



# Springfield Writing Policy

## Springfield School is a Rights Respecting School

### Article 3

The best interests of the child must be a top priority in all actions concerning children.

### Article 12

Every child has the right to say what they think in all matters.

### Article 29

Every child has the right to develop their personality, talents and abilities.

***“It is impossible to write any text without being familiar with the language rhythms and patterns that it involves. Indeed it is impossible to write a sentence pattern without being able to say it - and you cannot say it if you haven’t heard it!”***

### Aims:

- Become confident, fluent writers.
- Use their love of reading develop an imaginative and creative writing voice.
- Be confident writing different text for different purposes, including poetry and non-fiction
- Be able to read their writing aloud with expression.
- To enable children to reach their full potential in writing.
- To raise standards of achievement in writing.
- Understand and use phonic, spelling, punctuation and grammar rules to write accurately.

### Speaking and Listening:

Speaking and listening skills form the initial stages of becoming a writer, therefore, we encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. We teach the children the vocabulary and language that they need to develop their writing. This vocabulary is displayed around the classroom to support the children. They develop the skills of participating effectively in group discussions. We also embrace the ‘Talk 4 Writing’ approach in which the children become fluent in ‘talking’ different text genres before writing.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability.
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate.
- Encouraging reading and talk about books, which includes magazine, newspapers, comics and websites.
- School Plays.
- Class discussion.
- Assemblies.
- Events within the community.
- School Council.
- Talk partners.
- Talk 4 Writing.
- Drama / role play.

- PSHE and circle time.

## **Writing:**

Our writing programme of study follows the expectations set out in the National Curriculum.

- At Springfield we create a rich reading and language environment within the classroom and throughout the school.
- Use high quality texts, modelling and shared/ collaborative writing to demonstrate good practise.
- Follow the Read, Write Inc phonics and spelling scheme to teach early writing and spelling patterns, as well as handwriting formation patter.
- Encourage and promote 'Talk 4 Writing'.
- Teach a poetry unit prior to a narrative unit to widen vocabulary choices.
- Teach grammar as a separate lesson where necessary.
- Use drama activities to help pupils to think about another point of view.
- Use 'success criteria' for pupils to self-assess or peer-assess.
- Provide a variety of resources and mediums to support all writers.
- Provide suitable pens for all children to write with.
- Provide time for planning, editing and revising.
- Mark using the 'tickled pink / green for growth' method (see marking policy).
- Teach letter formation and joining to ensure children leave Springfield with joined up handwriting (see handwriting policy).
- Support children with learning and motor difficulties, to encourage them to fully participate in all activities.
- Recognise value and support the role parents can play in developing children's writing skills.
- Monitor writing progress and levels of attainment closely.
- Identify quickly children who need additional support and intervene as early as possible.
- Link our teaching of writing to key learning skills e.g. perseverance, resilience, independence, effective listening and curiosity.
- Keep up to date in current educational thinking and good practice.

## **Vocabulary Development:**

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists to take home and learn (Y1 and Y2.)
- Each class having a 'magpie' board and Read Write Inc Speed Sound chart and Sound Cards.
- Display of key words linked to topics and subjects
- Model the correct vocabulary orally.
- Daily Read Write Inc phonic and spelling sessions.
- Using dictionaries, thesaurus and similar electronic programs.
- Carrying out systematic testing and providing feedback to pupils.
- Targeted one to one/ small group support, where appropriate.

## **Planning of writing:**

- Pupils are taught in classes and planning shows differentiation by age and ability.
- Medium term (half –termly) planning is stored centrally.

- English planning is topic based and each term includes one unit of poetry, a narrative piece of writing and a non-fiction piece of writing.
- Schemes of work for phonics, grammar and spelling are used to ensure developmental learning builds on prior knowledge.
- Short term planning is flexible allowing for assessment for learning after each session/ group of lessons.
- Pupils may be grouped by ability for some sessions.
- Teachers use high quality texts to support the teaching of writing.

### **Monitoring progress and attainment:**

- Staff assess pupils learning during and as part of every session; they adapt their teaching accordingly.
- An in-depth mark and assessment of the children's writing occurs half termly.
- Phonics and common exception word assessments are undertaken half-termly in Year 1 and Year 2.
- Staff attend moderating sessions within county including the Locality Group. This enables teachers to validate their judgements.
- End of year assessment data is analysed by the subject leader and Head teacher and feed into the school self- evaluation, development plan and performance management.
- There are two statutory assessments that take place during the children's time at Springfield.
  - Y1 National Phonics Screening Check
  - Key Stage 1 National Testing.
  - The results of these are analysed carefully in formal data review meetings with school staff and school governors.
- Target Tracker and Tapestry are used to record electronically children's progress at Springfield. Assessments are regularly entered into the Tracker. This allows teachers to be fully aware of individual children's progress and to make appropriate changes to planning to ensure all needs are met and also to initiate interventions.
- This analysis also informs the target setting process.
- Development Matters (non-statutory) and Early Learning Goals are used to assess children's progress and attainment in the Foundation Stage. National Curriculum attainment targets are used in Key Stage 1
- Teachers use exemplar materials from the national curriculum to guide and support assessments.

### **Interventions:**

Springfield's high priority given to basic skills is reflected in extra provision provided for all pupils who do not make expected progress. Staff analysis of pupil progress is ongoing and pupils identified as making slow, little or no progress are discussed and plans are made. This includes interventions in class and a range of additional interventions over and above what the class teacher plans for.

Pupils entitled to pupil premium are given additional reading and writing support, if appropriate, and this is monitored for effectiveness.

Pupils with SEND will have English based targets in line with the graduated approach outlined in the 2014 Code of Practice. These are reviewed termly as part of the 'assess and review' process.

Pupils with EAL are given additional support in all aspects of English, if required.

Interventions provided include:

- Read Write Inc phonics intervention.

- Targeted reading and writing groups for pupils eligible for Pupil Premium support.
- Early literacy support.
- Priority readers and writers.
- Speech & language groups.
- Fine and gross motor groups.
- Handwriting interventions.

### **Professional development**

The English Curriculum Group shares updates from County with staff. Staff are expected to attend relevant courses during the school year. Moderation takes place in house, within the locality and with support from County.