

Harthill Primary School Writing Policy

At Harthill Primary School we are committed to enabling all pupils to become confident and effective communicators through their writing. We believe this can be done through an inspiring English curriculum where children are given opportunities to practice and hone their writing skills by writing for a range of purposes and audiences. Our aim is for all children to leave our school with a life-long love of writing and recognise how it can be applied in their lives beyond school.

INTENT

We intend to foster a positive writing culture by:

- exposing children to different forms of writing and the importance it has in our everyday lives
- children experiencing their teachers as writers alongside them in the classroom
- creating a learning environment where writing is promoted positively through the use of high quality learning walls and displays of published work
- planning writing sessions that capture the children's interests and imagination
- having a dedicated session every day with a focus on the teaching or retrieval of spelling, grammar and punctuation rules
- emphasising the importance of good spelling behaviours through direct teaching, regular assessment and feedback and opportunity to practice and apply
- giving children a reason to write for different purposes and audiences
- using high quality model texts for the children to deconstruct and analyse the key features
- providing cross curricular writing opportunities
- encouraging a positive attitude to writing by giving children opportunities to engage in 'writing for pleasure' sessions regularly
- having handwriting sessions where letters and joins are modelled and then practiced explicitly, which are then reinforced in writing sessions
- implementing an assessment system which enables us to identify strengths and provide swift intervention where needed.
- ensuring children are aware of their progress and their steps for development through immediate verbal feedback
- fostering ambition in children to creatively write by providing opportunities to take part in school writing competitions

IMPLEMENTATION

HOW WE TEACH WRITING AT HARTHILL

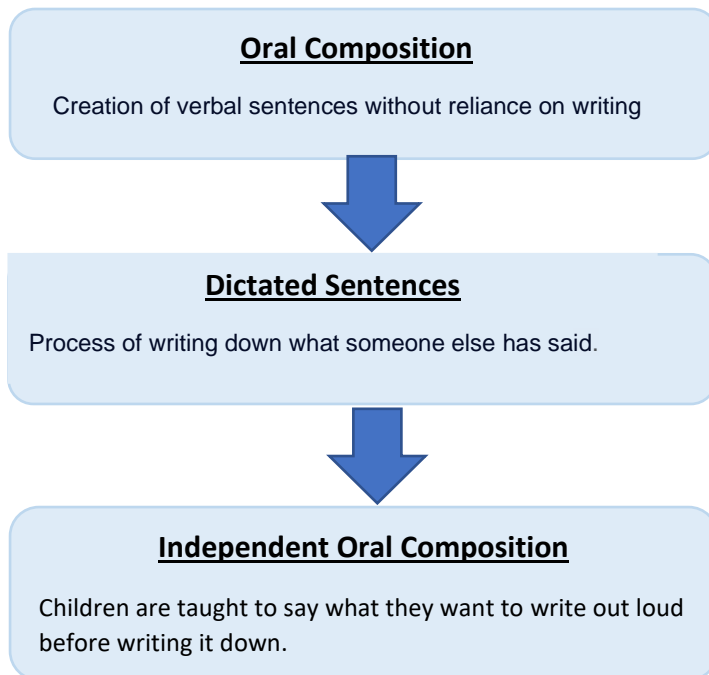
Early Writing in Foundation Stage

In Foundation Stage children are exposed to a wide variety of text so they can begin to understand that writing carries meaning, and that the marks they make are a form of communication. From this, children are encouraged to begin to assign meaning to their mark making in early writing. Staff will

work on fine motor skills to ensure children are able to hold media to form different shapes accurately, eventually moving on to correctly forming recognisable letters. Before beginning to write, children will first orally compose their ideas and structure them in to correct speech and sentences with adult support. They will then move on to writing down their ideas, representing the letters and sounds they hear in the words through segmenting words in to their phonemes. Staff will enable this by delivering a strong phonic curriculum so that children are able to see the relationship between the written and the spoken word. Writing opportunities will be made available by having both structured, adult led activities and in independent free flow activities where taught skills can then be practiced and perfected.

