

St Margaret Mary Writing Policy

Aims

At St Margaret Mary we aim to:

- Ensure progression of writing skills across the school.
- Provide meaningful writing experiences using the contexts inspired by quality core texts.
- 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.
- Develop a clear understanding of the structure and language features associated with different genres of writing.
- Enable children to demonstrate the ability to choose the appropriate form and content to suit the purpose and audience.

Teaching and Learning

- High quality texts are used to challenge, enthuse and engage children.
- Core text enhance learning.
- There is a clear progression in the teaching of writing which includes the familiarisation of the text type through reading, the identification of structure and language features, modelled writing, shared writing, supported composition, guided writing and independent writing (see further explanation below).
- Progression of teaching writing includes exploring features, planning, drafting, assessing and editing.
- A form of modelled or shared and guided writing should take place in every session.
- Cross curricular themes provide meaningful writing experiences through contexts.
- Writing Inspiration events provide an opportunity to inspire writers throughout.

Modelled Writing

The teacher talks aloud the thought processes as a writer. 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 needs to give reasons for the choices made

Supported Composition

The children work in pairs to provide the next sentence of the text. This may follow from either modeled or the shared writing process. This may be part of a TPS activity (Think, pair and share).

Guided Writing

Pupils are grouped by writing ability according to their levels and/or target needs. The teacher works with each group in rotation during the week so that every child partakes in guided writing once per week. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process as opposed to writing a complete piece. Tasks may include the processes of planning, drafting and editing pieces of writing. Teachers choose a target for each group to work on based on an assessment of their individual needs identified in their learning ladder. Guided writing also allows for in depth verbal feedback, feedback is recorded by the child as a target for improvement.

Independent Writing

All children are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if children are to develop their skills as writers within different genres.

Writing Inspiration Events

Events and days are planned in the school year to excite learners and provide a meaningful context to writing. Writing Inspiration Days entail events that all children across the school witness and write about, e.g. 75 year anniversary of the Battle of Britain. During these events writing will be centered on children's experience to enhance their motivation to write.

Provision

i) Early Years Foundation Stage (EYFS): Communication, language and literacy

- Each classroom have a well organised writing area that includes a variety of different resources for mark making and writing such as large sheets of paper, coloured paper, notebooks, diaries, postcards, clipboards, whiteboards, pens, pencils, high-frequency word cards, alphabet cards, interactive displays, messages and examples of children's writing. These resources should all be available for the children to use independently.
- A listening centre provides opportunity for the children to listen to stories and rhymes
- Puppets, props and small world should be available for role-play.
- The outside area also provides opportunities for reading, writing and role-play.
- Activities to develop children's fine and gross motor skills are provided e.g. building wrist strength by twirling ribbon sticks, practising writing patterns with big brushes and water, making letters in the sand.
- Children are able to access a computer which has suitable reading and writing software in use.
- The interactive whiteboard is accessible to the children.
- Inviting book corners have a good variety well organised quality books - hard cover, soft cover, fiction, non-fiction and rhymes.
- Displays celebrate children's achievements and support children's future learning, being interactive where appropriate. They also include typed and handwritten text and captions from adults and children.
- In the EYFS there must be a daily whole class phonics session and a regular literacy based session. These should be supported by linked independent and adult directed activities. These are to be clearly described on planning with the use of learning intentions and key questions, along with details of differentiation. Core texts should be used and links to the learning theme made where possible.
- Children each have a literacy workbook in which directed literacy activities are

recorded.

ii) Key Stage 1 & Key Stage 2

All Key Stage 1 classes have a 4, 1 hour literacy lesson a week and this is to include a 15 minute grammar introduction. Years 3 – 6 have 4 1.5 hour literacy lessons a week. These extended sessions allow more time for grammar, spelling and punctuation as well as reading from core texts in greater detail. Furthermore the afternoon focus on the Humanities and RE should also act as an opportunity for literacy. It is vital that we approach from a literacy perspective – 1 in 3 pieces of work must be marked for literacy using the marking criteria. Each classroom has a working wall that should support learning with models, published examples and key vocabulary. Classes will be provided with learning mats focusing on SPAG & structure for different genres.

