Writing

The importance of writing to the curriculum
Writing is a primary means of expression, both for personal cognitive purposes and for communicating meaning with others. Writing with confidence, fluency, imagination and accuracy requires pupils to successfully orchestrate their knowledge of context and composition (text level), grammatical knowledge (sentence level) and knowledge of phonics, word recognition and graphic knowledge.

Entitlement and curriculum provision
Curriculum 2014 sets out the details for implementing the statutory requirements for writing but gives teachers greater freedom in how to deliver the content. At Princetown Primary much of the programme of study will continue to be delivered through shared and guided writing sessions. The teaching and learning of grammar and punctuation skills is firmly situated within the teaching sequence as part of the ongoing process of communicating through writing and not in decontextualised exercises. Additional time is set aside for sustained independent writing. Teachers will use teaching sequences to support their planning and ensure that there is good coverage of a range of genres. They will plan opportunities for cross curricular writing.

Teaching and Learning
Writing is a complex process involving the control of many aspects of language. Pupils learn to make decisions at various stages in the writing process while using relevant knowledge and experience of the text type they are writing. This knowledge governs their choices about structure and organisation, sentence construction and vocabulary. They also learn control over the physical skills of handwriting or word processing and the complex skills and knowledge of spelling.

At Princetown Primary School there is a strong emphasis on linking the purposes and audiences for writing to the wider topic curriculum to provide authenticity and motivation for developing writing skills. Teachers make teaching objectives explicit to pupils so they know why they are studying a particular text or text type, the kind of writing activities they need to undertake and the nature of proposed outcomes. This often includes an example of what a good one looks like.

Pupils are taught as whole classes during shared writing, in groups during guided writing and occasionally as individuals in response to assessment of next steps. Often, although not always, the following teaching sequence is employed:

1	Teacher sets an elicitation task to assess the children's knowledge of the genre or text type before planning the sequence. Teacher then familiarises the class with the distinctive features of a text or text type at text, sentence and word level and with themes and ideas which arise. A range of activities, including role play, drama, reading, videos, class trips, visitors, give the context of and the purpose for writing. Music, artefacts and artwork can support emersion in the text type. The children use Talk for Writing techniques to learn and remember either the whole or parts of the text. A five sentence story map can be used to support learning, retelling and planning during the writing process. The class generates the success criteria.
2	Class imitates and experiments with this type of text during shared writing. They make decisions about aspects to be changed, using book talk.
3	Pupils apply and develop their writing of this type of text during a guided session with the teacher, who gives them explicit feedback and support for their writing, focusing on significant features of the genre they are using.
4	Pupils work independently/collaboratively; with the aid of a range of models and frames eg the five sentence story map, annotated with individual pupil targets, vocabulary choices, powerful verbs, phrases to be included in the final piece. Using

	their plan the children are able to compose without adult support. Teachers give feedback and comments through marking to help guide the pupils towards the success criteria.
5	Pupils produce the planned outcome, e.g. a wanted poster for a display of fairy tale villains, a poem for a class anthology, a programme for a school concert, a newspaper report for the Viking Times.
6	Pupils evaluate and reflect on the writing produced against the agreed criteria and talk about the processes undertaken. They are given time to edit and redraft their writing, in light of peer and self-assessment against the success criteria.

Subject-specific texts which link to topic work are used to develop literacy skills. The teaching of writing is supported by 'Talk for Writing' activities. Opportunities are also provided for writing for pleasure, e.g. writing messages, labels and lists in the role play area, contributing to an on-going class story.

Foundation Stage
Pupils in the early years develop their understanding of print through teacher modelling during shared writing, and writing themselves during guided and independent sessions. It is important that early writers do not do too much directed writing activity on their own until skill levels increase. Pupils need to have been through a process of familiarisation before moving to independent application. They have opportunities to write for a variety of purposes and audiences, and the links between spoken language, reading and writing are made explicit.

