child's stage of physical development and we understand the importance of giving opportunities based on these needs as appropriate throughout school. Activities to promote physical development in the Foundation Stage are used to enable children to build on prior learning experiences and develop the necessary skills needed for writing, for example physical literacy programmes. Opportunities for independent, shared and guided writing sessions ensure all children take part in and have access to quality writing modelled by adults in school.



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In Foundation Stage 1/Nursery:

- Independent mark making opportunities indoors and outside
- Children are encouraged to write their own name on their pieces of art work and pictures
- Specific writing opportunities in role play areas
- Writing opportunities that include using sand, water, gloop, paint, ribbons, chalk, playdough, ICT, Interactive Whiteboards for mark making
- Children have a stencil name card, which they copy their name onto and then progress to writing their forename independently on whiteboards. They then progress to writing their surname.
- Daily Wiggle & Squiggle sessions, Dough Disco

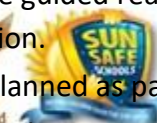
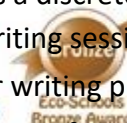
In Foundation Stage 2/Reception: (in addition to opportunities above)

- Mark making/Writing area that includes choice of mark making materials, papers, opportunities to write at the table or on the floor □ Use of clipboards, chalkboard, whiteboards.
- Access to children's name cards indoors.
- Continuous provision for mark making in areas of learning (as appropriate)
- Shared writing and guided writing modelled leading to children becoming independent writers.
- Discreet teaching as part of phonics, including taught handwriting and modelling of talk for writing
- A wide range of opportunities for development of fine motor skills in provision and structured activities.
- Helicopter story writing is used to model early story writing skills.

KS1: (in addition to opportunities in earlier phases of learning)

- Formal English lessons in which writing may be modelled by an adult, children may be asked to write on whiteboards/books independently, in pairs, or as part of a group, and/or handwriting/sentence structure may be taught. There are 3 English sessions taught in Year 1 per week and 4 in Year 2. Each year group additionally teaches a discrete guided reading lesson each week. □ Children in Year 2 have a daily handwriting session.

- Talk for writing planned as part of English lessons
- Preparation for and active participation in independent writing session; Exciting Writing or book work



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- Marking in books – adult comments modelling handwriting expectations and related to learning objective and/or child's writing target
- Cross curricular opportunities for writing planned for with high expectations in terms of the quality of writing
- Taught handwriting sessions – see handwriting policy

AGREED PRINCIPLES FOR WRITING

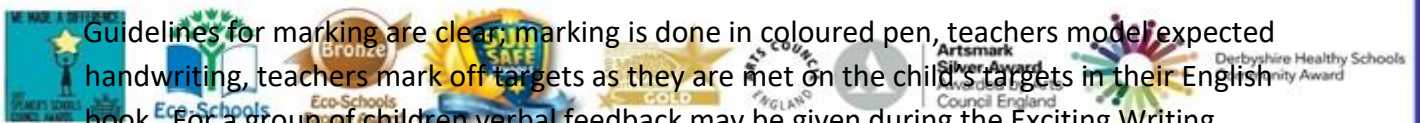
All children in Key Stage 1 are expected to write independently, at least weekly, as part of their English lesson or for an extended period of time. This may be bookwork or as part of an Exciting Writing session. This independent writing session is planned carefully by the teacher with the focus for the independent writing based on the taught English lessons earlier in the week. All aspects of writing: spelling, punctuation, grammar, vocabulary and handwriting, create a focus for learning (this is more so in Year 2). Exciting Writing gives children regular and planned opportunities to write independently based on the National Curriculum learning outcomes for year groups.

The Exciting Writing session in Year 2 is split into two parts; SPaG and writing. The length of each session varies according to the abilities and needs of the children in the group. Session 1 focuses on SPaG and teaches the children how to apply these areas into their writing. The focus is also on modelling the key skills of good writing and using guided and shared writing to make these explicit. During session 2 classical music plays while the children write. The children use special pencils and their Exciting Writing books for this piece of writing.

Phonics and SPaG displays in the writing areas support the children's writing, and verbal praise is used as a motivator and incentive for producing their best writing. Children are made aware of their targets for writing at the start of an Exciting Writing session in order to focus on these. During the Exciting Writing session, the teacher engages totally with the writing and the children, sometimes they use this time to model independent writing themselves. When the Exciting Writing is marked it is often shared with children and parents. Sharing of this work is actively encouraged. Staff always aim to mark children's writing alongside them and the children are taught how to use green pens to edit and improve their own writing.

In Year 1 Exciting Writing sessions encourage the children to write independently following a shared / modelled / guided writing session. This builds on what the children have been learning during the week and the children are encouraged to focus on the feedback they have received in relation to how to improve their work. Their writing is recorded in their Exciting Writing books.

Guidelines for marking are clear; marking is done in coloured pen, teachers model expected handwriting, teachers mark off targets as they are met on the child's targets in their English book. For a group of children verbal feedback may be given during the Exciting Writing session and this is identified through the use of the 'verbal feedback given' stamper on the



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child's work. A stamper to indicate if the writing has been assisted or completed independently is also used.

Through discrete teaching, all children in Foundation Stage Two have access to writing as their own level. Guided writing is introduced in Autumn Term Two. This is modelled writing initially and then slowly moving to more independent writing by the Summer terms.

ENTITLEMENT

We differentiate, extend and match according to writing readiness, learning objectives, style of teaching, classroom organisation and resources. This ensures that children with special educational needs and English as an additional language have access to writing opportunities that meet their needs and enable them to make progress alongside their peers. This ensures equal opportunities for all children.

Writing is monitored at least termly by the headteacher and Senior Leadership Team (SLT). Writing analysis undertaken by the headteacher forms the focus of meetings with staff and feeds into the provision provided for individuals and groups of children. Writing tracking across Key Stage 1 ensures children not making progress are identified early and their needs are discussed with the class teacher and targeted.

'Tibshelf Infant & Nursery School is committed to all aspects of safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.'

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Derbyshire Healthy Schools
Community Award

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