Planning

The Foundation Stage uses the EYFS Framework to inform planning. Each class plans around a core text that should be linked to the current theme for learning; where possible, mark making and writing experiences are linked to these learning themes.

Within the EYFS the planning for self-initiated learning takes place on a daily basis as it is dependent on and informed by the children's interests and progress. Whole class teaching and small group adult directed activities (adult led and independent) should be planned by the Sunday previous to the week the plan is for.

Both Key Stage 1 and Key Stage 2 follow the schools core text curriculum when planning literacy. Texts are identified across KS1 and KS2 that are high quality. The core text allows daily reading as well as providing a meaningful context for writing. Each week is usually themed around writing a particular text type. Across each week, 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.

Within Key Stage 1 and 2 the full week's planning should be on the system by the previous Sunday. The majority of literacy lessons are expected to be differentiated to 3 different targeted levels and teachers are required to indicate on their planning if the children are working independently or as part of a guided writing group. Teachers use 'The Learning Ladder' for writing to target learning at each level and ensure high expectations are set for children's progression.

Teachers are required to set high expectations during each literacy session to ensure children are being stretched. This means that children are required to write at length on a regular basis and for an extended period at least once a fortnight. If a shorter writing activity is planned, the teacher will provide an extension activity. The extension should provide a learning experience that builds on learning and targets progress to the next level, it may be a form of self or peer assessment. Planning should show where each adult is placed within the class. Writing is taught in guided groups once a week with verbal feedback given. Teacher comments are logged by child.

Assessment, Monitoring and Moderation

Children in the EYFS are assessed on an ongoing basis through observation, 1:1 interaction, small group activities and whole class teaching. Parents are strongly encouraged to contribute to these assessments. Baseline assessments of the children will take place during the first three weeks of the autumn term, these will be used to inform planning and the organisation of interventions and activities designed to support the children's individual needs.

From the final term of Reception all children have a 'Learning Ladder' within a book. When a target has been met it is highlighted. On a weekly basis, teachers evaluate the progress of children in order to track their progress and highlight any concerns. Children are also

provided with an anthology where their best work (cross curricular included) is recorded throughout their schooling.

At the end of each half term the up to date ladder for each child is submitted to SMT are put on SIMS. Termly progress meetings identify strategies addressing any concerns and individual mentoring of children sets a writing target to be adhered to.

In depth marking of 'Star Writing' every two week (after preparation time) following marking code and two star and a wish principle. Marking will cover 3 areas: Audience & Purpose, SPAG and Structure. Big Write replaced by 'Star Writer Book'. See further notes on marking.

Writing to be taught in guided groups once a week with verbal feedback given. Teacher comments are to be logged by child. Peer assessment to be pushed against a set criteria of task and shorter writing to be ticked and criteria highlighted if met.

3 spellings to be highlighted, KS1 to copy correction next to work. KS2 to look up words and write them in vocab books. KS2 to be encouraged to write in pen. Definite feature of Yr 5 & 6. Mistakes to be ratified by a simple line.

Paragraphs encouraged from Yr 3, if missed then marked by \\. Children are to be given opportunity to correct after feedback given as they need to understand the importance of checking and editing. With this in mind long writing tasks are to involve a planning task.

Random sample of books collected monthly to check literacy marking. Termly cross curricular check. Work selected every 2 weeks as 'Writing Star'. Work will be presented on the corridor and child will win a star medal.

Children will be expected to write a commentary weekly for one of their pieces stating why they have used the chosen methods they have. Stamp will no longer be used in writing marking - instead it will be replaced by "Wish" tied into ladder criteria.

Termly writing targets set and discussed with children. Notebooks to be used to record general information regarding writing discussions.

Handwriting will not be taught (unless identified) in UKS2. Daily child selected and achievements logged on SIMs for writing skill.

School needs to adopt a culture of craft as well as content therefore class novels to be introduced as well as guided reading. These novels (or excerpts) to be studied but also to inspire writing. Children need to be inspired and be able to adopt 'style models'.

