
	<h1>Writing Policy</h1>		
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Reviewed			
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Intent in writing			
<p>We aim to make writing a purposeful and creative process for all children. We want to nurture writers who are confident in creating, building on and finessing their ideas throughout a structured and consistent process. Writing should be exciting, and engaging and we want our children to see writing as an opportunity to find a unique style and a space within which they're comfortable and confident put their ideas whilst developing their writing abilities and language in accordance with the National Curriculum.</p>			
Role of the Subject Leader			
<p>The subject leader is not expected to know "everything" about a subject but is expected to be fully abreast of how best to teach and organise the subject in addition to being aware of current best practice and research in the subject.</p> <p>The coordinator will moderate the standards of children's work and the progression of planning, teaching, and learning across the school. This includes the transition from the Foundation Year; understanding how the subject's foundations are grounded and developed in the Foundation Year.</p> <p>The subject leader will support colleagues in the teaching of the subject, informing them about current developments in the subject, and providing a strategic lead and direction for the subject in the school. This will involve leading teacher meetings as required and producing an annual subject evaluation to feed into the Standards Night and through to the new School Improvement Plan.</p> <p>The coordinator should advise the Headteacher, staff and governors of current practice in the subject and any new initiatives put forward by the government or LA.</p>			

Role of the Class Teacher, Senior Management Team & Governing Body

The governing body should, in cooperation with the Head teacher, determine the school's general policy and approach to the subject at the school. This will include the priority given to the subject within the context of the whole curriculum.

Implementation - Entitlement, Curriculum Organisation & Planning

Curriculum Structure

The writing curriculum is set out in an overview document developed to provide a breadth of text-types across the curriculum. It is vital that teachers follow this overview to reduce repetition and ensure clear progression across all year groups.

The Writing Process

The writing process can be thought of as a series of steps or stages to the the children through to achieve a final goal. Each stage requires different skills and strategies, and we aim for children to develop independence over time to a point where they can take responsibility for the strategies they use at each stage.

Planning

- **Stimuli:** The writing process will begin with a stimuli to inspire and capture the writers' attention. Across both Key Stages, writers will be exposed to a rich variety of stimuli across different media such as animated video clips, soundscapes, written text, picture books, images and historical events. The stimuli should also give the writers an introduction into the purpose of their work which is vital in keeping them engaged in the process and will ultimately ensure they produce their very best. For example, if children watch a video clip with no speech and they are introduced that their ultimate purpose is to give voice to the characters, they will see their writing as having a use as appose to simply retelling a story that has already been written.
- **Modelled Writing:** It is essential that children are exposed to high quality language and text at every opportunity. During the planning process, writers will be exposed to examples of texts but it is equally important that they witness the writing process from an adult. If you consider showing someone how to bake a cake, the most helpful method would be to show them step by step as appose to simply showing them a picture of the finished cake and asking them to bake it. Teachers must find opportunities to demonstrate the writing process (E.g. re-reading from the start constantly, making changes to language, trying ideas that do not work) so that children are explicitly taught key compositional skills as well as opportunities for shared writing where the class or a small group would write collaboratively. Modelled writing is also vital to provide more scaffolding for those children who require it, and also demonstrating bold creative decisions and risks for children aiming for Greater Depth, and as such the level of writing being shown/ demonstrated and must be thought through in detail.
- **Purpose:** The purpose of a writing unit or piece of work will be shared with the writers in the class ideally at the very beginning of the process. This way they know where they are aiming for and can begin to cultivate their creativity and ideas from the very beginning. This will especially benefit those writers who get stuck thinking of ideas and claim, "I don't know what to write."

- **Resources:** During the planning stage, children will access resources to explicitly support their writing. Knowledge organisers demonstrating key words, reminders of the key vocabulary (See Vocabulary Policy) sentence structures etc. will help children to gather features they wish to include. But the planning process must also be seen as an opportunity for writers to gather their own resources in terms of generating their own vocabulary, sentence structures, figurative language etc. for them to access in the next stage.

Drafting

- **Process:** The drafting process is the initial opportunity for writers to write for a set period of time to create a draft of their final piece. In most cases, this process should be independent but in other situations it may require scaffolding to be in place such as a general plan that some children may follow. **These pieces do not need to be long: it is important to understand that children do not need to be producing multiple pages of writing at any point in any year group. The more children write, the more likely they will lose control and accuracy and general standards will suffer.**
- **Vocabulary:** Children will be encouraged to include strong Tier 2 vocabulary in their writing (See vocabulary policy). This is key during the drafting process and children may require the vocabulary to be displayed for them to access. This does not take away from their independence as they are still required to use the vocabulary correctly.
- **Success Criteria/Check Lists:** Based on the planning stage, the class will have key features they are expected to include in their draft. This can be given in the form of success criteria or checklists which can be provided by the teacher but as the children grow in confidence they will be encouraged to create their own.

