



HIGHFIELD FARM PRIMARY SCHOOL

Writing Policy

Date of Policy approval _____

Date of Policy review _____

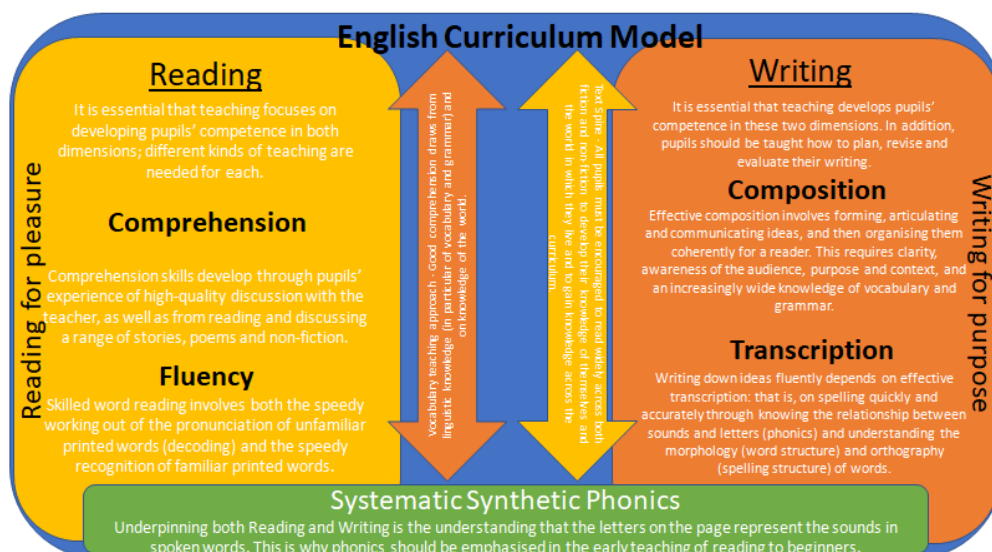
‘When asked, “how do you write?” I invariably answer “one word at a time”.
Stephen King

The teaching of writing is such that no matter who you are, no matter where you come from, every child will have the chance to become a writer. A high quality writing curriculum has a no ceilings approach to learning allowing all children’s creativity to flourish.

