

Fairisle Infant and Nursery School



Writing Policy

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To be reviewed again: April 2021

Ratified by Governing Body:

Signature: *A. Stephens*
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Fairisle Infant and Nursery School

'We have the right to learn' Article 28 RRS UNICEF

Writing Policy

Writing is a vital part of the communication process and affects performance in most areas of the curriculum. At Fairisle Infant and Nursery School we value children's attempts at each stage of their writing development.

Writing development is:

“A growing ability to construct and convey meaning in a written language, matching style to audience and purpose.”

- **National Curriculum**

Aims

At Fairisle Infant and Nursery School writing is experienced in a dynamic relationship with reading and Spoken Language (Speaking and Listening).

We aim to:

- Ensure that children have experiences in a wide range of types of writing using fiction, non-fiction, poetry, plays and other children's writing.
- Provide an environment that will foster and support children's growth as writers including an interest in vocabulary and the effect it has on their writing.
- Appreciate all stages of emergent writing as part of children's development.
- Provide opportunities to write for purpose and audience.
- Use a variety of approaches to help children acquire the conventions of writing Standard English – sentence structure, punctuation, spelling, grammar etc.
- Provide high quality stimuli and models, including teachers scribing.
- Promote the development of a comfortable, legible, cursive handwriting style using the 'Kingston' scheme.
- Use appropriate Computing skills to develop writing skills.
- Increase attainment, confidence and enjoyment in all children.
- Provide opportunities for writing across the curriculum.
- Foster children's self esteem as writers.

EYFS

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- ◆ speak and listen and represent ideas in their activities;
- ◆ use communication, language and literacy in every part of the curriculum; become immersed in an environment rich in print and possibilities for communication.

- ◆ have a variety of opportunities for mark making, guided and independent writing

Nursery

- ◆ Sometimes gives meaning to marks as they draw and paint.
- ◆ Ascribes meanings to marks that they see in different places.

Year R

- ◆ Gives meaning to marks they make as they draw, write and paint.
- ◆ Begins to break the flow of speech into words.
- ◆ Continues a rhyming string.
- ◆ Hears and says the initial sound in words.
- ◆ Can segment the sounds in simple words and blend them together.
- ◆ Links sounds to letters, naming and sounding the letters of the alphabet.
- ◆ Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- ◆ Writes own name and other things such as labels, captions.
- ◆ Attempts to write short sentences in meaningful contexts.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Writing (National Curriculum 2014)

Writing is transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

The objectives for writing in the National Curriculum aim for high levels of motivation and active engagement for pupils. To achieve this, teachers will use a wide range of teaching strategies including:

- ◆ Modelling
- ◆ Scaffolding
- ◆ Focused guided sessions
- ◆ Questioning to probe understanding and to encourage children to reflect on and refine their writing and to extend their ideas providing opportunities for extended independent writing throughout the curriculum.

Year 1

Writing - transcription

Pupils should be taught to:

Spell:

- ◆ words containing each of the 40+ phonemes already taught
- ◆ common exception words
- ◆ the days of the week

Name the letters of the alphabet:

- ◆ naming the letters of the alphabet in order
- ◆ using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes:

- ◆ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- ◆ using the prefix un–
- ◆ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Writing – composition

Pupils should be taught to:

Write sentences by:

- ◆ saying out loud what they are going to write about
- ◆ composing a sentence orally before writing it
- ◆ sequencing sentences to form short narratives
- ◆ re-reading what they have written to check that it makes sense
- ◆ discuss what they have written with the teacher or other pupils
- ◆ read their writing aloud, clearly enough to be heard by their peers and the teacher

Writing - spelling, punctuation and grammar

Pupils should be taught to:

- ◆ leave spaces between words
- ◆ join words and join clauses using ‘and’
- ◆ begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

- ◆ use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- ◆ learn the grammar for year 1
- ◆ use the grammatical terminology in English for Year 1 when discussing their writing

Year 2

Writing - transcription

Pupils should be taught to:

Spell by:

- ◆ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- ◆ learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- ◆ learning to spell common exception words
- ◆ learning to spell more words with contracted forms
- ◆ learning the possessive apostrophe (singular) [for example, the girl's book]
- ◆ distinguishing between homophones and near-homophones
- ◆ add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- ◆ apply spelling rules for Year 2

Writing – composition

Pupils should be taught to:

Develop positive attitudes towards and stamina for writing by:

- ◆ writing narratives about personal experiences and those of others (real and fictional)
- ◆ writing about real events
- ◆ writing poetry
- ◆ writing for different purposes

Consider what they are going to write before beginning by:

- ◆ planning or saying out loud what they are going to write about
- ◆ writing down ideas and/or key words, including new vocabulary
- ◆ encapsulating what they want to say, sentence by sentence
- ◆ make simple additions, revisions and corrections to their own writing by:
- ◆ evaluating their writing with the teacher and other pupils

- ◆ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- ◆ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- ◆ read aloud what they have written with appropriate intonation to make the meaning clear

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- ◆ learn how to use both familiar and new punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- ◆ sentences with different forms: statement, question, exclamation, command
- ◆ expanded noun phrases to describe and specify [for example, the blue butterfly]
- ◆ the present and past tenses correctly and consistently, including the progressive form
- ◆ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- ◆ the grammar for year 2
- ◆ some features of written Standard English
- ◆ use and understand the grammatical terminology for Year 2 in discussing their writing

Writing – policy into practice

Components of Writing

Modelled Writing

This gives teachers an opportunity to be a writer and model the thought process that they are going through to end up with an exciting sentence. Teachers need to speak aloud to the class as they do this. During modelling the teacher should not be using many children's ideas – these come into shared writing.

