



Gossey Lane Academy

Gossey Lane Academy Writing Policy

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1. Aims

This policy aims to outline the teaching and learning of writing at Gossey Lane Academy. Through the implementation of this policy, we aim to continuously raise writing standards at Gossey Lane Academy to ensure that all children reach their potential, through the delivery of a well-planned, rich and stimulating literacy curriculum, underpinned by consistent, up-to-date working practices.

This supports our overall curriculum aims for all children to become:

- enthusiastic and successful learners who make great progress and achieve well
- confident individuals who know how to live safe, healthy and fulfilling lives
- responsible citizens who are able to make a positive contribution to society

2. Values

2.1 The Values of Literacy and Writing at Gossey Lane Academy

- All pupils will be given the opportunity to access their year group's curriculum; with some children being scaffolded towards this outcome and others being extended deeper.
- Teachers reinforce an expectation that all pupils are capable of achieving high standards in literacy.
- Policy and provision are evaluated and reviewed regularly.
- Resources of time, people and equipment are planned, budgeted for and detailed when appropriate in the School Development Plan.
- Cross curricular links will be highlighted where appropriate.
- Planning of literacy ensures continuity and progression across all year groups and key stages.
- All teachers and senior leaders present a positive image of literacy and share with children the magic of writing.

2.2 The Values of Talk For Writing

Effective writers:

- Enjoy writing and find the process creative, enriching and fulfilling.
- Read widely, recognise good writing and understand what makes it good.
- Are aware of the key features of different genres and text types.
- Learn about the skills of writing from their reading and draw (consciously or unconsciously) upon its models in their own work.
- Have a purpose for writing and identify their audience.
- Know how to develop their ideas.
- Know how to plan and prepare for their writing.
- Make informed choices about what they are writing, as they write (vocabulary, grammar, text structure, etc.).
- Magpie new words and phrases and apply them in their own writing.
- Understand how to reflect upon, refine and improve their own work.
- Can respond and act to the constructive criticism and feedback of others.

For emerging writers it is very helpful for these processes to be explored through talk in a Supportive, guided learning context. This involves externalising and sharing the thinking involved in the writing process so that ultimately it can be internalised and personalised again. It is this developmental exploration, through talk, of the thinking and creative processes involved in being a writer that encapsulates Talk for Writing.

3. Equal Opportunities

At Gossey Lane Academy we value the diversity of individuals within the school and are committed to an environment that promotes equal opportunities and high expectations of all pupils regardless of race, religion or ability.

3.1 For children identified with Special Educational Needs and Disability/language and literacy development :

- Wherever possible, include all children, whatever their needs in Talk For Writing sessions and learning sequences.
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- Where appropriate teachers will, in consultation with the SENDCo and English leader, may use the SEND continuums to draw upon an individual programme of learning to ensure good progress is achieved.
- Where specific interventions are required, groups for basic skills are put in place by skilled support staff and teachers, who work on specific targets agreed on by the class teacher, the English leader, SENDCo and Assessment Leader.
- Where SEND children are assessed on the Continuum in regards to targets relating to Literacy, the teaching should be pitched towards meeting the micro-objectives to ensure they make accelerated progress alongside the oral rehearsal of the model text.
- Scaffold pupils towards the learning objective through the use of resources e.g. word mats, sequencing cards, pictorial representations and other tailored help sheets , pre-teaching of key vocabulary, working in mixed ability pairs and 'keep up' intervention sessions.
- Where needed, provide ICT and other technological aids for children with learning and/or physical needs.
- Where needed, provide additional support such as a teaching assistant or peer response partner, intermediary or scribe. The nature of this support should always be underpinned by the drive to encourage independence.
- Allow time for those who may be slower to respond; accepting and valuing the limited responses from any who may be unable to respond more fully.
- Take care to ensure that a ceiling of expectation is not set and therefore in line with our values that all pupils are capable of achieving high standards in Literacy.

3.2 For more able children:

- Create a classroom that encourages risk taking and accepts and values different and experimental responses through the use of questioning and not just accepting the first response.
- Encourage playfulness with languages and phrases.
- Right from the beginning in EYFS, continually challenge and extend their thoughts through dialogue and debate.
- Provide texts that exceed the expectations of their year group.

- Encourage children to steer away from the model text.
- Provide opportunities to transfer talk and writing from one context and medium to another e.g writing a story for a completely different audience, point of view.
- Target provision for 'depth' and challenge through guided talk/writing sessions.

4. Teaching and Learning

4.1 Teaching and Learning in EYFS

Writing in Reception grows over the course of the year. In Autumn 2, children are introduced to the art of storytelling with a focus on telling a story orally and writing letters to Santa. We introduce them to the story map to aid story-telling and support them to begin innovating their own ideas. We carry out activities 1:1 or in small groups following on from whole class teaching. In the spring term the focus changes to writing more independently as a whole class. We follow the same process but, as the children are familiar with it, we encourage their independence and stamina for writing. By the Summer term, the children are beginning to think about transitioning to Year 1 and so the focus changes to presentation and in particular handwriting. By the end of the year, most children will be familiar with the tramlines used in KS1 and KS2 with the aim to be forming ascenders and descenders accurately using pre-cursive script. We also focus on spellings, especially those of the tricky, non-decodable words we use in every-day language.