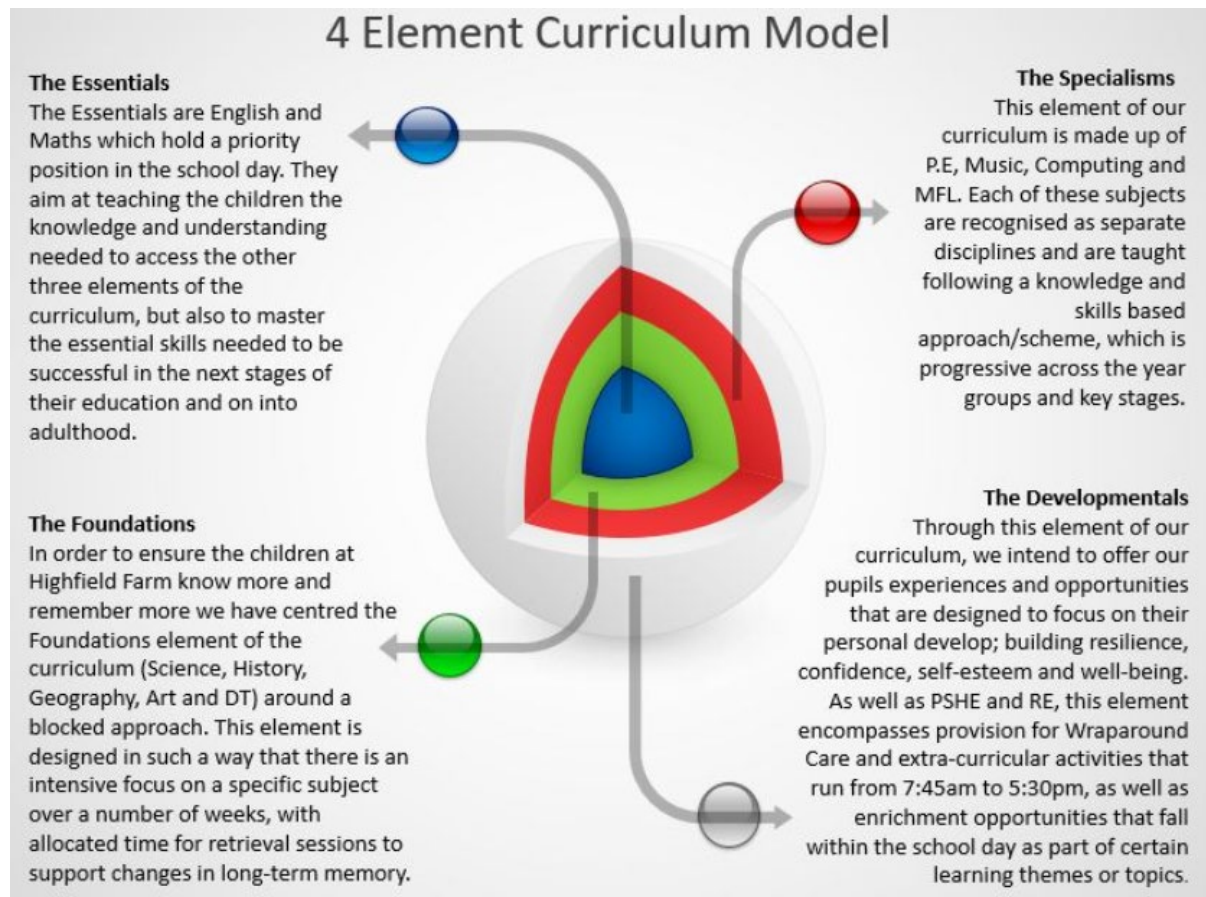
Intent

At Highfield Farm, we have taken a holistic approach to English to ensure there is coherence between all facets of the English national curriculum. By the time the children leave our school, they will have an enduring love for the subject in its own right and see English as an essential life skill which will enable them to have a successful future.

We believe that reading is the keystone of our English Curriculum Model, providing opportunities for our children to ignite their imaginations and fan the flames of their curiosity. We aim to underpin the strength of high quality texts and our children’s response to reading them by building in opportunities for reading into writing and applying the use of taught vocabulary. Our English Curriculum Model has been carefully designed to combine our cohesive approach to the teaching of English as a whole, whilst recognising the various component strands. All of the strands complement each other and support our children’s development and success.



Our aim is that our children go on to apply their English skills across all subjects, but also can draw upon their knowledge from other disciplines to inform the quality of their written work. Our curriculum is designed to provide our children with the language and vocabulary they need to access the curriculum and be able to express themselves with clarity, purpose and meaning. To this end, English is one of the essential aspects of our curriculum which acts as a catalyst for our entire curriculum offer.



Implementation

Based upon the National Curriculum and the individual needs of our children and the Highfield Farm community, we have created an approach to writing that not only allows children to write for genuine purposes but also has, at its core, a high degree of response to quality texts as its main driver. From year one to year six, writing lessons are focused on a stimulus from a high quality text, selected specifically for its richness in language, themes and grammatical demand. All chosen texts have been sequenced to take account of progression in thematic and text complexity for every term, in every year group. The sequences of lessons are similar in each class, following a Gather, Practise and Apply (GPA) format. A guiding principle is that children write as often as possible, be it a small response to a question in the gather element of the sequence, a skill that needs developing from the text stimulus or within application which may be extended pieces of writing. We believe that writing should be done as often as possible and reflective of the stage within the teaching sequence. This *may* be little but often in the earlier stage of the sequences of learning.

Gather

This element allows all our children to engage with a selected text and analyse elements from it. There is a heavy focus on reading within this aspect where children may get the opportunity to explore authorial intent and techniques, discuss characters and settings or explore the wider context (theme or setting) of which the text is based. Within this part of the sequence there may be heavier elements of drama, speaking and listening sessions and linking with other subjects and texts. Exploring the authors use of language and vocabulary effectiveness in this aspect of the sequence is a key feature of the Highfield Farm approach to English and compliments the vocabulary policy.

Practise

This element allows all our children to practise the skills required that would inform a final written piece of work. These skills *may* be of a grammatical nature, with accurate and effective sentence construction as a key focus. During this element of the sequence staff and pupils often work together to produce shared work which may then go on to stimulate further ideas.

Apply

This element of the teaching sequence is where all the final written pieces are created and will have stemmed from the original text source. Children will have the opportunity to edit and refine their work in order to produce high quality pieces of writing which suit a variety of forms, types and purposes and that they are proud of. Planning templates for the various purposes are consistent and developmental throughout the whole school (See Appendix).

