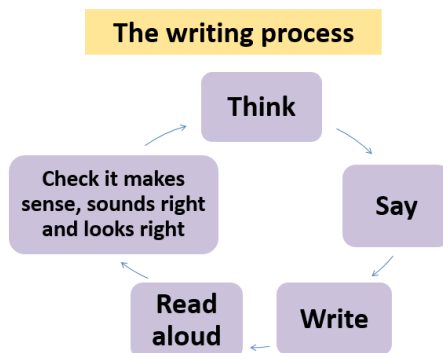**Tollerton Primary School Writing Policy 2021-2022**

We aim that every child is a proficient writer when they leave year 6 and have the skills to write proficiently for the next Key Stage. They will have developed a love of writing and an understanding of the processes to create a confident piece of work. They will have experienced, at all stages, writing for a purpose – not only to maintain and encourage engagement but to know why the skill is so important.

We have an annual approach to exploring where we are with our classes by completing a whole school audit, we review our teaching to see if we are 'switched-on' to writing, ask ourselves if our pupils are writers and we create personalised interventions for writing using the information in this policy. We support children to construct writing for different purposes.

The Tollerton Writing Process Approach:

The writing process

Think → Say → Write → Read aloud → Check it makes sense, sounds right and looks right → Think
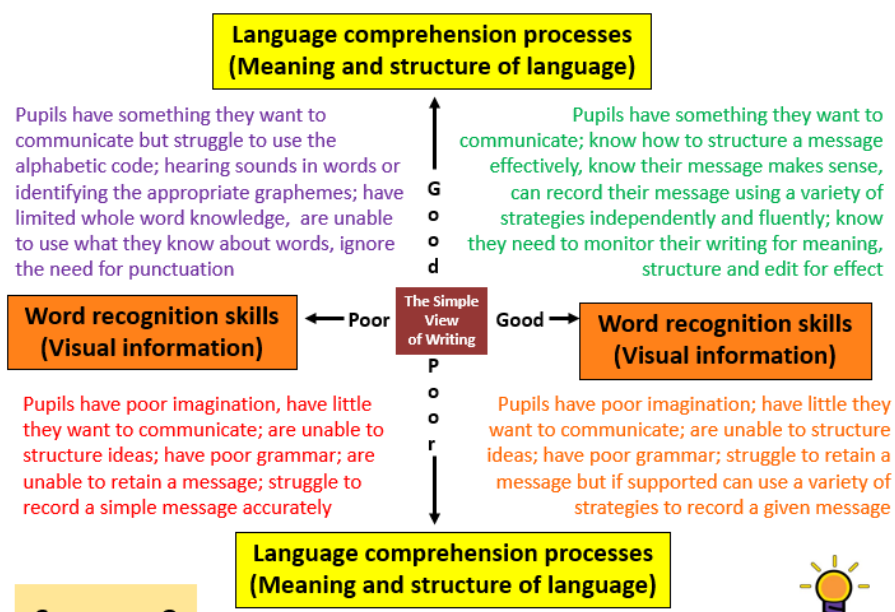
How we celebrate writing – purpose (audience) / creativity / enjoyment:

We consider how we celebrate it, how we create reasons to write and how we involve the wider community e.g. whole school displays for a writing unit, celebrating writers in assembly each Friday/ letters to celebrities, politicians, councilors, teachers / community magazine and competitions.

Our starting point for an annual review of this switched on approach.

We complete the following by placing named pupils in each quadrant and pass on to the next teacher so that they have a starting point.

