

Conisbrough Ivanhoe Primary Academy



Writing and Marking Policy 2019-2020

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| Written: | June 2019 |
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At Conisbrough Ivanhoe Primary Academy, the acquisition of language skills is deemed to be extremely important. We are committed to teaching children the skills needed to become the best possible writers they are able to be, by the time they leave Year 6. Within this document, we will seek to outline the nature, purpose and management of teaching of writing at our school and how it is delivered across both key stages. This policy has been written in conjunction with our speaking and listening, vocabulary and guided reading policies.

Aims and Objectives:

In our teaching of writing, we aim for all children to be able to:

- Study, appreciate and learn from a variety of high quality, language rich texts.
- Make judgements about the tone, style, format and vocabulary needed for the chosen audience and purpose.
- Write appropriately for a variety of audiences and purposes.
- Write clearly, accurately and legibly while considering punctuation, spelling and grammar.
- Understand that drafting and proof-reading are pivotal parts to the writing process.
- Enjoy playing with language and enjoy writing for pleasure.

Writing in Early Years Foundation Stage:

In Early Years, children are encouraged to attempt their own writing. Increasing phonic knowledge at this stage will aid their writing attempts. Children's knowledge and understanding of key vocabulary is supported through reading and writing activities.

A wide range of opportunities are given in order for children to participate in writing activities, these include shared writing and role play. At this stage, children will start to become aware that writing is used for a variety of purposes. They will begin to differentiate it from drawing and learn the left to right convention of writing in English.

A multitude of resources are provided to encourage the development of fine motor control which is an essential part of good handwriting. These include: cutting, threading, tracing and playdough.

Stimulus for Writing in Key Stage 1 and 2:

In Key Stage 1 and 2, ideas for writing will come from a variety of sources including: novels, poetry, non-fiction texts, plays, picture books, film and music clips. Studying from these types of stimuli will ensure that children produce a variety of writing styles rather than focusing on one specific genre at a time. This will also help to stop children becoming preoccupied with technical details of that text type, rather than developing their own fluent writing style which is personal to them.

When using written stimuli, teachers will select high quality, language rich texts from which to base their writing units on. Some of these will be taken from the set reading texts given for each year group and the remainder through the teacher's discretion. Teachers will, where appropriate, try to link their writing to their Cornerstones topics for that half term.

Writing in Key Stage 1:

In Year 1, children continue to build upon the skills needed to write that were introduced within Foundation Stage. Therefore, from the beginning of the year to Christmas, pupils will not be expected to write any independent pieces in their independent literacy books. Teachers will instead use this time to cement the skills needed for writing such as letter formation and sentence structure so that children are able to write quality pieces independently when they are ready. Children will still produce writing as part of literacy sessions, which will be achieved through shared and guided writing and recorded in daily literacy jotter books. At the beginning of Spring 1, teachers will conduct a 'Dive in' writing task to assess which children are ready to begin the independent writing process. Those who are not ready, will be given additional support from teaching assistants through further guided and shared writing sessions. Writing sessions will then follow the process which takes place in Year 2 and Key Stage 2.

Teachers within Key Stage 1 will make use of the 'Writing for a Purpose' document which will ensure that children's writing within different genres contains an appropriate level of challenge and accounts for a level of progression across the Key Stage.

Writing in Key Stage 2:

In Key Stage 2, at the beginning of each unit, children will be given a 'hook' for writing and complete a 'Dive in' writing task assessment so teachers can assess what children already know. Focus statements will be given to children based upon what a teacher may expect to see within that piece of writing.

Subsequent writing sessions thereafter will look at each of these features in detail and children will be given the opportunity to practise these individual skills and build up a bank of ideas to use within their own pieces of writing. A mixture of shared and guided writing sessions will be incorporated into each writing unit so that children are given the opportunity to see high quality writing modelled by their teacher. Supplementary work for each unit will be recorded in children's daily literacy jotters which will build up to mini independent pieces throughout.

At the end of each unit, a 'final piece' will be written which will allow children to showcase all of the skills and features that they have studied belonging to that particular type of writing. This piece will also be drafted first to ensure pupils are given a period of reflection in order to proof-read, edit and improve their own – and their peer's – work to produce the best version possible.

Teachers within Key Stage 2 will make use of the 'Writing for a Purpose' document which will ensure that children's writing within different genres contains an appropriate level of challenge and accounts for a level of progression across the Key Stage.

Marking

Children's independent work will be marked through the ticking of the focus statements given to each piece of writing. These are to be displayed on a header sheet above every piece of independent work. If a teacher can see that this statement is evident within a child's work, they will tick to show it has been achieved. The final piece of writing which children produce at the end of

each unit which encompasses all the skills they have been working on within that unit of work, will be quality marked by using the colour-coded tick system.

Each child will have this key affixed into the front of their literacy book so they are aware of what each of the colours mean. When a teacher can see that a child has used a certain feature within their writing, they will tick off examples within that piece.

After each piece of independent work, teachers will fill in a whole-class feed forward form to inform their feedback within the next session. During this time, pupils will be given the opportunity to peer assess their work and discuss achievements and improvements. To help them do this effectively, teachers will display appropriate question prompts relating to that type of writing for the children to discuss with their peers regarding if they have or haven't achieved this. While completing this activity, teachers and teaching assistants will feed back any pertinent information to children appertaining to their work and stamp it to show that verbal feedback has been given.

Assessment

Any work which a child has completed independently will be able to be used by teachers to form their assessments. Teachers will then upload data and supporting evidence on to Emag to form half-termly levels for each child.