

**Broomhill Infant School Writing Policy**

**2021-22**

“Writers are thieves – they plunder their reading but also their lives. Children who see themselves as writers will become alert to raiding the world, always on the lookout for material that can be used in their writing. They see the world slightly differently. They look more closely, perhaps they experience more deeply and become more adept at giving significance to the particularities and concrete details that illuminate.” - **Pie Corbett**

**Rationale:**

We want our children to gain a love of language and become confident speakers, attentive listeners, keen readers and expressive writers. We immerse them in a language rich environment, enabling them to explore, learn and use a wealth of vocabulary with understanding.

We believe that writing should be purposeful and meaningful for children, planning rich experiences that provoke creativity and adventurous word choices. We provide children with many opportunities to present their learning, ensuring that our own high expectations lead to a sense of pride when presenting their work.

**Aims for our pupils:**

* To be inspired to write, and to develop a love of writing, enabling them to leave KS1 as creative and confident writers.
* To use their personal experiences, their knowledge of books and stories, and their imagination to support and encourage them in their writing.
* To be given the opportunity to write with support and guidance from an adult, but also independently in continuous provision, both inside the classroom and in the outdoor environment.
* To develop a rich and exciting vocabulary that supports them not only in their writing, but also in their day to day communication, their storytelling and their play.

“Writers love words. If children do not love words, then why should they spend time loitering over reading and writing? A good teacher brings words alive. In some ways, teachers are the guardians of our language – the well-turned phrase, the beautifully constructed argument, the story that will stay in the mind forever” **- Pie Corbett**

**How we teach writing:**

The 2014 National Curriculum states:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others.

At Broomhill Infant school we fully appreciate and recognise the relationship between children’s reading and writing. Where possible, shared reading and writing is linked so that children can be helped to improve their writing by learning from experienced and talented writers. We use Pie Corbett’s ‘Talk for Writing’ approach across all of our year groups, which focuses on immersion, imitation, innovation and invention of stories, and the children have the opportunity to experience this storytelling approach to writing termly.

"You should write because you love the shape of stories and sentences and the creation of different words on a page. Writing comes from reading, and reading is the finest teacher of how to write." - **Annie Proulx**

Our school environment is rich with possibilities for communication and writing through structured play activities and independent learning tasks. Mark making and writing is encouraged in both indoor and outdoor environments, and in the different areas of learning. In addition to this, specific writing areas are always available in Foundation Stage and Key Stage One to give the children an opportunity to experiment with writing and writing materials.

In our Nursery class children have short focused teaching sessions focusing on phase one and if developmentally ready, phase two phonics, using the Bug Club phonics scheme to support the children in their recognition of letters and sounds. In Reception, Year One and Year Two the children are streamed and taught daily discreet phonics lessons based on their level of understanding. In Blossoms, our SEND class, children are taught phonics through a highly structured programme called **POPAT** that focuses on improving children’s speech sounds as well as their listening and attention skills.

In KS1 basic skills lessons are followed by genre specific lessons to teach children how to write in different ways. Teachers ensure that a range of genres are being taught throughout each half term, and that genres are revised regularly throughout the year and applied in meaningful contexts.

Children will receive writing books in Term 6 of Reception, which will then be used throughout their time in school. Focused marking informs the child of things that they are doing well and identifies areas for improvement. All teachers use the school’s marking policy to ensure they are using the correct symbols to allow for continuity across the school. All marking is done alongside the children, allowing children to respond in the moment whilst it is most meaningful.

**Entitlement:**

The programme of study for each year group will be taught in ways appropriate to children’s abilities.

Children in both the Early Years and Key Stage One will be taught an increasing range of key skills, following the skills progression document to ensure progress across year groups.

**Implementation:**

As a school we will create and maintain a stimulating environment for children to experience and explore writing

at their own pace with confidence and enjoyment. Writing of all types including the children’s own writing will be prominently displayed across the school. We will maintain writing as a high profile, important and valuable tool which will allow children to access the whole curriculum and will support them in all aspects of their education.

**The class teacher will:**

* Plan children’s work in line with the Early Years Foundation Stage and the National Curriculum for writing.
* Write alongside pupils, sharing and discussing their writing.
* Respond positively and with interest to all attempts at writing.
* Teach handwriting on a regular basis.
* Reinforce correct spelling, punctuation and grammar where appropriate.
* Teach the basic rules of spelling, grammar and punctuation in line with the Early Years Foundation Stage and the National Curriculum objectives for Key Stage One.

**The children should:**

* Experience a wide range of writing activities to include both chronological and non-chronological writing.
* Relate writing to their own experiences and environment.
* Discuss their writing frequently, talking about the various types and purposes of writing.
* Be aware of the need to write legibly and to use layout and space effectively to aid the reader.
* Experience grammatical vocabulary such as: sentence, verb etc. through specifically designed activities.
* Read examples of good writing in various forms and begin to recognise the criteria for such writing.
* Have experience of and become accustomed to drafting and re-drafting.
* Become increasingly aware of the role of reference books such as dictionaries and thesauruses.

**Text level:**

* Text level focuses on composition, the generation and structuring of ideas to produce a coherent piece of writing. This involves knowledge of literary genres and non - fiction text types and their organisation, presentation, structure and purpose. This knowledge is developed through rich experiences of reading aloud and shared reading opportunities as well as through modelled and shared writing.

**Sentence level:**

* Sentence level work includes both grammar and punctuation and enables children to: become aware of the variety and complexity of grammatical choices. Know that different types of writing use different layouts, organisation and sentence structure and language features.

