



**Talavera Junior School**  
**Writing Policy**

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**Signed:** Alexis Pinto (Policy Owner)

**Print Name:** Alexis Pinto

**Signed:** Robyn Jarret (Governor Approval)

**Print Name:** Robyn Jarret



## **Talavera Junior School** **Writing Policy**

### **Rationale**

Writing is a key life skill which is at the heart of all great learning. Writing enables children to express themselves, communicate with others and access other areas of the curriculum; it is an essential skill for children to be successful in the wider world.

Writing is a complex process which requires many skills such as: an awareness of how the spoken language transforms to the written word; a command of grammar, spelling and punctuation; an awareness of audience and purpose; a competency with handwriting; and a great creative craftsmanship. For this reason, we believe that providing rich and inspirational experiences for writing are an indispensable element to school life, not just in English alone but throughout the whole of the school curriculum.

### **Aims**

- For writing to be seen as purposeful and enjoyable
- For each child to see themselves as a confident and successful writer
- For each child to achieve the level of writing of which they are capable, with the majority reaching age related expectations and beyond
- For writing to be developed across a range of meaningful contexts
- For there to be a broad curriculum offering the full spectrum of writing genres
- For each child to develop the necessary writing skills to be a competent writer
- For writing to be seen as an essential life skill
- For children to be inspired by high quality texts

### **Curriculum**

We continue to use the English National Curriculum split into upper and lower ks2. Our English curriculum is text-led which means that all writing will be linked to the year groups texts studied. Texts are selected by teachers in liaison with the English subject lead to ensure that strong models for writing are being adopted.

Text drivers for writing should cover a range of styles, purposes and forms including: fiction, non-fiction, media and music. Children should have the opportunity to write both fiction and non-fiction pieces of writing each half term, even if only 1 form of text driver is used.

### **Planning, Teaching and Learning**

Children are involved in a daily English lesson. These lessons may focus on developing particular skills, or applying skills learnt. They may include reading or writing activities or both.

#### **Long Term Plans:**

Long term plans are used to identify the topics and texts that will be used throughout the year.

#### **Medium Term Plans:**

Medium term plans will be used each half term to identify the forms of writing, audience and purpose and learning objectives that year groups aim to cover within each topic as well as highlighting grammar that has been taught within the unit.

#### **Weekly Planning:**

Lessons will then be planned weekly using flipcharts by breaking down or combining each of the objectives set out in the long- and medium-term plans. Weekly planning details

specific objectives, differentiated activities (through the use of highlighted objectives and challenge extension stickers signposted in flipcharts), teacher support, success criteria and assessment for learning strategies. All lessons have clear learning objectives which are communicated to the children in a variety of ways, both orally and in writing.

Lessons will regularly be adapted throughout the course of the week to ensure that assessment feeds into the teachers' planning.

### **Planning Across the Curriculum:**

Whilst focussing on developing key skills, teachers' planning will also aim to make links across the curriculum and use topic themes, as well as educational visits and special events, to provide real contexts for writing for real audiences. The English Curriculum links with the school's long term plan which teachers use to plan what they will teach around their rich text. We recognise that where children see a rich purpose, they will be more motivated and the quality of their writing will be enhanced.

### **Shared Writing:**

Shared writing as a whole class will usually take place at least once a week. It is an opportunity for the teacher to model how a good writer puts sentences together and reads back their work modelling key skills required to edit and improve a piece of writing. Shared write involves all children contributing to a write around the learning objective. Children prepare a sentence, either alone or with a partner, to add into the shared write. The class teacher puts together the best piece of writing by combining children's ideas or their own if the children are struggling. The class teacher is to have planned either a composed piece of writing or a set of objectives to cover in the shared write in order to facilitate children if they are stuck. The class are encouraged to read back the piece of writing together and polish errors, for example correct spellings or add any missing punctuation. Shared writes are a good opportunity to address key misconception which have arisen as a class. The class teacher will point out any extra learning points throughout the shared write and reinforce what has been taught in the lead up lessons.

### **Talk for Writing:**

Oral rehearsal of ideas before committing them to paper is a fundamental skill that we hold in high regard at Talavera. As a result, speaking and listening is a key element of everyday classroom practice that we adopt within our school through strategies such as: partner talk, drama, discussions, questioning and debate. Talk boxes are also available within the school for children who highly benefit from the oral process.

### **Spelling, Punctuation and Grammar:**

In order to maintain rigour and accuracy within children's writing and satisfy the demands of the curriculum, grammar teaching is embedded within our English lessons (both of reading and writing).

