

ROMAN WAY ACADEMY

WRITING POLICY

Our vision: To build lifelong learners

Our mission: We enable every child to meet their full potential

This school is an inclusive school and all children, irrespective of social background, culture, race, gender, differences in ability and disabilities have an entitlement to this area of the curriculum. Reasonable adjustments will be considered to enable children to participate in the life and work of the school.

SMSC

Spiritual, Moral, Social and Cultural (SMSC) development is about everything we do at Roman Way and supports the rights and responsibilities of the child. As well as contributing towards the whole school values and ethos, it leads to children becoming lifelong learners who make a positive contribution to our world, preparing them for life in modern Britain. Within the curriculum, including Religious Education and Personal, Social, Health Education there are plans to develop SMSC.

Links to other policies

The spelling policy is to be read in conjunction with the:

- Reading Policy
- Spelling Policy

Rationale

At Roman Way Academy, we believe that the ability to write neatly with confidence and accuracy is an essential life skill. Writing is a complex process that draws upon more than handwriting and spelling. It is the ability to effectively communicate ideas, information and opinions through the printed word in a wide range of contexts. Successful writers understand the social function and characteristics of writing in order to use different genres appropriately, matching it to audience and purpose. Writing also requires the writer

to understand and accurately apply the conventions of syntax, spelling and punctuation. We aim to equip children with the skills necessary to achieve this, throughout the curriculum.

Our aim is for all children at Roman Way Academy to:

- write with confidence, clarity and imagination;
- understand and apply their knowledge of phonics, grammar and spelling;
- understand how to write for a range of purposes and audience, in a range of genres (including fiction, non-fiction and poetry), using the appropriate style, structure and features;
- plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria;
- develop a technical vocabulary through which to understand and discuss their writing;
- develop their imagination, creativity, expressive language and critical awareness.

Writing at Roman Way Academy is taught and celebrated in a range of ways. It is taught daily across the school and across a range of subjects. We aim, wherever possible, to create cross-curricular writing opportunities, as we believe that for children to see themselves as successful writers, they need to be involved in writing for a purpose and for different audiences.

We follow the National Curriculum (2014), which ensures that a range of purposes and audiences are covered, through a variety of text types such as:

- **Narrative:** extended stories, stories by the same author, myths and legends, adventure stories, traditional stories etc.
- **Non-fiction:** persuasive texts, non-chronological reports, information texts, recounts, reports, letters etc.
- **Poetry:** rhyme, nonsense rhymes etc.

The English Programme of study for KS1 and KS2 is broken into 4 key areas:

- Spoken Language
- Reading
- Writing (transcription, handwriting and presentation)
- Spelling Grammar, Punctuation

Foundation Stage

In Foundation Stage, children are given opportunities:

- To speak, listen and represent ideas.

- To use communication, language and literacy in every part of the curriculum.
- To become immersed in an environment rich in print.

By the end of Foundation Stage children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Key Stage One

Children are given opportunities to:

- speak confidently and listen to what other people say;
- learn to write independently and with enthusiasm;
- use language to explore their own experiences and imaginary worlds;
- speak, listen, read and write within all curriculum areas and within all literary genres.

Key Stage Two

Children are given opportunities to:

- change the way they speak and write to suit different situations, purposes and audiences;
- explore the use of language in a range of texts;
- learn how the structure of language works;
- develop stamina for writing at length;
- read a variety of book genres.

Planning

Units of work from Nursery to Year 4 are predominately planned using The Power of Reading (POR) by the CLPE (Centre of Literacy in Primary Education). Their work promotes high standards in the teaching of literacy whereby they particularly emphasise the importance of books and literature in enabling children to become confident, happy and enthusiastic readers and writers and to raise engagement and attainment in reading and writing. Our key stage leaders have been trained in the programme and we all use the teaching sequences and ideas within our teaching of English.

The teaching sequences guide planning and help teachers to select the best teaching approaches to explore high quality texts in depth, enhancing reading comprehension and providing meaningful contexts and purposes for writing. The sequences include cross-curricular links so that we can really put quality literature at the heart of our curriculum.

They also show how we can embed the teaching of phonics, grammar, punctuation and spelling into a rich reading curriculum.

In KS1 and KS2 we use long term, medium and short-term planning for English.