**Word level:**

* Word level work focuses on phonics, spelling, vocabulary and handwriting. Teaching spelling needs to involve explicit instruction and demonstrations, investigative approaches and intervention in writing and editing.

**Teaching Strategies:**

* Modelled Writing

Modelled writing is a teaching strategy employed by teachers at Broomhill Infant School where the teacher demonstrates how to write a text or part of a text. The teacher thinks the process through aloud, rehearsing the sentence before writing, making changes to its construction or word choice and explaining why one word is preferable to another. The teacher writes the sentence, rereads it and changes it again if necessary. The demonstration is used to teach not only technical skills but also the process of planning, drafting, revising and editing. This technique usually leads to shared writing.

* Shared Writing

Shared writing provides an interactive demonstration of how written language works and helps writers develop the skills they need to communicate effectively. Shared writing is a powerful tool used by the teachers of Broomhill Infant School which involves the joint construction of a text by the teacher and children. Together the children and teacher collaborate to plan or develop a purposeful piece of writing for a known audience that extends the children’s independent writing skills.

* Adult led Writing

Guided writing involves the teacher supporting children as they move from the security of shared writing and respond to the challenges of independent writing. At Broomhill Infant School we use guided writing to give children the opportunity to practice writing in a supported group context and to teach and practice reflection, evaluation and improvement.

* Talk for writing

Preparation time and activities before writing are frequently necessary and may involve the class generating ideas in pairs or small groups before offering these to the teacher to scribe. Use of drama is encouraged e.g hot seating, re-telling the story with puppets and role play masks. Talk for writing focuses on children internalising the language structures needed to write through ‘talking the text’ as well as close reading. Talk for writing should support children to move from being dependent writers to independent writers, and should be used to teach fiction, poetry and non-fiction.

* Early Years should be focusing on the ‘imitation’ stage of Talk for writing.
* Year One should be using the ‘imitation’ stage, and the ‘innovation’ stage.
* Year Two should be using the ‘imitation’, ‘innovation’ and ‘invention’ stages of Talk or writing.

Independent Writing

At Broomhill Infant School we use independent writing to allow children to demonstrate their developing skills as writers, encourage independence and to practice skills and processes taught earlier.

Writing areas to be focused on for Early Years:

* Children should be focusing on applying their phonic knowledge to their writing, and on the formation of letters. By the end of Reception children should be independently writing simple sentences using their phonic knowledge and finger spaces. They should also be encouraged to ‘think it, say it, write it’.

Writing areas to be focused on for year 1:

* Children should be applying their phonic knowledge to their writing, focusing on their letter formation in handwriting sessions, and using finger spaces. By the end of the year children working at age related expectations should be using finger spaces, capital letters, full stops, correctly spelled common exception words and ‘think it, say it, write it’. These expectations will be different for some children, and should be adapted to meet their learning needs.

Writing areas to be focused on for year 2:

* At the start of year 2 children decide along with the class teacher what they will include in every piece of writing. Children working at age related expectations should be using capital letters, finger spaces, full stops and think it, say it, write it. Children will assess their own work against these. As the children progress through Year 2, the expectations will change to ensure children are being challenged. All expectations will be level appropriate for the children.

**Assessment, reporting and record keeping**

Assessment will be carried out by the class teacher on a regular basis through the review of children’s written work. Teacher assessments will be made at the end of each full term and results recorded on Insight. Teachers in Key Stage one should be assessing children based on the National Curriculum, and teachers in the Early Years should be using Statutory Framework for the Early Years Foundation Stage to track assessment throughout the year. At the end of Reception, The Early Learning Goals will be used to assess Writing in the Foundation Stage.

**Classroom Norms to Establish:**

1. Everyone can learn to write to the highest level.

2. If you ‘can’t do it’, you ‘can’t do it **yet**’.

3. Mistakes are valuable.

4. Questions are important.

5. Writing is about communicating using creativity and imagination.

6. ‘Think it, say it, write it’

• Each classroom has a writing working wall which shows a progression of the learning happening in that class, as well as an example of what the final written piece should look like.. Class teachers refer to these when teaching whole class lessons but also encourage children to access these independently during their time in continuous provision.

• Each classroom has well-labelled writing resources that are easily accessible for children to use during explicit lessons and continuous provision.

• Every outdoor area provides opportunities for writing to be made purposeful e.g. writing plans, instructions, reviews and evaluations, observations or fictional pieces linked to the children’s choice of activity in continuous provision.

**Parents/Carers:**

Writing is one of the most challenging things that we ask children to do and we understand that it is also one of the hardest subjects for parents/carers to teach at home. We therefore encourage parents to focus more on reading, phonics and developing mark-making and fine motor skills as these are key to the development of writing. Where appropriate we encourage parents/carers to give children fun and purposeful writing activities to complete, such as drawing activities, writing shopping lists, invitations, cards, thank you letters etc.

We encourage parents to support their children with handwriting using the Teach Handwriting websites and often send home Young Writers writing challenges.

Parents/Carers are kept informed of their child’s progress, and what they can do to support their child, through parents’ meetings, Class Dojo and informal conversations.

**Useful Guidance:**

National Curriculum:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Statutory Framework for the Early Years Foundation Stage:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf>

**Useful Websites/Resources:**

Teach Handwriting:

[www.teachhandwriting.co.uk](http://www.teachhandwriting.co.uk)

Talk for writing home learning resources:

<https://www.talk4writing.com/english-booklets/>

Talk for writing home learning ideas:

<https://www.jamiethomasconsulting.com/blog>

Young Writers writing challenges:

<https://www.youngwriters.co.uk/>

Phonics and reading:

[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)

Dough disco:

<https://www.youtube.com/results?search_query=dough+disco+shonette+bason>