Language comprehension processes (Meaning and structure of language)

Pupils have something they want to communicate but struggle to use the alphabetic code; hearing sounds in words or identifying the appropriate graphemes; have limited whole word knowledge, are unable to use what they know about words, ignore the need for punctuation

Pupils have something they want to communicate; know how to structure a message effectively, know their message makes sense, can record their message using a variety of strategies independently and fluently; know they need to monitor their writing for meaning, structure and edit for effect

Word recognition skills (Visual information) ← Poor | The Simple View of Writing | Good → **Word recognition skills (Visual information)**

Good / Poor

Pupils have poor imagination, have little they want to communicate; are unable to structure ideas; have poor grammar; are unable to retain a message; struggle to record a simple message accurately

Pupils have poor imagination; have little they want to communicate; are unable to structure ideas; have poor grammar; struggle to retain a message but if supported can use a variety of strategies to record a given message

Language comprehension processes (Meaning and structure of language)

Core ways in which we teach writing:

Modelled writing	Adult talks aloud their composition and transcription processes to reinforce teaching points. Related to text type features of the seven genre: Description, Explanation, Narrative, Recount, Report, Argument and Procedure.
Shared writing	Combination of modelling and pupil participation. Adult supports discussion to lead to composition. Adult writes, modelling new or less secure learning. Pupils contribute what they know - 'sharing the pen'.
Guided writing	Pupils write and the adult scaffolds providing guidance and prompts. Small group learning allows the adult to meet some specific learning needs.
Independent writing	Totally unaided writing. An opportunity for pupils to apply what has been taught during modelled, shared and guided sessions. An opportunity for the adult to observe the application of skills taught.

We do not allow modelling to be reduced to the technicalities of the process – spelling, punctuation – as the most powerful teaching makes explicit the process of composing a message–text level. See the table above for the 4 main approaches. In shared writing we show the child what it means to be a writer. We cover composing, oral rehearsal, writing and re-reading, working at text, sentence and word level. This type of writing supports the child's understanding and application of the full range of skills and strategies appropriate to the child's writing level.

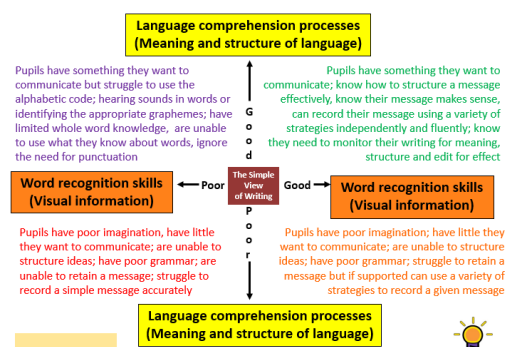The exact emphasis on the shared/guided stages will depend on the individual needs within the group when working at a group level.

Classroom writing considerations:

- do children have purpose and reasons to write? (Think of reciprocity.)
- do children have an audience to write for?
- are children inspired to write for pleasure?
- are children exposed to a range of good quality writing?
- do children know what they are doing well and how to develop and structure their ideas as well as developing their writing skills?
- Is it always at a desk?

Different children calls for different approaches…

Instructional writing

We consider how our instructions and support can be differentiated for a pupil in the top left-hand quadrant compared to a pupil in the bottom right-hand quadrant (see quadrant above). We then take this consideration and use the table below to looked at targeted support in our teaching process when working with groups.

Language comprehension processes (Meaning and structure of language)

Pupils have something they want to communicate but struggle to use the alphabetic code; hearing sounds in words or identifying the appropriate graphemes; have limited whole word knowledge, are unable to use what they know about words, ignore the need for punctuation

Pupils have something they want to communicate effectively, know their message makes sense, can record their message using a variety of strategies independently and fluently; know they need to monitor their writing for meaning, structure and edit for effect

Word recognition skills (Visual information) ← Poor — The Simple View of Writing — Good → **Word recognition skills (Visual information)**

Pupils have poor imagination, have little they want to communicate; are unable to structure ideas; have poor grammar; are unable to retain a message; struggle to record a simple message accurately

Pupils have poor imagination; have little they want to communicate; are unable to structure ideas; have poor grammar; struggle to retain a message but if supported can use a variety of strategies to record a given message

Language comprehension processes (Meaning and structure of language)