Writing up of best corrected work to be done as a homework - under the supervision of parents - into children 'Writing Anthologies' with added information, from the child, regarding why choices were made etc. School need to create a culture where children can use 'Talk for Writing' – see info below.

Talk for Writing is an amalgamation of key teaching practices that have been shown to be effective in raising standards in writing, developed by Pie Corbett and Julia Strong.¹⁴ Formative assessment of writing underpins the approach. Children internalise language patterns through oral learning of texts and close reading that are then innovated upon through shared and guided writing. Ultimately, this allows the children to draw upon and manipulate the bank of language patterns in order to write independently. There are three phases to Talk for Writing: imitate, innovate and invent.

Imitation

In order to build vocabulary and help children internalise Standard English language patterns, children begin by learning a specific text model. This involves a multi- sensory approach,

using actions and text maps. As the children are learning the text orally, other classroom activities are used to deepen children's understanding, such as drama, discussion and role-play. Once the children know the model well, it can then be read and discussed. Other examples might also be drawn upon to broaden children's frame of reference.

In order to prepare for the second phase, the class 'read as writers', working out the underlying text pattern (boxing up) and creating 'writing toolkits'. During this first phase, daily spelling, vocabulary and sentence work prepares children for writing by rehearsing spellings and sentence patterns that will be needed to write fluently.

Older children might also rehearse paragraphs or short sections, storing these in their writing journals. By the end of this phase, the children can fluently recount the main model and have explicitly identified the key patterns that they will need in order to write.

Innovation

At this stage, the teacher leads the class in creating a new version. For younger children, this involves altering the text map and retelling the new version before shared and guided writing. With confident writers, the underlying pattern (boxing up) is used as a planner and both the model and the writing toolkit guides the shared writing. Shared and guided writing support the children's own independent writing which is developed over a number of days.

Invention

Finally, children write their own texts independently or apply what has been learned across the curriculum. This stage may well involve further teaching and feedback. The class will ideally write a number of texts, the best being honed and published.

A guide to Talk for Writing: Reference tool and support for unit planning

| Stage | Related key processes | Formative assessment opportunities |
|--------------------|--|---|
| Planning | <ul style="list-style-type: none"> Children write a pre-unit example. Select engaging topic, plan creative activities, gather resources and design role-play area. Create exemplar text to demonstrate features based on understanding of next steps children need. | <ul style="list-style-type: none"> Assess, set targets and establish focus for teaching. Choose a topic that will interest children and design unit to maintain curiosity and purpose. Write a main model, building in key structure and language features needed for progress |
| Phase 1: Imitation | <ul style="list-style-type: none"> Spelling, sentence and paragraph activities, e.g. sentence/spelling games, mini writes. | <ul style="list-style-type: none"> Identify key spellings and sentence patterns that must be taught for text type and progress. |
| | <ul style="list-style-type: none"> Talk the exemplar text to establish language patterns – word for word or in own words – feedback and shaping of retelling (<i>or very close and repetitive reading</i>). | <ul style="list-style-type: none"> Ensure children know and understand exemplar text. |
| | <ul style="list-style-type: none"> Read the text as a reader, e.g. book talk, drama, discussion, comprehension, comparison, read | <ul style="list-style-type: none"> Pitch comprehension at appropriate level – main model and other |

| | | |
|------------------------|--|--|
| | <ul style="list-style-type: none"> • Read the text as a writer, e.g. boxing up and co-constructing toolkit, adding into writing journals and displaying on washing line or working wall. Toolkits focus on how writers create an effect not a 'level' checklist of tickable | <ul style="list-style-type: none"> • Ensure boxing up and toolkits are co-constructed, pitched at the right level so children make progress. |
| Phase 2: Innovation | <ul style="list-style-type: none"> • New stimulus to build content, e.g. develop a story idea; focus on an experience to use as basis for poetry or develop knowledge/views for non-fiction; build in a sense of audience | <ul style="list-style-type: none"> • Select topic that will interest children and that 'matters'. |
| | <ul style="list-style-type: none"> • Model drawing a new map/box up and retell innovation. | <ul style="list-style-type: none"> • Feedback to sharpen and develop retelling |
| | <ul style="list-style-type: none"> • Shared writing – staged section by section. | <ul style="list-style-type: none"> • Focus shared writing on aspects that children need in order to make progress as well as writing strategies, e.g. using the plan. |
| | <ul style="list-style-type: none"> • Guided writing – in focused groups (refer to targets). | <ul style="list-style-type: none"> • Draw together flexible groups, based on what they need as writers/in their writing. |

