

# Wrington Church of England Primary School

*'Cherish and nurture, flourish and aspire'*

## Writing Policy

This writing policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England school.

### Reasons for initiating the policy:

- To ensure that the teaching of writing at Wrington C of E Primary school meets the requirements of the National Curriculum.
- To inform new members of staff, parents and governors of the school's approach to writing.

At Wrington, we aim to nurture a sense of enjoyment in our children at expressing their thoughts and feelings through writing. We seek to develop their abilities to write for a wide range of purposes and audiences, using the written word to communicate ideas, views and feelings. Through looking at its patterns, structures and origins, children gain an understanding of how language works. At Wrington we adopt a 'Learning without Limits' approach to writing, children are encouraged to challenge themselves and to strive to achieve their best work both within literacy sessions and throughout the curriculum.

### Our aims for writing are:

- To help children to enjoy writing and recognise its value;
- To develop children's abilities to reflect on their own and others' contributions and the language used;
- To develop confident, independent writers through an appropriate focus on text, sentence and word level knowledge;
- To encourage children to become enthusiastic and reflective writers by exposing them to high quality writing;
- To enable children to write in a range of different forms, both fiction and non-fiction, selecting the text style most appropriate to their needs;
- To enable children to plan, draft and edit their work to improve it when appropriate.

### Literacy

During Literacy sessions, children have the opportunity to experience a wide range of high quality texts, which are used as models to explain and analyse the writing process. We strive to make the invisible, visible, through exploration of how words, sentences, paragraphs and whole texts are put together.

We follow the Babcock Teaching Sequences, which enables teachers to select the most appropriate text to teach a specific writing skill. The text selected is driven by the needs of the children in the class, in order to move their learning forwards. Each year, therefore, the texts used in a class may vary, depending on the needs of the cohort.

The Babcock Teaching Sequences follow a pattern of:

**Imitate:** Children explore a text through drama, hot seating, questioning and through word and sentence analysis to develop 'writerly knowledge'. As part of this process, children learn to recite part of the text with the support of story maps, picture and diagrams.

**Innovate:** The teacher models how to change small aspects of the text, and supports the children through the writing process, creating a whole class-version of the text. During this stage, aspects of grammar and spelling are taught and revised.

**Invent:** Children have the opportunity to apply their learning in a piece of independent writing. Children follow the model of the shared text, but have the freedom to change and personalise their writing to create their own text. Children are supported through the process using AfL strategies, feedback and additional teaching.

### **Modelled and Shared Writing**

Modelled writing is a powerful way of teaching concepts, skills, processes and strategies of writing. The teacher explicitly demonstrates how thoughts become written words. The teacher adopts the role of author, thinking aloud each part of the writing process. This allows pupils to see where the ideas come from, how sentences are formed, why they need editing and so on.

Modelled writing:

- provides explicit demonstrations of writing strategies and the writing process
- builds pupils' knowledge about the English language, including the structure and features of different text types
- shows how reading and writing are related
- encourages pupils' abilities to analyse and assess writing
- shows how writing can be shaped for different purposes and audiences
- allows children with special needs to access the writing process and how English is written
- demonstrates the importance of writing as a form of communication
- helps pupils build up a language to talk about writing

### **Shared writing**

Shared writing allows children to share their ideas and understanding about writing within a 'safe' environment, without having to be the sole author. The teacher and children combine their efforts to produce a joint piece of writing. The teacher is more a 'scribe and motivator' than the person in charge of the writing. Shared writing can allow children to experiment with new skills, processes and strategies, not only confined to Literacy sessions but also within other curricular areas.

Shared writing:

- provides opportunities for developing writers to participate in the consolidation of new learning
- enables the teacher and pupils to experience the writing process together
- provides a 'testing ground' on which pupils can experiment with learned material
- allows pupils to gain confidence as part of collective authorship
- provides a forum for pupils to argue about what makes effective writing
- supports all children confronted with the demands of written English

- helps build up a language to talk about writing

### **Guided Writing**

Guided writing is the name given to a range of ways in which the teacher supports developing writers. The teacher sits with a small group of children as they write, rehearsing, clarifying, questioning and revising as each produces an individual piece of work. Support is provided in the form of constructive questions and comments from peers and the teacher. This process gives further support to children, bridging the gap between writing in a shared context to independent writing.

Guided writing:

- familiarises pupils with the management of the writing process
- enables pupils to be active participants in writing conferences
- encourages pupils to be analytical and reflective about writing
- allows pupils to gain confidence as they see others wrestling with the same issues
- provides a forum for pupils to argue about what makes effective writing
- supports pupils with special needs
- helps children to build up a language to talk about writing

### **Writing Resources**

Children use ICT where it enhances their learning. Useful and relevant websites, software and APPs are shared by staff and details circulated as appropriate. We recognise impact and role of ICT within society, and support children's learning of typing skills, and touch typing skills (where appropriate), alongside written script.

We also offer the children a range of scaffolds to support their developing writing. Writing frames and scaffolds are matched to the needs of the child. Writing mats and vocabulary lists may also be used as reminders and prompts

### **Writing Targets**

As part of the assessment process, children are given individual writing targets, which are located in the back of children's literacy books. Children are encouraged and supported in reviewing their own learning targets. Once a target is achieved either within literacy, or in another subject, this success is celebrated and children are given a new target.

### **Moderation and Monitoring**

Writing standards are moderated both across key stages, across the school and within our local cluster of schools. Our aim is to ensure assessment judgements are accurate, share best practice and celebrate children's work. Children's writing is also monitored by the SLT through work scrutiny, learning walks and teaching observations. (Also see, Assessment and feedback policy)

Appendix 6: Taped Stories.

Reception: See attached sheet.

Year 1:

The Snow Queen

The Magic Finger

Paddington at Large

Paddington goes to the Sales

Nursery Rhymes

The Ugly Duckling

The Hodgeheg

Jungle Book

101 Dalmatians

Mrs Plug the Plumber/ Mr Biff the Boxer

Mrs Wobble the Waitress/ Master Salt the Sailor

Flat Stanley

Jack and the Beanstalk

Funny Bones

Gulliver in Lilliput

Cops and Robbers

The Enormous Crocodile

Hans Christian Anderson  
Pinocchio  
Mary Poppins  
The Emperor's New Clothes  
Old Sultan  
Whiskers for the Cat  
Charlie and the Chocolate Factory  
The Wizard of Oz  
Various Fairy Tales on one tape.  
Harry and the lady next door/ Wish You Were Here  
Open Wide/ Days of the Banyan Tree.

Year 5:

The Indian in the Cupboard  
Worzel Gummidge  
George's Marvellous Medicine  
The Terbulant Term of Tyke Tiler  
Tales of Narnia  
The Magician's Nephew  
The Lion, The Witch and The Wardrobe  
The Magical Music Box

- Hall of the Troll King
- The Valkyries
- Journey to the Stars

Look Lively, Rest Easy  
Charlie and the Great Glass Elevator  
Fantastic Mr Fox  
Roald Dahl's Revolting Rhymes  
The Toby Man  
Saddlebottom  
Roald Dahl's Rhyme Stew