

**Bournville Infant School**  
**Writing Policy**

**Aim and Objectives**

At Bournville Infant School we recognise that becoming literate, is essential to effective learning and a key skill for all areas of education and life itself. The teaching of writing is given a high priority and is carefully integrated into a programme of Speaking and Listening and Reading. At Bournville Infant School we aim to make our pupils successful writers by:-

- **Developing the children's ability to write with confidence and fluency** – teaching the children a balance of compositional skills (planning and composing) and transcriptional skills (spelling and handwriting) so that they write successfully and without hesitation.
- **Developing the children's ability to organise the content and style of their written work** – teaching the children to consider the content, purpose and audience for a piece of writing (*what am I writing about and who is it for?*) and to look at word choice, sentence grammar and text organisation (*how do I say it in writing?*)
- **Developing their ability to use spelling, punctuation and grammar appropriately and with confidence** – teaching phonics, spelling, grammar, punctuation directly, daily and systematically to develop speed and accuracy to an automatic level. This can then be applied continually in real writing contexts to secure the skills.
- **Developing an interest in words and their meaning** – children will be taught to draw from their reading an increasingly rich vocabulary and to choose words and phrases that add colour and precision to their writing.
- **Beginning to develop their knowledge and understanding of a range of different text types and genres** – written texts and visual texts will be used as the primary source of knowledge about the written word and as models for writing to show how writers have used language and organisational features to achieve particular effects.
- **Developing their ability to write on screen competently and their ability to write in a legible and cursive handwriting style** – teaching of handwriting will be active and multi-sensory. Daily, direct and systematic teaching is done until these skills become habitual.

**Organisation**

- The school fully adopts the objectives for the teaching of writing, which are covered within the Communication and Language and Literacy area of learning in the Early Years Foundation Stage and within the 2014 New Curriculum for English at Key Stage One, which in turn relates directly to the statutory requirement programmes of study for English.
- Writing is taught using a variety of approaches which include regular opportunities for whole class shared and teacher modelled writing, supported writing in focused groups, working with a partner and independent writing.
- The teaching of writing aims to develop pupils' competence in transcription ( spelling and handwriting) and composition ( articulating ideas and structuring them in speech and writing) In addition, pupils are taught how to plan, revise and evaluate their writing.
- Pupils are taught to develop the stamina and skills to write at length, with accurate spelling and punctuation. They are taught the correct use of grammar. They are encouraged to build on what they have been taught, to expand the range of their writing and the variety of the grammar they use.
- The writing they do includes narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read. Children are provided with regular opportunities to write for a real purpose.
- Pupils' acquisition and command of vocabulary are key to their learning and progress in writing and across the whole curriculum. Teachers develop vocabulary actively, building systematically on pupils' current knowledge.
- Teachers 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.
- The school tries to instil a culture of excellence in writing that permeates at every level throughout the school. Children are provided with opportunities to write at home in their homework books, blog on the school website and to take place in community or whole school projects.
- The school strongly encourages parents to help in the teaching of writing and recognises that parental support is vital to pupil's success. Handwriting letters and spellings are regularly sent home for parents to practise. Parents are invited to an annual writing workshop in Year 2 about how we teach writing and to work alongside their children in a VCOP workshop. All new parents receive an information book outlining letter formation and pencil grips at Bournville Infants School and ways to support and encourage their children.
- Classrooms and the boards in the hall provide a stimulating environment for writing with displays of celebrated examples of children's work and writing linked to other areas of the curriculum. All classes have writing areas where children have access to explore a variety of writing materials, and opportunities to use writing in golden time.
- Displays of words and phonics, writing working walls and prompts and checklists can be seen to serve both to remind children of previous learning and to provide scaffolds and support for independent writing.