| Stage | Related key processes | Formative assessment opportunities |
|--|--|--|
| | <ul style="list-style-type: none"> Children write their own versions – weaker writers ‘hug closely’, relying on the original, while stronger writers use the toolkit | <ul style="list-style-type: none"> Children write, drawing on models, shared writing, toolkits and any specific targets |
| | <ul style="list-style-type: none"> Daily feedback/marking – teacher and pupil dialogue, using highlighters, etc Whole class discussion on what works Children share work with response partner Immediate improvement of writing in light of discussion | <ul style="list-style-type: none"> Use examples (e.g. use visualiser) to discuss what works and demonstrate how to improve Feedback should lead to direct action and improvement – focus on targets |
| | <ul style="list-style-type: none"> Final reading of texts in writing circles plus evaluation discussion Teacher and children decide next steps Discuss, demonstrate and set tickable targets | <ul style="list-style-type: none"> Everyone reads their completed piece in a circle and discusses/writes about what has been achieved Involve children in deciding on ‘mini lessons’ to help achieve |
| Phase 3: Invention & independent application | <ul style="list-style-type: none"> Whole/group class teaching before independent writing, e.g. reading snippets, mini writes, sentence work, adding to toolkit, varying boxing up, comparisons, improve a dull piece; refine, add to and internalise toolkit, use mini lessons, etc | <ul style="list-style-type: none"> Teacher plans in light of assessment Children decide what to focus on |
| | <ul style="list-style-type: none"> Provide new starter as a stimulus, e.g. first-hand experience, image, film, drama, objects, challenge with purpose, cross- curricular topic, creative event, etc Draw new man/boy up for planning | <ul style="list-style-type: none"> Choose topic that interests and matters |
| | <ul style="list-style-type: none"> Shared writing of illustrative exemplar to consolidate understanding of | <ul style="list-style-type: none"> Demonstrate how to invent |
| | <ul style="list-style-type: none"> Guided writing pitched at specific focus for flexible groups | <ul style="list-style-type: none"> Be specific |
| | <ul style="list-style-type: none"> Children write independently – own idea or topic | <ul style="list-style-type: none"> Hold in mind key focus |
| | <ul style="list-style-type: none"> Teacher feedback/marking – teacher and pupil dialogue, using highlighters, etc Whole class discussion on what works Children share work with response partner and read round writing circle for positive comments Immediately improve writing | <ul style="list-style-type: none"> Share good pieces of writing, demonstrate how to improve; make toolkits optional - not checklists Check and refine targets |

| Stage | Related key processes | Formative assessment opportunities |
|-------------|--|--|
| | <ul style="list-style-type: none"> Teacher decides next steps, e.g. more work on feedback, further teaching or more independent writing to internalise patterns | <ul style="list-style-type: none"> Increase amount written |
| | <ul style="list-style-type: none"> Further writing lessons focusing on progress and further independent | <ul style="list-style-type: none"> Sharpen teaching and learning |
| Evaluation | <ul style="list-style-type: none"> Compare with initial pre-unit writing | <ul style="list-style-type: none"> Discuss progress |
| Publication | <ul style="list-style-type: none"> Writing is displayed/published in illustrated mini books, class blogs, anthologies, scrapbooks, etc | <ul style="list-style-type: none"> Celebrate – audience and purpose |

Table drawn from the work of John Hattie in Hattie, J. (2012) *Visible Learning for Teachers: Maximising Impact on Learning* Routledge: Oxon

Teachers are expected to use AFL strategies that are agreed and reviewed on a yearly basis, in all literacy lessons.