In the early years pupils have daily opportunities to experiment with different types of writing through play activities. At first they emulate adult writing, ascribing purposes to the marks they make on paper and developing awareness that print carries meaning. With time and appropriate teacher intervention they write their own names and, as their understanding of sound-symbol relationships grow, they begin to include recognisable letter shapes. They write simple sentence-like structures and attempt familiar forms of writing such as lists, labels, captions, recounts and the text types introduced by the teacher during shared reading and writing.

Key Stage 1
At Key Stage 1 pupils become increasingly competent as writers. They write a range of text types (narrative and non-fiction) but their degree of control over these forms varies according to the complexity of the task. Purposes, audiences and appropriate forms are identified and, through shared and guided writing, the pupils have opportunities to plan, develop and review their writing both on paper and on screen.

They write stories of different types based on known texts, focusing on particular elements, e.g. building character profiles, ascribing appropriate dialogue to particular characters, creating recognisable settings. Poetry, rhyme and language play, provide models for the pupils' own writing through adaptation, mimicry or substitution. Some of the organisational and linguistic features of non-fiction texts are evident in the pupils' own writing of recounts, reports, instructions and explanations.

Key Stage 2
At Key Stage 2 pupils experience writing in different forms for a variety of audiences. They write for different purposes: to imagine and explore feelings and ideas, to inform and explain, to persuade and to review and comment. They also see how writing is concerned with process as well as product, being an aid to thinking, organisation and learning. They are taught to plan, draft, revise, proof read and present their writing on paper and on screen, and to discuss and evaluate their own writing and that of others. There is an emphasis on using real models for writing, e.g. newspaper reports, advertisements, websites.

The links between reading and writing in fiction and non-fiction continue to be made explicit. Pupils use their knowledge of texts they have studied to construct their own writing and have greater control over organisation, language features, vocabulary and spelling.

Inclusion

Individual programmes for teaching and support are drawn up as appropriate by the teacher in consultation with the SEN co-ordinator. Individual targets for improving writing are set and, where appropriate, these may include targets at text, sentence or word level.

Alternative methods of recording, e.g. use of ICT, are provided to support pupils who experience extreme problems with handwriting or spelling to demonstrate their compositional skills and understanding of text.

The learning environment

Pupils are given a range of informal opportunities to develop their skills as writers. Thought is given to the physical lay out of the classroom and the materials that are available to the pupils. These include a range of writing tools and papers, a variety of appropriate word sources for the age of the pupils (alphabet charts, word banks, dictionaries, thesauruses, spellcheckers), magnetic boards and letters, whiteboards/easels, appropriate word processing programs for the computer, individual and group prompt cards, independent writing activities (story starter cards, pre-prepared blank books, instructions for making simple books).

The role of parents and carers

The school informs parents and carers of the school's approach to writing through the school handbook and writing workshops.

Staffing (teaching and non-teaching)

The role of teachers and, where appropriate, support staff and other adults:
- to follow the school policy with the aim of helping pupils to become independent writers;
- to plan interesting and stimulating writing activities;
- to support writers; preparing pupils for writing challenges with activities to ensure familiarity with the text type and opportunities to engage with the task
- to provide modelling through shared writing;
- to provide focused support through guided writing;
- to respond to pupils' writing in line with the school's marking policy;
- to develop pupils self-assessment through the use of success criteria
- to provide explicit guidance for future development through monitoring and assessment

Assessment and recording

Assessment is used to inform planning and teaching. Teachers monitor pupil's ongoing progress through observation (particularly in guided work) and marking this is used to adjust weekly planning and modify groupings.

As part of each teaching sequence pupils identify the defining features of a particular text or text type, in terms of organisation, lay-out and language features. These 'success criteria' are then later used as a basis for peer and self-assessment of their own writing. This skill is specifically modelled and developed by the teacher.

At the end of each half-term teachers assess pupil's levels of attainment against the teaching objectives as set out in Curriculum 2014 using Babcock evidence gathering sheets. At the end of each half term this information is recorded on the school's tracking system (itrack) and used to inform planning for the next term.