Shared Writing

This provides an opportunity for teachers to gather good ideas from the class and put them together for an introduction or conclusion or any aspect of writing that needs specific teaching. Pupils may gather ideas by using Talk

Partners and/or white boards. This is usually the time to gather Success Criteria to be used as a planning and assessment tool.

Guided Writing

Within classes children are ability grouped for writing. Teaching Assistants will also support groups. Teachers will target groups who need more guided sessions. The teacher and group work together to start a piece of writing and then the pupils continue independently. The teacher may let them begin and then guide them to improve a piece of writing.

Independent Writing

Children are given a range of independent writing activities which link to the writing objectives for that day or week. They will use Success Criteria during these sessions and also self and peer assess thus maximising independence during these sessions.

Creative Writing

During the writing journey there will be rich and varied opportunities for stimulating children's imaginations. This may be at the introduction of the genre – through visual literacy – a picture or video clip, an artefact – historical or geographical, music, story sacks, picture books etc. It may occur during the writing journey or may be on-going, pulling different artefacts from a basket or sack each day to create mystery. Composition and Effect in writing come from these elements of creativity. Features such as expanding a noun phrase alliteration and similes and other types of imagery can be taught while capturing the children's imaginations.

At Fairisle Infant and Nursery School we will:

- provide frequent opportunities for emergent, guided and shared writing
- relate writing to the children's own experiences so that it is of interest to them
- provide a range of high quality stimuli to engage children's interest
- provide a wide range of writing media
- provide opportunities for role-play in a variety of settings
- provide opportunities for children to write collaboratively as a class or a group
- encourage children to explore their thinking with their peers and adults to clarify their ideas before and during writing
- encourage children to say the sentence, learn to 'talk' the text type before writing it down.
- teach a daily writing lesson (at Key Stage 1)
- respond actively to children's writing (See Marking Policy)
- intervene sensitively and set individual targets to improve presentation, composition, spelling, grammar and punctuation
- teach a weekly Grammar lesson in KS1
- teach the skills required for letter formation alongside emergent writing, leading to a joined, cursive style of handwriting (See Handwriting Policy)
- teach phonics daily from Yr N -2 and encourage children to apply their knowledge throughout the curriculum

- In nursery play listening phase 1 games in phonics and where appropriate introduce children to phase 2 sounds and encourage children to apply their knowledge to their mark making “magic writing”.
- Introduce a rich variety of vocabulary to all children to enable writing to have impact on the reader
- Children will be taught words from all three tiers of vocabulary: Tier 1 – High frequency words, tricky words and common exception words; Tier 2 – descriptive vocabulary (adjectives, adverbs, similes); Tier 3 – topic related technical words

Assessment and Recording

At Key Stage 1:

- Children are assessed at ½ termly in Year 1 and twice per half term in Year 2
- Targets are regularly set and reviewed for each child
- Teachers track progress in writing, spelling and phonics ½ termly

In The Foundation Stage:

Progress is monitored through the Learning Stories and the Early Years Foundation Stage (EYFS)

- Nursery – mark making samples are kept in the children’s Learning Stories and children are tracked against the development matters stages in literacy.
- Year R – mark making and writing samples, kept in the children’s scrap book and evidence of developing progress is kept in their profile.

Pieces of writing are moderated within year groups and as a whole Staff throughout the year. External moderation is carried out throughout the year within and outside our Federation.

Equal Opportunities

At Fairisle Infant and Nursery School we recognise that all individuals are different. We recognise that we must take account of the ethnicity, backgrounds and needs of all children. We provide differentiated support to enable children to develop their individual writing skills. Specific materials, methods and opportunities are available to those learners who need them.

Special Educational Needs and or Disabilities

Children with Special Educational Needs and or Disabilities are supported in their writing development by:-

- Individual targets – IEP’s – Praise and reward system
- Finger Gym
- TA support
- Outside Agencies
- Involvement of SENCO
- Precision Teaching
- Triangular pencils. pencil grips
- Adapted keyboards/mouse
- Prompts for writing including displayed alphabets with starting points
- Interactive word banks

- Sand, glitter, gloop
- Laptops /fizz books
- Variety of media to write with
- Personal stimulus for writing
- Differentiated homework – parental involvement
- Opportunities to verbalise before writing
- Additional writing support

Monitoring and Evaluation.

The English Subject leader monitors by:

- observation of and talking with children about their work in writing
- sampling of books (KS1) and annotated pieces of writing in the Writing Profiles (EYFS)
- classroom observations of the teaching of writing and phonics
- regularly moderating writing samples with all teaching staff
- tracking progress of groups of children from each class and cohort
- reporting to Governors on progress and achievement

J Owens

Policy reviewed: April 2019

Next review: April 2021