

Rationale/ Philosophy

At Ballifield, we believe that the ability to write 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 speech, the printed word and writing 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 will use a wide range of multi-cultural literature and reference materials, to develop the self-esteem of all children and an understanding and respect for all cultures alongside their own. We aim to equip children with the skills necessary to achieve this, throughout the curriculum.

AIMS

At Ballifield we aim to develop in all the children:

- A positive attitude towards all aspects of English.
- The ability to communicate and respond effectively.
- The competence to produce work of high quality.
- As much independence and confidence as possible.
- A keen awareness of audience in all areas of English, across the range of English skills.
- Persistence and stamina.
- The confidence to tackle and solve problems through the application of knowledge and the development of skills.
- The ability to use their imagination, creativity, expressive language and critical awareness through their writing.
- The ability to write with confidence, clarity and imagination;

OBJECTIVES

- To provide a language rich environment that promotes a culture of reading and writing;
- To teach children the craft of writing in order to develop in children the confidence and skills to write well for a range of purposes and audience;
- Teach the basics well – spelling, phonics, handwriting and punctuation - to liberate creativity;
- To foster in children the confidence, desire and ability to express their views and opinions both orally and in writing;
- To value and celebrate diversity in culture and language.
- To teach children to Plan, draft, revise and edit their own work, and learn how to self- and peer-assess against the success criteria;
- To develop a technical vocabulary through which to understand and discuss their writing;

How we teach writing.

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

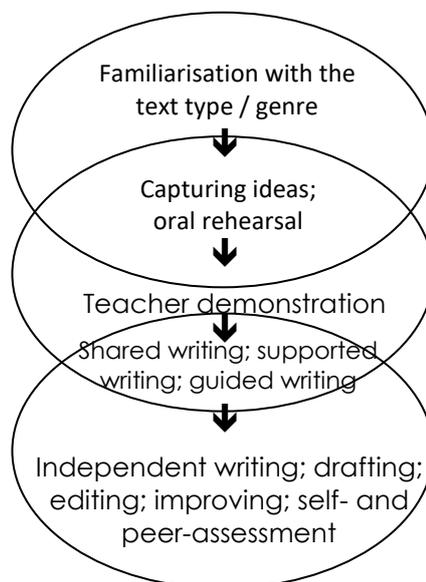
Units of work are planned using the National Curriculum statutory guidance. These units cover the phases of the 'Writing Sequence'. All the units will be based on carefully chosen high quality books with supporting texts for each topic. Each unit, (lasting between 2-4 weeks but for most half terms

each unit will last for 3 weeks) will cover outcomes for Speaking and Listening, Reading and Writing. Each plan will have a writing outcome with a particular purpose and audience in mind. All Genres are taught and learnt considering the:

- purpose
- form
- audience

Throughout each unit of work, the links between reading and writing are made explicit – we read as writers and we write as readers.

The writing sequence:-



Over the year each Year group will cover a balance of Narrative, Non-Fiction and Poetry text types. A clear set of end of year expectations are followed by each year group and incorporated into planning and assessment. In each year group writing is taught by the class teacher. Lessons are structured ensuring independent learning along with a group guided session by the teacher and/or a teaching assistant as well as opportunities for application in which the children will be given the opportunities to apply their learnt skills. The independent learning sessions are differentiated to meet the needs of the children There will also be opportunities to apply their learnt skills in other contexts, such as learning challenge, science or RE.. English is taught daily for approximately 1 hour and through other curriculum areas. Throughout each learning journey we plan opportunities for children to use out self- and peer-assessment. English is taught daily for approximately 1 hour and through other curriculum areas.

Speaking and Listening

Speaking and Listening forms a key element of the Teaching Sequence for Writing and is incorporated throughout the teaching phases

Writing is taught in a range of ways:

Modelled and Shared Writing

This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher talks aloud the thought processes as a writer. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuation, rehearsal, proof reading, editing, word selection, sentence construction and paragraphing. There is the opportunity for discussion to choose the most effective or suitable ideas.

Guided Writing

Pupils are grouped by writing ability. The teacher or other adult works with the group on a carefully selected task appropriate to that group's needs and targets. . Teachers consider carefully these targets or needs and plan the content of the session accordingly. This will focus on a particular

aspect of the writing process rather than writing a complete piece. It is during the guided writing session that children are supported to improve their writing and to work with increasing independence.

Independent Writing

Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit and assess their work, applying the skills they have learnt throughout the unit of work on that particular genre. Children are expected to write every day in a range of subjects.

As children progress throughout the school, they are given many opportunities to write independently and to apply the skills they have learnt and practised in shared and guided writing. Wherever possible, writing is made meaningful by being planned for a specific purpose or in response to a particular experience.

Vocabulary, grammar and punctuation is planned and taught as an integral part of each unit of work. The objectives are carefully matched to the unit of work to enable them to be taught and learnt within a meaningful context.

Assessment using the current NC objectives is used to inform the planning and teaching of writing. Assessment against these objectives takes various formats:

- Assessment Markbooks- termly – judgements are ARE-, ARE or ARE +
- Success criteria created by the teacher and the children, which is used to self- and peer-assess during units of work
- SATs Writing Assessment at the end of Key Stage One (Y2) and end of Key Stage Two (Y6)
- KS1 (and KS2 pupils who have not passed their Phonics screening) half-termly phonics tracking assessment, in which children are assessed against the Letters and Sounds phases and gaps in learning are identified

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement and to promote the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

All children have particular learning needs, including SEN and Gifted and Talented. Levels are monitored half termly, as well as through formative classroom assessment, and interventions are put into place to support identified children, Writing support is carefully chosen to meet the needs of all children, particularly those who need extra support or challenge. These include 1:1 sessions, small writing groups and phonics intervention groups.

Monitoring of the Policy

We are aware of the need to monitor and update the school's Writing Policy on a regular basis, so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy at least once every two years.

Writing throughout the school, and how it reflects this policy, will also be reviewed throughout the year in the following ways:

- Termly reports to governors
- SLT/staff work scrutiny
- Phase and year group moderations
- Moderation with other schools
- Learning walks

- Book scrutinies

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