The teachers pay particular attention to assessing the progress of pupils with IEPs where the targets relate to writing. All assessment for these children is reported to the SENCO and the Assessment co-ordinator as well as any interim concerns.

Reading

1	Before learning to read, pupils start to take home books without words to share and talk about with parents/carers. In addition they are able to take books with repetitive language patterns, so that they can practise pointing to words and using picture cues to predict what the text says.
2	After securing their first sounds the children start to take home books with decodeable text. In school the children read with a partner or in a group on a daily basis, to practise their reading skills. In reading lessons they read texts, powerpoints and flash cards. They practise reading flashcards with tricky key words, easily decodeable words, to gain fluency through rapid recall, nonsense words and words using the phoneme they are learning that lesson. The children follow the Read Write Inc progression of reading books and supplement this with books from the banded book stock.
3	Guided reading groups read across a range of text types and use the reciprocal reading approach for book discussion and analysis. The children also complete separate comprehension activities and DARTs (Directed Activities Related to Texts) to help them develop their comprehension skills. Reading is promoted through certificates and rewards in assembly.
4	Once they have completed the Read Write Inc phonics programme, they start reading library books and use the Accelerated Reader programme. This is a computer based programme which assesses pupils' comprehension levels through an on screen test and then suggests a book reading level for pupils. The pupils then select and read a book and undertake computerised comprehension test about it.

Teaching Programmes and Support Materials

	Key Stage one	Key Stage Two
Phonics	The children are taught using the Read Write Inc phonics programme throughout Key Stage One and until they have successfully completed the programme.	Provision is made for children who have not completed the Read Write Inc phonics programme to continue to receive daily phonics sessions.
Spelling	Spellings are taught through the Read Write Inc Programme as the children learn and extend their phonic code. As they progress through the programme they look at alternative spellings for the same phoneme and discuss spelling conventions. In addition the children have lessons about rules of spelling eg how to make plurals, change verbs to the past tense, what a compound word is etc This is delivered as a DARTS activity where possible and supplemented with slides or activities from resources such as Somerset Literacy Network's powerpoints, or Babcock's No Nonsense Spelling.	The children have lessons about rules of spelling using resources such as Somerset Literacy Network's powerpoints, or Babcock's No Nonsense Spelling. The children also learn the appropriate year group spellings through a range of activities eg homework, powerpoint slides, Twinkl spelling zappers and using strategies from the No Nonsense Spelling programme such as rainbow writing and pyramid writing. They have a set of spellings to learn weekly and these are tested on a Friday. Spelling progress is assessed termly and both reading and spelling of Curriculum 2014 word lists and the old

	The children also learn the appropriate year group spellings through a range of activities eg homework, powerpoint slides, using strategies from the No Nonsense Spelling programme such as rainbow writing and pyramid writing. They have a set of spellings to learn weekly and these are tested on a Friday. Spelling progress is assessed termly and both reading and spelling of Curriculum 2014 word lists and the old National Literacy Strategy lists is tested and scores recorded. Time is given to practise in class to support children who do not receive support at home.	National Literacy Strategy lists is tested and scores recorded. Time is given to practise in class to support children who do not receive support at home.
Grammar	Grammar teaching is embedded into the teaching sequence and supplemented by activities such as No Nonsense Grammar (Babcock), the Sentence Tool Kit (Babcock) and other slides and resources as appropriate.	Grammar teaching is embedded into the teaching sequence and supplemented by activities such as No Nonsense Grammar (Babcock), the Sentence Tool Kit (Babcock) and other slides and resources as appropriate.
Handwriting	The children are taught cursive handwriting from Reception and use the script for letter formation from the Read Write Inc programme. The children practise their handwriting on handwriting paper and in their English books, to ensure they can transfer the skills across to the different book layouts.	Children continue to practise their cursive handwriting both in handwriting books and other exercise books.