

GISBURN ROAD C.P. SCHOOL BARNOLDSWICK WRITING POLICY



DATE AGREED: October 2024

REVIEW DATE: October 2026

This policy should be read alongside the Reading Policy, Handwriting and Presentation Policy, Marking and Feedback Policy and the Teaching and Learning policy.

Literacy and communication are key life skills. Through our English curriculum we will enable our pupils to be lifelong learners, through the teaching of the spoken and written language. We aim to offer an English curriculum that builds on skills, enables the children to work creatively and become independent. Children will be exposed to a rich variety of literature and encouraged to appreciate literature and foster a love of reading.

Intent

At Gisburn Road Community Primary School it is our aim to develop children's love of reading and writing. We want the children to become confident readers, who read for interest, information and enjoyment. The intent of our English curriculum is for all children in our school to become writers who are inspired to write creatively, coherently and with purpose. We aim to provide the stepping-stones in grammar, so that the children can adapt their writing appropriately for genre, with an awareness of the reader and developing their voice as a writer.

Aims:

- To promote and develop children's enthusiasm for English and to provide them with an essential life skill.
- To help pupils understand the thoughts of others through writing.
- To allow children to express their thoughts and ideas.
- To develop writing stamina and fluency.
- To be able to write in a range of genres by planning, drafting, editing and refining.
- Have a versatile and flexible use of the English Language.

Non-Negotiables:

- 10 minute GPS starter to every English lesson- using Lancashire I model
- Spelling will be taught at least 3 times per week from Year 2 upwards
- Every day children will be given the opportunity to write and apply taught English skills through English or the wider curriculum
- Extended Writing will take place at least every fortnight. This will form part of a child's assessment
- Short writing tasks will be planned throughout each English unit, including in the writing phase.
- Lancashire PALS will be used throughout the English unit to identify the key features of different text types before moving into the writing phase.

Implementation

Planning

Teachers follow the Lancashire planning documents that cover all the objectives for that year group and provide a rich variety of literature and non-fiction. LAPS are used to help break down those objectives and focus on groups within the class. Teachers include a ten minute GPS activity at the start of every lesson. A clear objective with success criteria should be on all plans as well as made clear to the children. Grouped children should be named on the planning and adaptations included. A flow through the unit from the creating interest, reading, gathering content and writing phase should be evident in both the planning and children's books. Working walls should be used to support the planning and activities. Teachers should keep their planning in a day book as well as **saving on Teams**.

In EYFS, teachers plan from Lancashire documents to ensure progression across the year. Talk for Writing strategies are used, alongside Drawing Club to engage and inspire children to write.

Spelling

Spelling is taught from Year 2 upwards. It is taught three times a week for 15 minutes at a time. Red Rose spelling is used in Year 2 and 3 (other year groups will be implemented when available). From Year 4 upwards, the Red Rose spelling strategies, activities and games are used to teach the words from the no Nonsense spelling programme. Spelling lists or investigations will be sent home as part of home learning. Children have a spelling journal in which to record some of their activities. The children also learn their Year group spellings through this programme and by interweaving them through our English units as well.

Writing strategies:

We understand, at Gisburn Road Primary School, the need to teach writing using a variety of techniques. We use:

Modelled writing- the teacher models the writing process to demonstrate a quality text which contains the appropriate features.

Shared writing- Good quality writing is shared amongst the class through shared reading. Children will understand and learn what makes a 'good piece of writing'.

Guided writing- the teacher shares their own writing and guides the children into the thinking process of writing including the editing and improving of writing. Children learn how writing is a process that can be edited and improved.

Paired writing- children share their ideas of writing and complete a piece of writing together. This can be done through rainbow writing (each child has a different coloured pencil and adds the next sentence) or plan then write (each partner writes their own piece then combines them by creating a final piece together).

Independent writing- children write independently. They have the chance to practise the skills they have learned during the week. Every day a child is given the opportunity to apply skills that have been taught.

Writing opportunities:

Children are encouraged to enjoy writing and become fluent and competent writers. Children should write daily either in English or opportunities given across the curriculum. Once a skill has been taught, the children should be given opportunity to apply it through short writing opportunities. Children should have access to learning boxes/toolkits, where any specific learning aides will be kept eg dictionaries, thesauruses, spelling lists, word mats etc. Writing should be across the curriculum and should be of the same standard. Different genres should be applied across the curriculum.

Extended Writing:

Extended writing should be completed once every fortnight. This piece will be used for assessment purposes. Every week there will writing opportunities being given through Topic, Science or RE work. This writing should be of the same standard across the curriculum.

Once an English unit has been taught, an independent writing task should be completed on the same genre as the scaffolded piece of work within the next week. Other extended writes can be included during the other weeks and ideas can be found on the year group genre bank. Extended writing is used as an assessment tool, with each piece being highlighted to demonstrate how the child is working at ARE. Topic and RE books should include writing opportunities where appropriate for example a diary in History or a weather report in Geography.

Impact

Monitoring and assessment

Within the Day Book teachers should be making notes on the plan as to what went well, how the lesson went, what needs repeating etc. Specific notes on individuals and groups should also be made where appropriate. KLIPS are then highlighted termly (for those children working below ARE) and an assessment judgement is made and recorded on Lancashire Pupil Tracker as to where the children are at. Children who 'should' achieve ARE or 'could' achieve ARE are identified and appropriate provision put in place to close gaps. The data is then analysed by subject leaders and a report is given to Governors also on a termly basis.