- Long term plans are devised in year groups at the end of each academic year for the next academic year. Staff use writing progression grids to ensure appropriate coverage.
- Medium termly planning is completed on a termly basis.
- Weekly planning is completed in year group teams. This planning is monitored by members of the SLT, the English subject leader and Key Stage leaders. We believe that this collaborative planning is important to ensure that teacher expectations are high and it enables us to use each other's expertise to provide the children with exciting and purposeful writing opportunities.
- Teachers use the guidance and Appendices from the National Curriculum for the teaching of vocabulary, grammar, punctuation and spelling.
- All children are encouraged to reflect on their progress, identifying their attainment and next steps using success criteria.
- Good quality writing is modelled to the children through the use of visualizers or Interactive Whiteboards.

How do we teach Writing at Roman Way Academy?

EYFS

In Foundation Stage the children are taught the skills that will enable them to become writers, starting with mark making and moving on to holding a pencil and learning how to form the letters. The children are taught the skills daily as part of their learning and have discrete English lessons.

English sessions focus around a high-quality text, often selected from the reading list from POR. These texts can relate to an ongoing topic or the children's interests. Children also have the opportunity to develop their communication, language, and literacy skills daily from both adult led and child-initiated activities on cross curricular themes both inside and outside of the classroom.

Each learning environment has a role play area which is regularly changed and updated. Within these areas children are encouraged to engage in dialogue and read and write from given prompts, e.g. writing a shopping list in the ice cream parlour or writing instructions for a mechanic in the garage. Writing is scaffolded through a range of resources both within the classroom and on display, e.g. phonic mats, high frequency words and other visual images.

Provision in EYFS

- Each Nursery and Reception classroom has 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.
- The children have access to climbing apparatus on the school playgrounds to develop pupil's core body strength, gross and fine motor skills.
- There are opportunities for pupils to write throughout the setting and pupils are encouraged to write for lots of different purposes.
- Puppets, props, and small world is available for language development and 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 etc.
- Children can access computing devices which have suitable reading and writing software in use.
- The interactive whiteboard is accessible to the children.
- Inviting book corners have a good variety of 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.
- In EYFS there are daily phonics sessions and a regular English based session. These are supported by linked independent and adult directed activities.
- Adult and child led literacy activities are recorded in the children's learning journals.

Key Stage 1 & Key Stage 2

In Key Stage 1 and Key Stage 2, children have daily English sessions. Each unit focuses on a particular text. Where possible, we use Power of Reading texts, but texts are also chosen to link to our current topics, promoting cross-curricular learning. Children produce at least one piece of extended writing for each unit.

In KS1 pupils where appropriate, we begin to teach pupils to draft and edit a section of their work following teacher feedback. In KS2, wherever and whenever possible, we

encourage pupils to edit their writing pieces and draft and redraft as this is a skill they need to have to become independent writers and for their progress within writing.

Pupils are encouraged to take care with the presentation of their work, letter formation and from Year 2 we encourage pupils to use the continuous cursive script. Pupils get a pen license if they are using the continuous cursive script correctly and they write in blue pen. All pupils use 'polished purple' for editing and improving written tasks.

Children record most work in their English books and they also have practical resources readily available to them including word mats, word cards, dictionaries and thesauruses etc.

We expose the children to a variety of genres and text types and teach composition, transcription, grammar, punctuation and vocabulary. Texts are explored through a range of cross-curricular approaches to inspire and motivate high-quality responses in writing. Reading is also developed within sequences but is also given further focus in Guided Reading Sessions.

Phonics and spelling are taught as a discrete lesson in each year group. Additional literacy sessions include guided reading and handwriting following the 2014 Guidance. The use of basic skills is further embedded in Key Stage Two, as children are encouraged to maintain the highest standards of spelling, handwriting and presentation in their writing across books.

Sometimes grammar is taught as a discrete session when a teacher feels this is applicable. Mostly, grammar is interwoven within lessons where it can be effectively modelled and demonstrated. Grammar activities may be included within guided reading sessions and early morning work. Effective use of grammar is modelled by the teacher and children are encouraged to identify how writers use grammar effectively to improve their work in order to reflect on their own approach to writing.

Children requiring intervention are catered for through the use of intervention programmes, differentiated class teaching and the effective deployment of support staff and teachers.

Visual aids, planning tools, role play activities, working walls, word banks and displays scaffold writing for all learners.