Learning objectives are included on all planning and are shared with the class. Every lesson has at least two success criteria; these are either shared with the pupils or created with the pupils depending on age and ability. Learning intentions and success criteria are displayed on pupils work; they are printed and children have a space to include their next step from the previous feedback. The success criteria are taken from the learning ladder to target children's learning and move them on. The success criteria are the skills children need to demonstrate to achieve the learning objectives.

SMT moderate writing on a monthly basis, ensuring the whole school is moderated across a half term. Moderation for the following half term responds to the school needs identified at the end of the previous half term.

Marking

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

- Children self correct/improve their work in pencil or green pen underneath the red pen marking. When peer marking the children should give verbal feedback or add post it notes to the page.
- All work should be marked regularly and no work should be left unmarked.
- Children should be given time to read marking comments and revisit work/respond to comments made. This is a vital part of the session and of teachers planning.
- Comments should be written in language which can be easily understood by children and linked to learning ladder.

- Staff must mark the improvement.
- Adults other than the class teacher will initial their marking
- Supply teachers will write ST next to marked work.

Writing is marked linked to a class learning objective.

Foundation Stage and Early Year 1:

Verbal praise and encouragement is given for children's attempts at emergent writing and stickers or stamps are used to positively reinforce their efforts. Opportunities are provided for children to read their writing to staff. Children working in a focus group receive verbal feedback linked to their writing development.

KS1

Class teacher to work with a focus group each lesson. Focus group given verbal feedback during lesson and work is quality marked with children.

Marking takes the form of the 2 best sentences, phrases or words as appropriate highlighted in yellow and a bullet point for improvement. (Remember to.....comment).

KS2

In short pieces/sentence level work:

Depending on the length of the work and the focus for the lesson, teachers are to decide whether the work needs to be 'quality marked.' If a teacher decides not to quality mark the work, the learning objective is to be highlighted in yellow if met. If any misconceptions are discovered time the following day can be used to go over these.

In long tasks:

Marking takes the form of the 2 best sentences, phrases or words as appropriate highlighted in yellow and an green bullet point for improvement. (Remember to.....comment).

The highlighted success do not need to be commented on by the teacher as this enables children to discuss what they feel they did well in their writing. An improvement comment may be needed if the teacher feels that the child may be unsure of the improvement they need to make. Improvement comments can take different forms, and do not include completion of a piece. See

Children are expected to make their improvement underneath their work – this will involve writing out a particular section again.

Spelling

Spelling mistakes need not be identified in every piece of writing. However if repeated spelling mistakes are made when using words from the relevant age/levelled 'key word' list:

- KS1 children have known high frequency words and words that contain known phonemes corrected. These mistakes are underlined, the correction is given, and children re-write the word (Year 1 underneath, Year 2 at the back of their books.)

- For KS2, identify mistakes with sp in the margin and underline the misspelt word. Children then look this word up and enter it into their spelling books.
- No more than 3 words should be identified in any one piece of writing – depending on the age and ability of the child.

Foundation Stage: – At early stages of writing development, spelling mistakes are not corrected and children are always praised and encouraged for attempting to spell the High Frequency words and 'having a go'. As children progress, the KS1 guidelines are used in adult guided writing groups.

Equal opportunities and Special needs

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex.

Streaming enables the targeting of groups of learners where needed. A creative curriculum is offered through the use of PPA and cross curricular links.

In years 2 & 5-6 literacy sessions are streamed into 2 groups. This enables children who are making less progress or need more support to work in smaller, more focused groups. Other interventions are put in place where needed, e.g. tuition and EAL or SEN support.

Resources

High quality texts and resources are continually purchased to enable meaningful writing experiences. Resources for story writing etc are stored in appropriate classrooms. Planning guidance documents are stored in each year group as well as the PPA room. There is a great deal of resources which can be accessed on the school network. These can be found in the Staff drive within the literacy folder or through the literacy link within all programs.

Use of ICT

ICT is used to support and enhance children's learning on a regular basis. There are a range of high quality resources available that should be used regularly to support and develop children as writers, these include:

Laptop available to each classroom, these provide opportunities for children to edit, redraft and present their writing in a variety of ways. 2. Word processing is an important skill for each writer.