Writing in School moving from Foundation Stage in to Y1

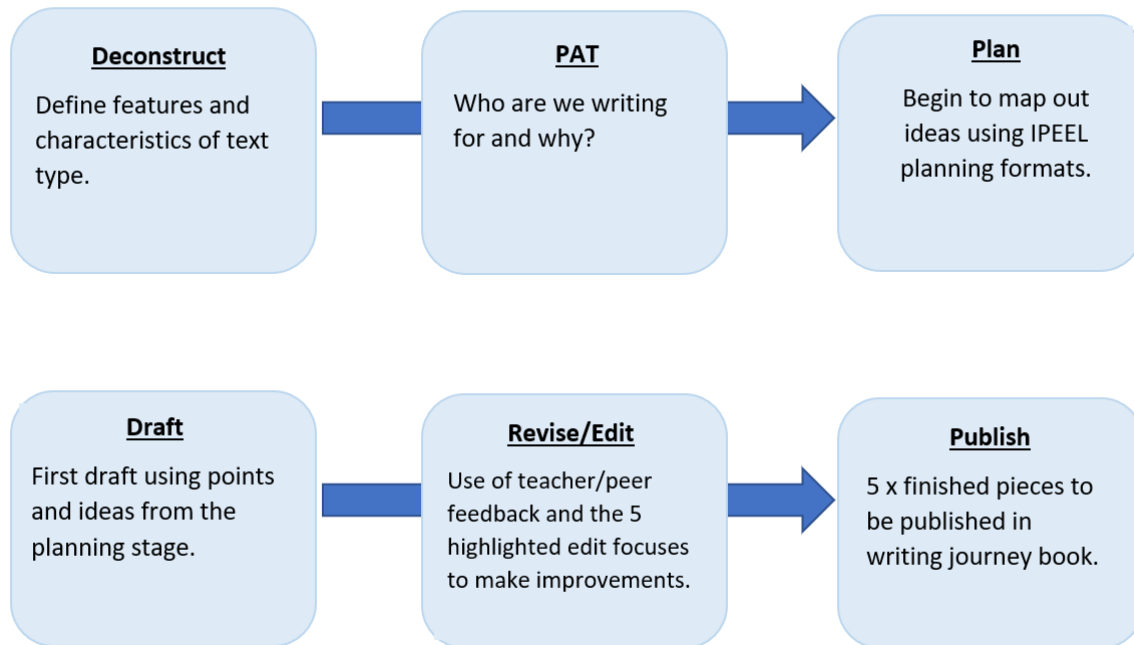
As children move from Foundation Stage in to KS1, their writing will still continue to be heavily scaffolded until they start to gain more independence in their skills as writers to formulate their own sentences to write. Children will begin by consolidating the ability to orally compose their own simple sentences with adult support. They will then build on this to write dictated sentences using taught skills given to them by an adult, to then using those skills to form and write their own independent sentences.



Writing in school from Key Stage 1 into Key Stage 2

As children progress in to Y2, they will then start to be taught writing using the Harthill Writing Sequence.

Harthill Writing Teaching Sequence : Y2 - 6



Writing for pleasure

As well as teaching the mechanics of writing, we are a school committed to developing a love of writing in our children. Staff encourage and celebrate writing through:

- Explicit 'writing for pleasure' sessions in the weekly timetable supported by areas in the classroom that children can access
- Publishing written pieces to display around school on class displays or share with others
- School writing competitions

Role of parents

Outside of the spelling patterns taught in class, we encourage parents to help children with their spellings at home. Spellings from high frequency word lists appropriate for each year group are split in to 6 half termly lists, which are then communicated to parents on the class newsletter sent out each half term and assessed in school. Children who are accessing different spellings due to their ability or needs will have their own personalised list of spellings.

IMPACT

Children see writing as a key skill that is essential to their everyday communication with others. They enjoy writing and see it is something that can be done for pleasure, and not just something dictated for them to do in English sessions.

Where children have gaps in their learning as a result of SEN, home engagement, SEMH barriers and/or attendance, these are identified quickly and appropriate and consistent intervention is put

into place to ensure pupils make good progress from their starting points and that the attainment difference compared to their peers is narrowed.

Impact on pupil writing attainment, progress and behaviour is evidenced through:

- Pupil voice
- Formative assessment
- KS1 and KS2 SATs (SPAG papers)
- Data analysis and tracking
- Analysis of attainment and progress of all groups

Monitoring and staff development

Writing in school is monitored by the English lead and Senior Leadership Team and feedback is given quickly to staff. Monitoring feeds into regular staff meetings and INSET to develop staff practice and support the teaching of reading in school.

Writing is discussed as part of the appraisal process and targets set in both teacher and LSA appraisal and pupil progress meetings. Regular professional development to ensure all staff are upskilled will be planned into the school calendar and staff will support each other to develop practice across school.