

West Melton Primary School



Writing Policy

Draft

Writing at West Melton

Achieving competence in English language is a vital part of the education of our children. All teachers play an important role in facilitating this. The English curriculum aims to develop language skills in four different areas: reading, writing, speaking and listening. The school's aim is that each child should achieve the highest level of performance of which he or she is capable in every aspect of English. We aim to provide our pupils with a wide experience of literature throughout the Foundation Stage and Key Stages 1 and 2.

Aims

- To provide a language rich environment that promotes a culture of communication, reading and writing;
- To develop in pupils a love of books that will not only support their learning across the curriculum, but also will enrich their lives;
- To value and use books as a basis for learning, pleasure, talk and play;
- To teach children the craft of writing, including handwriting, in order to develop in them the confidence and skills to write well for a range of purposes and audiences;
- To systematically teach spelling, handwriting, grammar and punctuation - to ensure accuracy within creativity;
- To foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing;
- To raise the standards of communication, reading and writing so that every child makes good progress;
- To value and celebrate diversity in culture and language.

How we write:

At West Melton, we follow Pie Corbett's Talk for Writing. We believe that this is ideal for our children in that it provides them with the opportunity to 'talk' the text first. Improving speech is a key focus for us and it is therefore essential that our children are given the opportunity to do so on a daily basis.

By providing the children with a high quality WAGOLL (What A Good One Looks Like) we aim to increase their knowledge and understanding of Tier 2 vocabulary, another

essential focus for us as a school. The WAGOLL also supports us in developing writing stamina by encouraging the children to write at length.

We do not require the children to complete a 'cold write' as we are aware that time is precious for them. Instead, teachers refer to their on-going writing assessments to inform their planning and to produce a high quality WAGOLL.

Teacher modelling is essential for us as a school. Teachers must provide high quality of modelling. Our children should not be asked to produce something until they have been shown how to do it. As a school, we strongly believe that writing must be taught!

The Talk for Writing process at West Melton, takes between two and three weeks depending on the text type and age of the children.

All English lessons start with a 10 minute SPAG starter except on a Friday, when SPAG is taught separately. Friday is the day on which the children will be expected to write at length. During this time some children will write independently, others will work either with the class teacher or LSA in a guided writing group.

Engaging Hook:

All writing units start with an exciting and memorable hook that engages them in the text type. The hook should definitely 'grab' the children's attention but also be used as an opportunity to generate questions and discussions. Hook examples include - Alien Crash Landing, Crime Scene, Animal Tracking, Mystery Object, Letter from a Story Character etc.

WAGOLL:

A high quality WAGOLL is always shared with the children. We understand that if we want our children to become outstanding writers they need to see outstanding writing. The WAGOLL sets the standard for the quality of work needed in order to achieve the lessons objective. If used well, the teacher will 'draw' Success Criteria from the WAGOLL to form the steps needed to achieve the task. It can also be used to introduce a new style of writing and for children to 'magpie' ideas/vocabulary for their own writing. The WAGOLL will as well as providing pupils with a clear understanding of expectations and goals, allow children to identify the features of the text.

Talking the text:

The children learn to talk the text. This is the **IMITATION STAGE**. They use actions to support them with this. We currently use the pie Corbett key actions. Please see the attached document for these and for our punctuation actions. Class teachers are able to develop actions for words in partnership with their children during the process of learning the text.

The children will talk the text many times over a number of days and will do so whenever the opportunity arises outside of the daily English lesson.

Planning:

Once the children know the text very well they will begin to 'innovate it'. This is the **INNOVATION STAGE**. The teacher will model this process before the children make their own innovations. Pupils from year 2 upward will plan the innovated text using a 'Box-up' or planning format whereas children in FS and KS1 will 'draw' the text.

Writing:

The teacher will model writing each part of the innovated text (over a number of days) before asking the children to start writing during the **INDEPENDENT APPLICATION STAGE**. The teachers writing will 'showcase' our expectations as a school - handwriting will be neat and follow the schools handwriting policy; include Tier 2 vocabulary; include evidence of the SPAG focus and be written at some length.

By the end of the writing process, all children will produce a 'published' version of their innovated text. These extended pieces of writing will be displayed on the class 'We are writers!' display. One star writer will be chosen to have their work displayed on the 'Star Writers' display which is situated next to the hall. This child will also receive a certificate and be mentioned on the school's weekly Newsletter.

Handwriting

Handwriting is taught on a daily basis until children reach a point at which their handwriting needs 'maintenance'. At this point, it will be taught approximately three times each week. Handwriting lessons follow the school handwriting policy, which insists, on good sitting position and correct positioning of the pencil.

In order to ensure handwriting is given a high profile across the school, each class chooses a 'Handwriting Hero' each week. This person has their handwriting displayed on the class 'Handwriting Hero' display and receives a certificate in the weekly celebration

assembly. Heroes in FS and KS1 get to wear a mask and cape for the day, whereas those in KS2 may wear non-uniform.

Topic writing

Writing is a **key skill** across all areas of the curriculum and it is highly valued at West Melton. Children are given the opportunity to use and practice the skills taught in English to write for a variety of purpose in other subject areas. The same quality of presentation and pride is expected and work is displayed to enhance that pride.

Monitoring

Writing is monitored through book via book scrutiny, drop-ins, planning scrutiny and writing moderation. Progress in writing for every child is also discussed at pupil progress meetings. Observation of the teaching of writing also forms part of a termly lesson observation carried out by Senior Leaders.

Continuous Professional Development

Staff meetings provide training and support on how to deliver Talk for Writing at West Melton, such training is delivered by the English Lead. Staff may also receive additional support from the LA, should it be required.