A range of strategies are regularly planned and delivered by staff, such as:

- Building sentences and exploring sentence structure through the use of sentence cards and strips
- Shared writes where grammar, punctuation and spelling is highly modelled, emphasised and discussed
- Guided group writing should allow for some independence. For example, sentence scaffolds are to be given but not complete sentences to copy
- Peer and self- editing and evaluation with SPaG as a focus

## **Inclusion**

Planning at all levels ensures that the interests of boys and girls are taken into account. Pupils are flexibly grouped - sometimes working in ability or mixed ability groups, according to the task. Pupils are given opportunities to learn as individuals, in pairs, small groups and as a whole class, both independently and with support from teachers and teaching assistants. Every child has an opportunity to work with an adult at least once a week and immediate intervention is regularly provided for children identified by the class teacher to ensure children can progress in the learning journey. Programmes of intervention at a range of levels are run for individuals and groups of children throughout the year. This is overseen by the subject leader and SENCO.

## **Assessment and Recording**

### **Informal Assessment:**

Informal assessment is on-going and forms part of every lesson, feeding into teacher's planning.

Pupils are involved in self and peer assessment (see Assessment Policy). All children within school use purple polishing pens to edit and improve their work and some may then re-write it to give a final polished piece. We recognise that children need to be given opportunities to write for a sustained amount of time and need to be given time to evaluate, edit and polish their work before it is assessed by staff.

Teachers provide feedback to pupils on a daily basis, either in written or verbal form. This feedback focuses on how the learning objective has been achieved and next steps are then set (see Marking and Feedback Policy). Teachers plan to use open questioning to encourage children to think and explain and select pupils for response rather than encourage a 'hands up' approach.

Key children are identified at the end of each lesson by the class teacher and immediate intervention is provided (by either the class teacher or an LSA) to support where they have found learning difficult to access.

### **Live Marking:**

Live marking is promoted within the school whereby targeted children receive immediate intervention within the classroom through high-quality verbal feedback. One day a week within English lessons, teachers can plan in a live marking lesson. This is allocated to a planning or vocabulary lesson and must not be planned on a writing lesson. On the day which teachers have allocated a 'live marking' lesson, the letters (LM) are included into the learning objective. This is used as a signpost to the children so that they know to ask for support and that written next steps will not be given by the teacher like the other lessons in the week.

### **Formal Assessment:**

Termly assessment weeks, which validate on-going judgements (November, February, May and June), provide an opportunity for summative assessment against the KPI's for each year group. Pupils identified as not making progress or underachieving are targeted and given support in the form of flexible intervention, according to their individual needs. This support is identified on teachers' short term planning. Tracking sheets for interventions are used each half term in order to monitor the impact. The school's system for tracking data (see Assessment policy) is used to inform regular reporting to parents and to ensure continuity and progression across classes.

### **The Learning Environment**

Classrooms are interactive learning environments used to motivate children and support their learning journey.

Working walls are used in each classroom as prompts and reminders to stimulate children's writing. Working walls should include: the audience and purpose for writing; build-up work and grammar focuses from the writing journey; and strong models/ examples of writing. Children should use working walls frequently and children as well as adults are responsible for regularly adding any extra work or changing the material to aid their progress. Spelling displays are also used within classrooms (see spelling policy).

At Talavera, we highly value the children's work and like to celebrate their achievements. For this reason, examples of children's writing should be displayed around the classroom on displays and the washing lines to aid their sense of achievement. All children should have examples of their work displayed throughout the year. To promote writing throughout the school, writing should also be displayed on display boards around the school.

### **Monitoring and Evaluation**

All teachers are responsible for monitoring standards in their pupil's work and progress. This is overseen by year leaders, the English subject leader and head teacher. Regular observations and book monitoring of writing are conducted throughout the year as part of the SIP.



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**POLICY CHANGE HISTORY**

<b>Version</b>	<b>Date</b>	<b>Status</b>	<b>Policy Owner</b>	<b>Governor Approval</b>	<b>Comment</b>
1.0	December 2015		Maxine Cutforth		
2.0	August 2016		Maxine Cutforth		
3.0	September 2017		Maxine Cutforth		
4.0	September 2018		Maxine Cutforth		
5.0	August 2019		Steph Nash		Updated to reflect the school's current practice
6.0	September 2020		Heather Partington		
7.0	September 2021		Heather Partington		
8.0	February 2023		Alexis Pinto		Revised to included expectations of live marking
9.0	September 2024		Alexis Pinto		No change