

Oxspring Primary School



*'Learn, Endeavour, Aspire, Respect, Nurture'*

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# Writing Policy



**Oxspring Primary School**  
**Writing Policy**

**Our Vision**

'Embracing Learning – a school for all'

**Our School's Mission**

'To be a learning community with a culture of ambition and achievement'

**Our Values**



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• **Writing - POLICY AND PRACTICE**

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## **Rationale**

At Oxspring Primary School, we believe that writing is an essential life skill. It is a complex process that draws upon many skills including spelling, handwriting, composition, vocabulary and grammar. Through a consistent approach, we hope all children will have the confidence to use writing as an effective form of communication.

## **1. AIMS**

The purpose of this policy is to promote a consistency of approach and to ensure that continuity and progression are embedded in our practice.

At Oxspring Primary we aim to:

- ensure a progress of writing skills across school
- teach children the fundamental blocks of writing
- develop children's creative minds and expand their vocabulary
- develop in children a love of writing, and knowledge of genres and authors
- provide opportunities to write for pleasure and a variety of purposes, providing meaningful experiences using the contexts inspired by quality texts
- develop children's independent writing skills, and to achieve a high standard of independent writing

## **2. INTO PRACTICE**

### **Strategies**

At Oxspring, all adults follow the English National Curriculum supported by the Chris Quigley Milestones. Children are challenged and progress at their own rates, and according to their own individual abilities. Writing is taught in specific, meaningful and effective contexts that include, but not limited to:

- the study of high quality texts, appropriate for age and linked to topic
- modelled writing
- shared writing and guided writing
- independent writing
- reflecting and editing

Writing is taught daily, as well as through other curriculum areas.

To support all children in the acquisition of skills, and to ensure high quality writing, as a school we will:

- promote speaking and listening
- provide engaging and frequent opportunities to write across the curriculum
- provide regular modelling of the writing process (including planning, revising and evaluating)
- provide children with opportunities to share their writing (in groups, in class and across school)
- use continuous assessment to provide clear next steps for learning
- create a print-rich environment in all classrooms and school environment
- reward and celebrate achievement and effort in writing
- provide opportunities for digital literacy
- develop spelling skills using a phonics based approach
- promote a consistent style of handwriting (Martin Harvey) across school
- embed the skills and use of punctuation and grammar according to year group

## **Writing Framework**

When planning a unit of work, teachers should refer to the writing framework. This document provides teachers with the expectations for the texts taught in different year groups, and also the range of texts to teach. When planning a unit of work, teachers are encouraged to work backwards, to identify what skills will need to be taught to ensure high quality writing is produced. At Oxspring Primary school, we want children to master writing, so taking time with the writing process are encouraged. In doing so, children are fully immersed both in the topic and the text type during the unit, and fulfil their potential.

## **Grammar and Punctuation**

At Oxspring Primary School, we recognise the importance of a strong understanding and manipulation of grammar and punctuation for writing. We understand that grammar and punctuation must be taught in context for it to be meaningful for the children. Teachers identify the different grammatical features needed for writing genres, and teach them within the writing journey. By teaching grammar and punctuation in the context of real reading and writing activities demonstrate how writers make choices to help them communicate clearly and effectively.

## **Spelling**

In EYFS and KS1, systematic daily phonics teaching takes place to ensure that children develop a secure understanding of graphemes and phonemes that their future progress in spelling will be based upon. At Oxspring Primary School, we teach phonics through the Read, Write, Inc. programme. This may be supplemented by other small group or 1-1 interventions for children who require additional support. In year 2, the relevant spelling rules are taught through the Read, Write, Inc. *Get Spelling* programme. High frequency words and common exception words are taught according to relevant phonic stage, and book band. Across EYFS and Key Stage 1, high frequency words are present in the continuous provision.

In KS2, spellings are more individualised, to ensure that good progress is made by all children. They are taught specific spelling patterns and rules. In KS2 there may be children who require further phonetic support, and this is delivered in small groups or 1-1 support.

Across school, we encourage spellings to be practised at home as well as at school to ensure good progress. The importance of correct spelling of high frequency words and the accurate application of spelling rules within every day writing is encouraged. Through feedback and marking, spelling errors are identified, and children are encouraged to correct their own spelling errors.

## **Handwriting**

At Oxspring Primary, we follow the Martin Harvey scheme of work for excellence in handwriting and presentation. This approach embeds consistency and high quality across school. All adults use the same language when teaching handwriting, the same equipment, and sessions are delivered in the same style, including a warm up activity and teaching exercise. Handwriting is celebrated at Oxspring Primary School, with every class having a 'handwriting star' display.

Handwriting is taught a minimum of 3 times a week, using the appropriate line sizes. In Class 1 and 2, handwriting is practised onto printed sheets. In Class 3, 4 and 5, handwriting is practised in a blank book using a line guide.

### **Individual letter joins**

Following Martin Harvey, some letters like p and g do not join. As a school we have decided s will join.

## **Marking and Feedback**

The purpose of marking and feedback is to ensure that children are involved in the writing progress, and are motivated to improve their own work.

Assessment for learning takes place through the setting of lesson objectives/success criteria, questioning, 1-1 feedback and marking. Much effective marking or feedback should take place in the presence of the child so that it is interactive. Twice a week children's work will be deep marked by their teacher. At Oxspring Primary we use Pink to Think, and Green to be Seen. The work will be marked specifically to the stated learning intentions or success criteria, and any next steps are linked specifically to the relevant standard or criteria. Marked pieces of work should be reflected upon and edited by the child in red pen or pencil, but next steps should also be applied to future pieces of work. A maximum of 3 spellings should be practised per piece of work.

## **Display**

Our learning environment are created for the children, to enhance their learning and create a positive learning atmosphere. To celebrate children's success, speech bubbles are created and added to children's work to highlight areas of success and provide an opportunity for pupil voice.

## **Assessment**

After the teaching of a unit of writing genre, children will create an independent portfolio piece. The independent writing will:

- use the topic of the unit to write in a different genre
- use a different stimulus to write in the same genre of the unit

From each portfolio piece, a new 'target' will be given to each child. Specific teaching for the target will take place within lessons, either in small groups or form whole class teaching.

In a half term, children should complete at least two independent portfolio pieces. Teachers will use these pieces to identify next steps, assess children against the Chris Quigley Milestones and end of Key Stage Frameworks and moderate internally to ensure accurate judgements are being made across school. The work in the portfolios will feed into the schools data tracking system to help monitor the progress of all pupils, as well as give clear indications of the next steps for teaching and learning.

### **Differentiation and Special Educational Needs**

It is recognised and celebrated that children will enter our school with differing experiences of Literacy, and consequently differing ability. It is our aim to provide opportunities for all children to make good individual progress, and will achieve this by modifying our teaching and learning opportunities. Where appropriate, Individual Education Plans will be put in place in accordance with the SEN code of practise to ensure that individual literacy skills are targeted. These targets will be agreed upon by the class teacher, and reviewed regularly with the assistance of the SENCO.

### **3. MONITORING Writing**

The Literacy Leaders will regularly carry out book scrutinies and writing portfolios scrutinies. A range of work will be taken from each class. The literacy leaders will look at a range of things throughout the year, but each individual scrutiny will have a specific focus which adults will be aware of. The focuses may include: quality of marking, response to feedback, handwriting and presentation, amount of work completed and general presentation of work in books. Class teachers are given feedback, looking at their strengths and areas for development.