By the end of Reception, children should be able to 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 Early Learning Goal)

4.2 Teaching and Learning in KS1 and KS2

Writing lessons are planned and delivered through the Talk for Writing scheme and follow the structure below. Talk for Writing allows children to internalise a text's language and structure across a range of genres. It is taught from Reception to Year 6 and follows a similar pattern, tailored to each year group and the National Curriculum.

To be effective and purposeful, Talk for Writing needs to be extensively embedded in every phase of this teaching sequence, that is:

- During reading: When familiarising with the genre/text type and its key features; when responding to, exploring and drawing on models.
- Before writing: When generating ideas, preparing for and planning writing.
- During all stages of writing (teacher's demonstration and scribing, and children's supported, guided and independent writing): When making the choices involved in creating, developing and improving texts.
- After writing: When reflecting on and learning from a writing experience.

Within this practice, whole class learning and teaching of writing needs to be structured at the following levels:

- Teacher talk: The verbalisation of the reader's or writer's thought processes as the teacher is demonstrating, modelling and discussing.
- Supported pupil talk: Structured and scaffolded opportunities for children to develop and practise Talk for Writing through class and group conversations and activities.

- Independent pupil talk: Opportunities for children to develop and practise Talk for Writing in pairs and small groups, independent of the teacher.

The Talk for Writing approach enables children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version. It consists of three main stages: Imitation, Innovation through to Independent Application. Before the phases begin, the choice of model text is important to the process. The model text must be pitched correctly (above children's level- high expectations), according to the Writing Progression of Skills document and the National Curriculum. Model texts have been planned across to school to provide continuity and progress in story language and text type but teachers will adapt each model text based on the cold write prior to a unit of work to tailor to the needs of the children.

Imitation	Innovation	Independent Application
<ul style="list-style-type: none"> - Children complete a 'cold write' for genre of text. - Teachers to write/edit model text so that the SPaG for the National curriculum is met for each year group. - Whole class feedback targets. - Individual targets. - Drama/role play. - Story/text map. - Practice/Oral rehearsal. - Word and language games at the beginning of every lesson – teaching of SPaG. - Add key words/phrases to magpie book. - Book Talk. - Box up the text to identify structure. - Co-construct toolkit. 	<ul style="list-style-type: none"> - Plan a class story using the patterns/focus (EYFS/KS1 can use pictures and or play to plan their own story). - Box up the text to ensure patterns and structure is evident. - Teacher to model the writing as a class during innovation stage- paragraph/ parts at a time. - Use shared and guided writing to involve the children in writing/thinking process. - Children given time to write their paragraph/part per day. - Children to use their magpie books. - Daily feedback is given based on their targets. - Teacher to promote independence. 	<ul style="list-style-type: none"> - Children independently plan their own writing in the taught genre following the structure. - Children complete a 'hot write'. - Children to use their magpie books. - Provide opportunities within lesson/daily to edit and improve. - Live marking of spelling and grammar – encourage independence. - Teacher to mark against individual and whole class targets.

4.3 Learning Environment

- All classes to display Talk For Writing washing line that illustrates the journey through the use of the model text: story/text map, exploration of vocabulary, examples of key grammar skills/patterns innovated from model text, boxing- up, toolkit, innovated text modelled by teacher.

- All classes to have working walls used to support the children's' learning: model text, audience and purpose, whole class targets, key vocabulary, common exception words (year group specific), examples of children's work.
- Readily accessible resources e.g. word mats, planning frames, dictionaries/thesaurus', purple editing pens.
- Examples of short burst writing across the curriculum to be celebrated within the classroom environment.

4.4 Learning Feedback

- Verbal feedback is provided to children in every lesson.
- Use of review and improve strategies during lessons, where children are taken back to individual/whole class targets, writing toolkits to improve their work using editing slips or following our marking and response policy.
- Live marking is provided to children in every lesson: highlighted green for great, highlighted pink for think (needs to be checked/improved).
- Basic spelling and grammar mistakes must be identified in every lesson.
- Teacher or TA code to be used in the books of those children working in a focus group during that lesson.

See marking and response policy for guidance

4.5 Targets

After the completion of cold writes before the start of a unit, whole class feedback will be given to each child to stick in their books under the cold write as well as be displayed on the working wall identifying genre specific targets which will direct the journey the unit of work will take. Groups of learners (SEND- use of continuum, working towards and more able) will be set personal targets that they will aspire to meet every lesson. Targets are dated and kept at the back of their Talk For Writing books which can be flapped out for children to see as they are writing in each lesson. When the children feel they have met the target in their writing, they tick next to it. Once the child has ticked 3 times and it has been agreed by the teacher, the target is signed off and a new writing target will be given.

