

Goddard Park

Community Primary School

An Integrated Academy and Children's Centre



Headteacher: Mike Welsh

Everybody learns, everybody cares

Writing Policy 2017

Reviewed: Spring 2017

At Goddard Park Primary School, we are passionate about giving the children the very best opportunities to develop their basic skills in: writing, SPaG and speaking and listening. We understand how through writing and talking they are able to further their learning, strengthen their relationships and make better sense of the world around them.

We recognise that our children arrive at school with limited language experiences. Through a rich and creative curriculum we aim to provide our learners with the best opportunities to become fluent, confident and skilled communicators in both written and spoken English.

Writing- Aims and Objectives

The teachers at Goddard Park hold high expectations of themselves and the children they teach. We strive for excellence in English and by adopting a consistent and creative approach to our teaching, we aim for our learners to fulfil their potential and develop a genuine love for writing.

Through our English curriculum we aim to:

- Develop a genuine love of writing, promoting positive attitudes
- Develop confidence and fluency when writing
- Encourage the children to value their own writing and that of others
- Equip our learners with a range of strategies which will support their development and ability to spell correctly
- Promote the correct use of Standard Written and Spoken English
- Encourage creativity and the use of more ambitious vocabulary in their writing
- Enable children to write independently for a range of purposes and audiences
- Enhance planning, drafting, editing and redrafting skills
- Provide equal opportunities for all pupils to achieve success when writing

Approaches to Teaching and learning

Our teachers are skilled and demonstrate their own love of writing through high quality modelling and outstanding teaching of English. To maintain excellent standards (in teaching and learning) the teachers and Teaching Assistants are kept well informed and up-to date with current Curriculum requirements and teaching pedagogy. We follow a creative and stimulating writing curriculum which makes links with EYFS curriculum and the 2014 National Curriculum. (Appendix 1 outlines National Curriculum programmes of study for writing). At all times our teachers strive to make writing meaningful and with a purpose. We enhance writing opportunities by providing stimulating starting points, real life experiences and out of school trips. We make links to topics and other subject areas such as Science as much as possible in order to allow children to develop and value their writing across the Curriculum. We model and share our own writing in order to support children with their learning.

As well as linking writing to the curriculum we use a variety of strategies and stimulus to encourage creativity in teaching and learning. These include: Pie Corbett's Talk for Writing, The literacy shed and the Somerset Literacy Network.

As a whole school, children are encouraged to plan, draft, edit and re-edit their written work. All children use purple pens to show their thought process.

Spelling, Punctuation and Grammar

Part of the daily teaching of writing will focus on the development of Grammar, Punctuation and Spelling skills as outlined in The 2014 National Curriculum and through RWI. These basic writing skills are developed on a daily basis and through an explicit SPaG lesson (Year 6 have a separate timetable which includes up to 3 lessons). In Years 2 and 6 the children will undertake Grammar, Spelling and Punctuation assessments. However, it is an expectation that from FS2, all children are taught specific Grammar terminology and application so that they develop competence and confidence from an early age.

From FS2 onwards, an emphasis has been placed on encouraging the children to build up an understanding of sentence structure, the accurate use of punctuation, the application of spelling rules and the identification of different word classes.

Spelling Bee

See separate Spelling policy.

Handwriting

See separate Handwriting policy.

Speaking and Listening

At Goddard Park Primary School we firmly believe that the foundation to becoming a successful writer is in being able to talk about your thoughts and ideas in a clear and confident manner, before committing them to paper. Through dialogic talk, we encourage children to listen to and respond thoughtfully to contributions of others, as well as becoming clear and fluent speakers themselves. Questioning is high on our agenda and we encourage our learners to question and challenge in order to deepen their understanding of the world. We instil positive speaking and listening behaviours and expect our children and adults to respond thoughtfully and respectfully to others, whatever their role in school.

We always encourage the children to talk through their ideas in full and extended sentences, using correct Standard English.