- Writing tasks are linked where possible to other curriculum subjects to enhance children's learning and to provide real experiences, contexts and meaning. Hooks are used in each topic to engage the children and motivate them to write.
- The writing and drama technique the Mantle of the Expert has been introduced and is used each term to engage the children in meaningful and exciting writing activities. Parents are sometimes invited into school to see the work the children have produced during this unit of work.
- Talk for writing is a vital part of the writing process to help children capture content, style and sequence of what they are about to write. Children need to know and have rehearsed what they are trying to write in order to be successful. Drama techniques and the use of visual literacy are regularly used to help children create their own writing.
- Teachers put clear de-contextualised learning intentions and differentiated success criteria for all writing tasks into each child's book. Individual target stickers for improvement are also used each lesson. Observation and assessment of progress towards these targets and intentions are carried out by each teacher and highlighted in yellow. (Yippee Yellow)
- Children are encouraged to proof-read their work and respond to errors. At the end of the lesson they are given time to self assess their work against the success criteria and use purple pens to prove they have done this. (Perfect Purple) They are encouraged to edit their work and make improvements if they feel they have not succeeded.
- Work is marked according to the learning intention and a comment is added about how the child can improve their work. (Think Pink) The children are encouraged to complete a gap task and Year 2 children to respond to the teacher's marking in writing.
- As a school we are fully committed to integrating ICT into Literacy lessons. The use of interactive whiteboards, I-Pads, cameras and multi-media resources are a valuable tool for motivating and stimulating children, especially boys. Children are given regular opportunities to word process their work on laptops.
- Every half term a range of narrative/non-narrative writing is completed by each child. This writing is then levelled by the teacher and evaluated against the schools stepping stones. Writing from their English book is then moderated by the Year Group alongside the work in their Topic Books to ensure consistency of levelling and continuity of teaching across the year group and to help with planning for the year group for the next half term. The level entered on to the tracking is determined by **all the work** produced by the child, in English and across the curriculum.
- Writing levels are moderated across the age phases and externally via the consortium. Each year, Year 2 and 3 staff meet to moderate writing levels and to discuss the teaching of writing across both schools.
- Each year English books are sent up to the next year with evidence of the children's writing in them, so the teacher can see the level of writing the children are currently working at, strengths and areas for development and to demonstrate progress. Year 2 children will begin working in year 3 books to also help with the transition to Year 3.
- Children who are not making the expected progress in each year and those who are identified on the tracking as being stuck at a particular level will be given specific and targeted intervention arranged by the class teacher and this is subject to discussion at pupil progress meetings. Children may be assessed by the English Leader or SENCO and additional intervention in consultation with the year group leader will be put in place to ensure progress continues. The English Leader will also assist staff as required supporting children with SEN and Gifted/Talented pupils.

### **Performance**

Teacher assessment in this area is ongoing. All children in KS1 are levelled using the Schools Stepping Stones system and levels are entered onto the schools Excel tracking system and stored in a class assessment file. Data is handed in each half term to the assessment leader for analysis and discussion and to drive learning forward for all groups. In the extended interim period of 2016-2017 a selection of the children's writing will be levelled against the National Curriculum Performance Descriptors and these writing levels are also stored in the class assessment file. In Year 2 progress can be measured and evaluated using the Key Stage One SPAG test and a consolidated level is reported to parents via the annual report and to the local authority assessment unit. Progress and attainment is evaluated against the Early Learning Goals in the Foundation Stage. General statements about progress and attainment are also reported to parents in the annual report and using the schools Steps for Success folders which are updated each half term. The subject leader will monitor planning, coverage and the quality of delivery and attainment alongside the senior Leadership team. The leader is also responsible for supporting colleagues, for informing them of developments in the subject and for providing a strategic lead and direction for the subject. Time is allocated for this each fortnight where possible. Lessons in each year group will be visited as appropriate, books checked, and the leader and the senior leadership team will monitor progress and attainment on the tracking.

### **Management and Planning**

Writing will be monitored as described above, and also by the Head teacher and SLT during meetings with the leader. A sum of money is allocated where necessary from the school's budget for purchasing resources. The Policy will be presented to the Governors' Curriculum Committee and ratified by the full Governing Body.

Written By: Mrs D Barlow

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To be reviewed: Summer 2017