A Macbook is available to support teaching and learning which is particularly useful for storyboarding and film making within literacy. All staff have had training on this.

The iPad class sets are also available for use within each class. These can be used alongside the Mac suite for photos and filming linked to news reports or narratives.

In addition to this, APPs such as 'Touch APP Creator' provide an adaptable framework for creating a vast range of different types of writing for purposes inspired and specified throughout the Literacy and ICT lessons planned by each Year Group.

Homework

Literacy will be given as part of the general homework policy. This will generally be reinforcement of class based work. Every fortnight a homework will be set where the child, working with home, will write up a completed piece after instruction. This piece will be signed by home and a comment will be made.

Marking Code

Adults mark in red

All marked work should be initialled if marked by an adult other than the class teacher.

If children meet the L.I. then this is highlighted in yellow

Successes highlighted using marker -  and identified at end of writing by ☺

Improvements highlighted using marker -  Next step shown using a green bullet point

Correct short answers marked by 

Incorrect short answers marked by .

Spelling mistake = Sp (no more than 3 mistakes identified in any piece of writing)

Supply Teacher = ST Support staff = TA

| <u>Assessment Focus</u> | <u>Teacher Comment</u> |
|---------------------------------------|------------------------|
| Writing 1 Audience & Purpose | |
| Writing 2 Paragraphing & Structure | |
| Writing 3 SPAG | |

Two stars and a wish



W

Parental comment / Signature



St Margaret Mary Writing Magic

| | <u>Word Classes</u> | <u>Sentence Types</u> | <u>Punctuation</u> | <u>Connectives</u> |
|---|--|--|--|--------------------|
| Y1 <ul style="list-style-type: none"> • WOW words • Verbs • Nouns • Connectives • Describing words | <ul style="list-style-type: none"> • Simple sentence • Lists • Question • Bossy starter | <ul style="list-style-type: none"> • Full stops ? Question marks ! Exclamation marks | <ul style="list-style-type: none"> 'and' 'or' 'but' | |
| Y2 <ul style="list-style-type: none"> • Adjectives • Adverbs • Time connectives • Explaining connectives | <ul style="list-style-type: none"> • Present tense • Past tense • Future tense • Statement • Command • Exclamation • Add-on clause | <ul style="list-style-type: none"> • Comma " " Speech marks | <ul style="list-style-type: none"> 'because' 'so' 'if' | |
| Y3 <ul style="list-style-type: none"> • Prepositions • Cause and effect connectives | <ul style="list-style-type: none"> • Verb starter • Connective starter • List of nouns • List of verbs (action pack) • 2A, 3A Lists (adjective list) | <ul style="list-style-type: none"> ' Apostrophe for contraction | <ul style="list-style-type: none"> 'which' 'who' 'that' 'since' 'while' 'whilst' | |
| Y4 <ul style="list-style-type: none"> • Adverbial phrases: <ul style="list-style-type: none"> when, where, how • Superlative adjectives • Comparative adjectives | <ul style="list-style-type: none"> • Clauses: <ul style="list-style-type: none"> main, subordinate • Comma sandwich • 'ing' starter • Noun starter • Complex sentence | <ul style="list-style-type: none"> ' Apostrophe for possession : Colon for lists | <ul style="list-style-type: none"> 'although' 'even though' 'whereas' 'however' | |
| Y5 <ul style="list-style-type: none"> • Interjections! • Determiners | <ul style="list-style-type: none"> • King George • Preposition journey • 'ly' starter • 'If' starter - the conditional • Selecting sentence length for effect | <ul style="list-style-type: none"> ' Apostrophe for possession ; Semi-colon for expanded lists | <ul style="list-style-type: none"> • Phrases of debate | |
| Y6 <ul style="list-style-type: none"> • Onomatopoeic words • Definate article • Indefinate article | <ul style="list-style-type: none"> • Subordination before, splitting or after the main clause for effect • Combinations of subordination with lists | <ul style="list-style-type: none"> ; Semi-colon for pairs of related stand alone clauses. : Colon for explanation between stand alone clauses. | | |