4.6 Planning

Long term planning with cross curricular links is provided for teachers in the form of Gossey Academy's Medium Term Plan. Teachers also use the 'Talk For Writing Teaching Guide For Progression In Writing' to inform their planning and ensure thorough coverage of objectives for each year groups as well as consolidate skills from previous year groups and introduce skills and prepare children for the following year group.

- Teachers need to carry out a prior assessment (cold write) before a unit of work to establish what the children already know, where their next steps are and to enable them to focus their teaching on closing the gaps.
- Planning is completed on the Gossey Lane Talk For Writing planning format.
- It is the responsibility of class teachers to share planning with Teaching Assistants.
- Teachers will look for cross-curricular contexts and 'real purposes', wherever possible.

- Planning will be stored electronically in Year Group English folders on the school shared area.
- Teachers need to carry out an end of genre assessment (hot write) straight after a unit of work to establish what the children have learnt and how much progress they have made.

Non –negotiables:

- ‘Cold task’ (blue sticker) and ‘Hot task’ (red sticker) tasks for assessment- need children to use displays, writing mats and other visual aids.
- Model texts to be adapted by class teachers to ensure covers national curriculum aims.
- Always model writing before sending the children to write.
- Genre specific SPaG to be taught throughout using the Pie Corbett Writing Progression across year group chart.
- Teacher to always model correct cursive script accurately and the use of tramlines when writing on flipchart paper.
- Poetry, fiction and non-fiction to be taught every term.

4.7 Spelling

See separate spelling policy.

4.8 Handwriting

See separate handwriting policy.

4.9 Grammar

Genre specific Grammar is taught discretely throughout all Talk For Writing units using the Pie Corbett Writing Progression across year group. From Reception onwards, teachers use the correct technical vocabulary in their teaching to encourage the use of these by children.

5. Assessment

Assessment is a continuous process and is an essential part of teaching and learning. It is the responsibility of the class teacher to assess all children in their class. At Gossey Lane Academy, we are continually assessing our pupils and recording their progress.

Information for writing assessment is gathered in a variety of ways: through planned assessment tasks on a half termly basis, their hot write at the end of the each genre and extended pieces of writing across the curriculum. This formative information is recorded and used to inform teaching and learning on a daily basis. Pupil Progress Meetings (PPM) are held on a half termly basis where teachers and the Assessment leader identify children who are underachieving in writing; a plan for targeted teaching or intervention is put in place. Every PPM meeting the impact (areas of strength and areas of development from the children targeted) is reviewed.

At the beginning of each writing journey, children are required to complete a ‘cold write’. This assessment acts as planning tool for the teachers and as a pre assessment. Once the genre has been taught, pupils will complete a ‘hot write’ immediately after the teaching. Pupils will have the time to plan, draft and edit their work. Progress is then measured from the cold task to the hot task as well across all the cold tasks – progress should be evident in cold writes throughout the year as children begin to build upon their skills and apply to each genre.

At a later date, pupils will complete extended pieces of writing in other areas of the curriculum of a genre that has previously been taught in Talk For Writing sessions- this will give a true indication of exactly what the pupils have retained. Due to the supported approach of Talk for Writing, it is crucial that teachers provide opportunities for pupils to practise the skill of responding to a writing task in a different context.

6. Monitoring

6.1 Roles and Responsibilities

The role of the Senior Leadership Team and English Writing Subject Leader will be to:

- create an ethos of achievement in writing
- provide a clear policy for skills development in writing
- ensure rigorous assessment and monitoring takes place
- promote writing across the curriculum
- ensure staff access appropriate training opportunities

The English Writing Leader core purposes are:

- To be accountable for the standards of teaching and learning and pupil progress in writing throughout the school.
- To lead, manage and develop writing throughout the school.
- To manage a team ensuring best practice across identified areas of the curriculum.
- To exercise professional skills and judgement.
- To lead, develop and enhance the classroom practice of teaching staff and teaching assistants.

The role of the Class Teacher will be to:

The class teacher is responsible for the progress and attainment (age related expectations) of every child in their class.

- To provide direct teaching and accurate modelling.
- To plan effectively, ensuring effective questioning and resourcing which meets the needs of every individual child. To ensure that the work set deepens children's understanding and provides opportunities to support learning. Liaising with the English leader where necessary.
- Ensure progression in the acquisition of writing skills through Pie Corbett's teaching guide for progression in writing year by year.
- To provide resources and an environment which promotes writing (page 5/6 of writing policy).
- To observe pupils, monitor progress and determine targets for development.
- Within the teaching sequences, the objectives related to grammar are located within the sentence level work. Shared reading and writing provides a helpful context for the discussion and demonstration of grammatical features at word level, sentence level and text level.
- Informing parents (and SLT members during PPM meetings) of pupil's progress and attainment.



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