Target group	Modelled writing	Shared writing	Guided writing	Independent writing
Top right	Teacher uses; • targeted questioning to check learning • praise to reinforce effective strategies used	Teacher expects and praises successful oral contribution and accurate writing at letter, word and sentence level.	Adult; prompts for pupil to work independently making use of what is known and scaffolds and provides feedback through praise and prompt	Teacher provides opportunities to application of a range of known features of text types. Pupil makes use of text type feature checklist
Top left	Teacher provides; • additional support at letter and word level • targeted questioning to check learning • praise to reinforce effective strategies used	Teacher expects and praises successful oral contribution but prompts and supports for letter and word level problem-solving.	Adult prompts for pupil to work independently making use of what is known and supports through; ✓ phoneme frames ✓ taking words to fluency ✓ use of analogy ✓ chunking	Teacher provides appropriate writing props; - alphabet strips, phoneme mats, practice page - personalised dictionary - peer editor/response partner • Does it match/look right?
Bottom right	Teacher provides; • additional support at sentence and text level • targeted questioning to check learning • praise to reinforce effective strategies used	Teacher prompts and supports oral contribution and oral rehearsal but expects and praises accurate writing at letter and word level.	Adult prompts for pupil to work independently making use of what is known and supports though; ✓ oral rehearsal ✓ rereading ✓ checking for meaning and structure	Teacher provides appropriate writing props; - peer editor/response partner • Does it make sense • Can you say it like that?
Bottom left	Teacher provides; • additional support at sentence and text level and letter and word level	Teacher prompts and supports for oral contribution, letter and word level problem-solving.	Adult prompts for pupil to work independently making use of what is known and supports though; ✓ oral rehearsal ✓ rereading and checking for	Teacher provides appropriate writing props; - alphabet strips, phoneme mats, practice page - personalised dictionary

	👈 targeted questioning to check learning 👈 praise to reinforce effective strategies used		meaning and structure ✓ phoneme frames ✓ taking words to fluency ✓ use of analogy ✓ chunking	- peer editor/response partner 👈 Does it match/look right? 👈 Does it make sense 👈 Can you say it like that?

We aim to get children to know how they can independently develop their writing ability:

- considering how other writers create their effects (exploring authorial intent and through the shared and guided and demonstration approaches)
- writing and then critically reflecting on the effectiveness of their writing (editing to improve composition as well as proofreading to amend SPAG)
- trying their work out on audiences and adjusting their writing according to response
- developing basic skills so that writing becomes easy and writers can focus on composing

To meet this aim, children need to be exposed to a range of QUALITY literature (see our reading policy). Children improve their writing by writing more and reflecting critically on audience reaction. Reflection is encouraged through discussion in class. We also aim to write for an audience so that we can critically judge an audience reaction and then reflect on it.

The following table gives some examples of how we respond to writing:

Immediate verbal praise at text, sentence or word level	Verbal questioning leading to pupil self-reflection	Immediate verbal prompt at text, sentence or word level
Use of response partners	Emotional response to the impact of the writing	Pupil self-evaluation checklists
Responding to writing		
Written praise at text, sentence or word level	National curriculum levelling	Written prompt at text, sentence or word level
Whole class questioning leading to individual pupil self-reflection	Whole class questioning leading to whole class editing	Use of highlighter leading to pupil self-reflection

Pitfalls when teaching writing:

As a school, we looked at the pitfalls when teaching writing as we felt it was equally important to know how to teach but also how not to teach to ensure that we are teaching writing at a high standard.

We know that we are doing children a disservice if we make writing hard by:-

- not letting children know the purpose of writing
- not modelling writing effectively
- not letting them rehearse the sentence orally
- limiting opportunities to take part in guided writing

How not to teach writing...
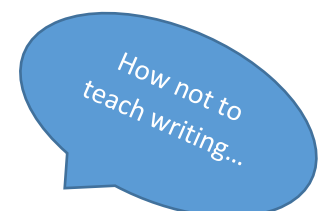
- giving feedback which doesn't meet their needs
- setting targets that are only based around functional skills (handwriting, punctuation, capitalisation etc)
- not letting them apply writing targets in other areas of the curriculum
- not assessing their progress regularly
- don't let children know how to progress to the next level
- not allowing talk partners

SEND - How do we ensure our lowest achieving pupils are 'switched on to writing?'