As well as being taught writing skills within English lessons, from year 1 onwards, children have weekly 'Rocket Writing' sessions. Rocket writing aims to provide an exciting and enjoyable extended writing experience where children are encouraged to use the writing skills learnt during their English lessons and develop their writing stamina. We want to encourage children to take risks and be comfortable making mistakes which they can then learn from. All children are encouraged to write as independently as possible.

During the Rocket Writing session, children are provided with a stimulus and encouraged to brainstorm a range of vocabulary and ideas in a whole class discussion. A 'starburst' model is then used by the children to generate their ideas in preparation for their independent writing for the rest of that session. Whole class feedback is provided to celebrate success and next steps to improve their writing. This feedback can be through modelling, discussion or teaching a specific skill. Rocket writing sessions can be used for assessment by the class teacher.

Assessment, Recording and Reporting

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the class teacher's responsibility to monitor the progress made by all children in their class.

In KS1 and KS2, the learning objectives are shared with the children in every lesson and are evident on their work. Success criteria is stuck into children's workbooks before extended/end of unit writing. Success in lessons is measured by effort as well as achievement. Children are provided with opportunities for self-assessment, peer assessment, editing and improvement. In EYFS the children's writing is monitored through observations and adult led activities and assessed against the literacy area of development and Early Learning Goals.

In addition to this we do the following:

- Regular writing moderation is carried out within and across Year groups as well as across cluster schools.
- Record the children's assessments on a target tracker and use the gap analysis tool for further planning.
- Inform parents of children's progress each half term.

Marking

In KS1 and KS2 teachers are expected to feedback daily and provide next steps for children's writing in every lesson. This can be oral or verbal feedback. It is the policy at

Roman Way to mark pupils' work with a green pen and use a pink highlighter for proud pink 'P' at the top right corner of the page to indicate that a pupil's work is presented at the expected standard.

Children will be asked to correct a maximum of 3 key words/common exception words. Each piece of work is also coded, indicating the level of support given (see Marking, Feedback and Presentation Policy for further details).

In EYFS the children's progress in writing is monitored through observations and adult led work with next steps being recorded within their learning journals.

Special Educational Needs

At Roman Way, we are committed to giving pupils with SEND equal opportunities to take part in all aspects of the curriculum. Through careful planning and differentiation, we will break down barriers to learning, promoting inclusion and progress for all. We will work in partnership with parents, carers and professionals to support every child in their learning. We will facilitate learning for all SEND pupils with the aim of building pupil independence and self-esteem, together with their metacognition skills.

Use of Computing

There are many opportunities to use computing in English and all staff at Roman Way are encouraged to do so when appropriate. Reference to websites or E-Learning opportunities should be included on short term planning. (See E-Safety Policy).

Resources

The English subject leader is responsible for maintaining resources, monitoring their use and organising storage. Staffs submit resource requirements to the subject leader, as well as notifying them of any damaged stock. Resource purchasing is in accordance with normal school procedures and is based upon the English budget.

British Values

Within English, British values are promoted and explored in a variety of ways. Many books which have themes covering tolerance, mutual respect and democracy are used in the teaching and learning. Some lessons look at how these themes are presented and how

characters embody these values. Poetry, songs and languages from other cultures are also examined. Some lessons explore the meaning of concepts such as liberty, democracy and tolerance. These values are promoted through teaching and learning at Roman Way Academy in English as follows:

The Rule of Law: Texts are chosen which give students a chance to explore the rule of law. This may be through studying written or visual materials and pupils have class or one to one discussion.

Democracy: Children have classroom debates in order to allow all opinions to be heard in a respectful way. They learn to listen to others' viewpoints and value contributions from others. Children also have opportunities to write about topics which relate to democracy.

Mutual Respect: Children learn they must treat everyone fairly, with respect and dignity.

Tolerance: Children have frequent opportunities to discuss tolerance and mutual respect through discussions and the choice of materials which are studied. Good working relationships in the classroom promote effective learning. These are based on mutual respect and tolerance.

Individual Liberty: Children have opportunities to have group or 1:1 discussion, explore aspects of their own lives and are given opportunities to make their own choices.

Evaluation

This policy will be reviewed every two years by the English subject leader, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Development Plan.

Signed (Coordinator): Rubeenah Gunness

Approved by: Pat Baxter

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