Revising

- **Feedback:** Revising is the process where writers respond to feedback from the teacher. It is essential that feedback is efficient and as immediate as possible. This can be a short written comment, a verbal 'talk-through' of the piece and the overriding issues with it. It is important not to overload the children or take their focus away from the purpose/enjoyment/creativity of the piece of work. E.g. If we know a child struggles with spelling as a separate issue we would not pick out every key spelling. Ideally, we want the writer to come away from feedback with only one or two key issues or improvements to make such as use of commas or more ambitious vocabulary.
- **Peer Assessment:** It is a very useful strategy for children to work with a peer to assess and improve each other's writing. In some cases, this will feel like safer space for the child as appose to an adult. Pairing should never be random, it is useful to pair children with those who can improve their work so consider children's strengths and weaknesses when paring. Equally, it is important to focus the activity as reading through work is a process the children need to learn and develop, they will not just do it. Give them a specific feature to target such as punctuation, or have them focus on a small part of the work.
- **Editing:** The editing process is an accuracy check looking at the structure of the writing as appose to its content. Again this can be responding to teacher or peer feedback. See Spelling policy for more information on spellings.

Publishing

The final stage in the process is publishing which is the opportunity for children to achieve the objective set out at the start of the unit and is vital to give the writing meaning and purpose. **This should not always be writing up the piece of writing in neat or word processing on an iPad with images. This should be a stage in the process. Writers should be given opportunity to perform or present work where appropriate. E.g. If writers have given voice to a film clip with no speech, the writing could be narrated over the video clip on an iPad.**

Monitoring the Impact (Assessment, Reporting and Recording)

The Marking Policy of 'Green to be Seen' and 'Pink to make you think' will be used to mark writing where appropriate. From writing assessments, children will be given specific writing targets which they will adhere to when writing in English lessons or in cross-curricular tasks.

In writing, it may be valid to draw attention to different mistakes for different children. Each classroom displays a 'Marking at Molescroft' poster. The teacher chooses a symbol which fits the mistakes the child has made. The child then reads looks at the symbol and the chart and is given time to improve the work in that chosen area. The teacher then checks the improvement and puts TA if target achieved.

Response Time is crucial in writing tasks where the teacher asks the child to modify or extend their writing for a specific reason and then the child is given time to do this; it is an invaluable form of assessment and proves that the child is secure in his/her understanding.

Once the teacher has seen evidence that a child is secure in a specific writing objectives, he/she will assess them using FLiC.

Mastery in English

We have chosen some key 'grammatical' elements of writing we want to ensure are mastered in every year group before children progress to future years. These skills are to be a real focus at the start of each year and throughout all writing sessions. The three areas to be focused on are:

- Punctuation
- Sentence Structure
- Conjunctions

A designed progression throughout the school ensures that children build on previous years' skills in order to become proficient writers.

Relationship with the rest of the curriculum and Cross Curricular Opportunities

Writing at Molescroft is given designated hours each term based on 1 hour of English per day. However, in many cases, English writing hours are spent on other subjects. There are a multitude of possibilities for cross-curricular writing including:

- History
- Geography - All children will complete a literacy unit during our International Festival
- Art
- Science
- DT
- PSHE
- RE

When writing across the curriculum, written work will be marked considering the writing objectives and standard of that particular year group as well as the content from the subject. E.g. In a science write-up, a teacher would be looking for the use of formal language and bullet points to arrange work as well as the scientific content and understanding.

Promoting Equality & Inclusion

At Molescroft Primary School, we ensure that writing topics embrace the diversity and rich history of the world in which we live. Writers will be exposed to a variety of stimuli from different cultures and ethnicities as well as educating them on global issues and key moments in history.

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability or race have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

SEND

These writers should be entitled to, wherever possible, access to the same stimuli that will inspire their writing. Teachers will use targeted support for those children with SEND and will always ensure that children are given every opportunity to be independent and develop their own ideas. The adult's job is to support the children in putting those ideas into a piece of writing that achieves the purpose. **The adult is a bridge between the child with their ideas, and the piece of paper or iPad.** In some cases, it may be inappropriate for a child to access the same content in which case the teacher will provide a task at an appropriate level for them to access, engage with and make progress.

Talented Pupils

Greater Depth : At the end of KS1 and KS2 children can be assessed as writing at 'Greater Depth'. This descriptor only applies to writing and **is not equivalent to a child writing at an enhancing level.** Greater Depth is an assessment level for writers who are exhibiting a natural ability for writing which they have developed not only through their inherent talent and work in school, but through their love of reading and the ideas they draw from this. Greater Depth writers need the opportunity to be creative and take more risks than other writers in the class and so it is important they are given opportunity perhaps to attempt the task from a different perspective or try something different. It is vital they are exposed to high quality modelled language.

Resources

- **Stimuli:** As previously mentioned, writers are exposed to a rich variety of stimuli to inspire their work. Molescroft subscribes to Literacy Shed Plus which provide a wealth of video clips and writing tasks connected with the most current and up-to-date children's literature.
- **Class Novel:** Where appropriate, teachers may use the content of their class novel to inspire a piece of writing and give it real purpose. Writers thoroughly enjoy the opportunity to 'contribute' to the world in which they are exploring through the class story but creating their own work within it.