From Foundation Stage the importance of storytelling, songs and rhymes is introduced and this continues throughout the school. We are confident that good oracy and storytelling skills will enhance the children's creative writing.

The 2014 NC for Speaking and Listening requires that:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

At Goddard Park Primary school we will also provide children with the opportunity to:

- Explore language and word play, in order to develop a love for exciting, amusing and imaginative words
- Describe their observations and experiences to others
- Provide opportunity for the telling and innovation of stories
- Develop questioning skills and dialogic talk
- Provide role play and drama opportunities to enliven and enrich children's understanding of character and relationships.
- Work collaboratively with talk partners, talk triangles and in small or larger groups

Allow Debates within classrooms relating to topical issues or a current class focus.
Value their own thoughts and opinions and recognise that they have a voice in our school community.

Share their understanding and talk about their experiences to others.

Through delivery of the 2014 National Curriculum the children will be exposed to specific vocabularies, including Maths, Science, Geography and History, which they will use in both spoken and written work. The children will have opportunities in their discussions to use technical language correctly in order to demonstrate their understanding of these different subject areas.

Drama

Drama makes a unique and important contribution to our curriculum as it provides us with a means to widen the children's experiences and further their understanding of themselves and their world. We believe that role play has a significant impact on writing attainment and we encourage it in all Year groups.

In FS2 and Key Stage1 classrooms role play areas encourage the children to explore their imagination and develop creativity. Our outdoor woodland provides opportunities for the children to explore. We recognise Drama as a valuable tool for developing creativity, empathy, talking and writing and as a way to bring alive other areas of the curriculum.

The children will have opportunity to perform in a range of activities and situations during their time at GPPS and for a range of audiences.

Opportunities will include:

- Role Play
- Hot seating
- Paired and small group work
- Christmas performances
- Larger productions to parents and visitors
- Opportunities to appreciate Drama productions performed by others, including visiting companies.

We are proud of the high quality performances that the children are involved in each year. In Key Stage 1 and Foundation Stage the children put on Christmas performances, whilst in Key Stage 2 Year 3-4 hold a Christmas concert, Year 5 a play and Year 6 perform an end of year production. Through such performances we recognise how the children develop in confidence, creativity and self esteem. We truly value the opportunities to allow individuals to shine.

SEND/EAL

Some children will continue to need additional support beyond differentiated classroom activities.

TAs may lead additional multi-sensory writing activities involving small groups or with individuals. Intervention programmes.

Class teachers will liaise with their phase SENCO when considering the specific needs of some children. The SENCO will perform any additional assessments in order to identify specific weaknesses. Where necessary, Individual SMART targets relating to spelling, speaking and listening, punctuation and language use in order to help these children progress further. When children have English as an additional language support will be given from the designated co-ordinator.

Equal Opportunities

All children will have an equal opportunity to work within this policy area. Account will be taken of specific needs, vulnerable or disadvantaged groups of learners and where appropriate, support will be accessed.

Curriculum Links

This policy is supported by the range of whole school policies, including assessment, SEN, and presentation policies.

Assessment

Three formal whole school written assessments take place per year. Assessments are also carried out through teacher set tasks, focused observations, questioning of the children, review of the children's work and subject leader interviews with a sample of children from FS2 to Year 6. Regular monitoring and work scrutiny will take place by the communication team and SLT. In FS2 the children are assessed against the Exat and Tapestry.

In Key stage 1 and Key Stage 2 ongoing independent writing will be assessed against the National Curriculum requirements. This assessment will inform both teachers and children of progress made and help develop future targets. Teachers will feed back to the children through regular written or verbal comments and ongoing targets will

be given to ensure progress maintained. Opportunities for the children to respond to marking will be given through the week. In Key Stage 2 this may be seen through the use of a purple polishing pen. In Year 2 and Year 6 the children will take part in End of Key Stage assessments. The results of which will be published and shared with parents. Parents will also be updated on pupil progress at parents' evenings and through the annual reports.