Our switch on writing sessions in a group might include:
- the rereading of a familiar book
- a conversation which generates a message which the child would like to write – an event at school, a book, a life experience, an object or a picture
- shared writing of the message –transcription- using a range of developing writing strategies
- the cutting up and reconstruction of the message which the child then takes home in an envelope with the message written on front
- Other aspects are already covered above, e.g. writing for a purpose (and getting a response – the art of reciprocity) rewards for writing and writing included in displays
- through conversation and oral rehearsal we support children to see writing as a way of recording a spoken message
- developing independent problem-solving skills – through a practice page approach

The adult supports the child to develop strategies which will allow them to write more independently and effective in the classroom (a 1:1 supported writing approach which aims to lead to a change in attitude to writing from it being a chore driven by the adult to having a purpose.
- ✓ understand the link between the spoken word and printed message – to be a writer
- ✓ construct and secure a message in their head
- ✓ pay attention to the conventions of print – directionality, placing, spacing, letter and word concepts, use of capital letters, punctuation etc.
- ✓ know, match and form letters
- ✓ articulate and hear sounds in words
- ✓ know words automatically
- ✓ the conversation reinforces and extends vocabulary, grammar, and story language
- ✓ the child is supported to construct a message (scaffolding)
- ✓ repeating the message/sentence a number of times helps with retention and recall

The supporting adult encourages strategies of re-reading to find the next word, where to write the word and how to problem solve to write words they are unfamiliar with.

When taking suggestions from children for writing, consider if their suggestions are basic / better or best. When looking at composition – have this as the focus. Do not confuse the learner with correcting grammar persistently. Work on the content (composition) of the writing.

An adult supporting a weak learner at Tollerton has to consider at word level:

- is the work written independently or co-constructed (maybe a child puts the initial letter sound)
- made with the support of a phoneme frame (or clicker)
- broken into syllables and chunked?
- related to other known words - analogy
- reinforced or learnt through look, cover, write, say and check?

The aim is to get children to have a bank of known words that are automatic (written as fast as they write their name) so that they can focus on composition.

Typical strategies we might use:

- write the message on a strip of card and cut the story apart word by word
- the child reassembles it on the table – independently problem-solving

- the child rereads the message with fluency and phases

The message is written on an envelope, the words placed inside and sent home for reconstruction. We let the child problem solve and do not persistently correct them. This ensures that they have direction, they learn to check, we can monitor and they can self-correct. They gain 1:1 correspondence and can work on fluency and phrasing.

Greater Depth – how do we ensure that our children meet greater depth:

- Analyse written texts to uncover the craft of writing (we do this through Vipers in reading too)
- Through encouraging their own interests, opportunities for discussion, drama, collaborative talk
- All writing should be for a purpose and have an audience – be read aloud to consider effect ...
- Significant that children see adults writing – teachers model effective strategies
- Important that transcriptional skills do not use the whole brain – much is completed automatically
- Teach the grammar and spelling but not at the cost of creativity

Implementation and impact of our teaching methods:
Our literacy coordinator and senior leadership team review the implementation and impact of the above through:
- book scrutiny (both as leaders and as a whole staff team)
- pupil interviews (alongside books or without), observations, displays in class and whole school areas. Within staff meeting time we particularly explore the whole school writing units to explore progression of skills and composition.
- We know that Covid, during the calendar years of 2020 and 2021 have impacted writing the most. This policy is therefore as a result of lower standards in writing and it is our considered solution to getting children back to national standards and beyond. The use of demonstration and shared writing in particular are key focus for the 2021/22 academic year.

In summary, to be proficient in the craft of writing at Tollerton, we ensure children:
- know the importance of reciprocity between reading and writing
- are motivated for composition (encourage their own interests – opportunities for discussion – drama, collaborative talk).
- are provided with a purpose and audience (read aloud to consider the effect)
- see a model of the process and have oral rehearsal time
- practice transcriptional skills to become automatic
- develop grammatical knowledge and skills – but not at the cost of creativity

For Handwriting we use the Twinkl model.

For spelling, we use the Literacy Shed model and children access the on-line games