Organisation

Due to the make up of the cohorts at West Melton, a creative approach to coverage and organisation has been taken. Children in the mixed classes access the same text, however it is the teacher's responsibility to differentiate the learning so that all children can access the learning reflecting the stage and age of the child.

Written work is kept within the children's writing books, which will include work reflective of all elements in the GPA approach.

Planning

Planning for writing comes from the long term overview on the 'year on a page' document for each year group. This will act as a long term plan and be displayed on the school's website. Each half term a new GPA planning document will outline the specific areas to be taught and focused on. This is our Medium term planning and more detail and thought, collaboratively created, will be included and the sequence of teaching that is to occur.

Each individual lesson has content that is differentiated between, and within, year groups so that learning is age-appropriate and high expectations are maintained. Individual and/or sequences of lessons should take into account the following principles of instruction as laid out by Barak Rosenshine. This will add clarity and simplicity to the teaching and learning

process within English. (See Appendix). This is not to say that every principle is to be seen in every single lesson.

The importance of vocabulary

Teachers use questioning, and provide opportunities for discussion and investigation to support the development of specific language and vocabulary which stems from the stimulus text. Such vocabulary is identified in planning and specifically taught. This is complimented by our vocabulary policy which focuses heavily on the acquisition on tier two vocabulary.

The place of reading

Reading is *the* central element to our approach to writing. The reading and sharing of only the very best texts inform all our children's writing. The children will have complimentary texts that they will be exposed to that may add layers of richness to the driving text. This may be due to the link in themes, characters or historical/geographical settings. In doing so, the children at Highfield Farm will be exposed to the academic language of schooling and the disciplinary vocabulary in the subject. Furthermore, being exposed to rich vocabulary will add layers of quality to children's writing as it will encourage them to use specific and effective vocabulary. In essence, a strong principle we hold is to have *more curriculum in the writing and not necessarily more writing in the curriculum*.

EYFS

We teach English in our foundation stage classes as an integral part of the children's learning. The foundation planning and delivery stems from the Read Write Inc resource, where deliberate links between phonics, reading and then writing are made explicitly clear. We relate the writing aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. A crucial aspect of this is ensuring that children exit foundation with the key language, vocabulary and skills to build upon in the key stage one English curriculum. For example, write recognizable letters which are correctly formed, spell words by identifying sounds, and writing simple phrases and sentences that can be read by others.


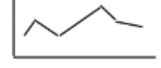
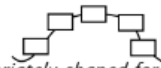
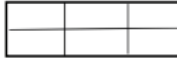


















Impact

The impact of our writing curriculum is measured in a variety of ways: questioning during lesson time, marking children's written work, listening to child-led discussion, interviewing pupils across the school about their learning, book trawls and using images/videos of children's practical learning.




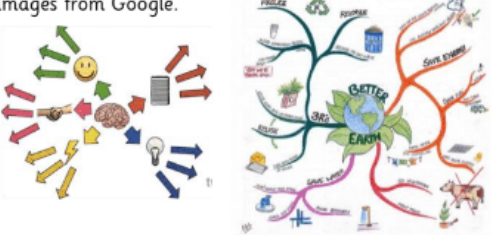

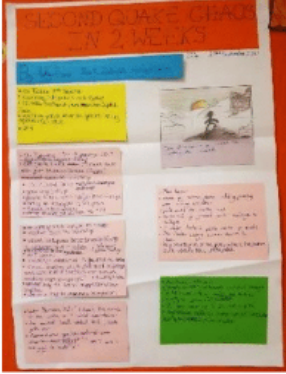

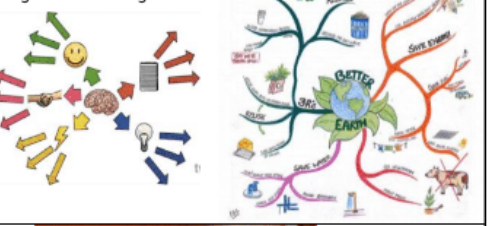
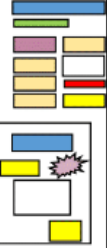

Our school understand that our curriculum develops children's acquisition and proficiency in their ability write over a long period of time. The GPA approach enables a spiral effect where children's skills become deeper and more refined as the year goes on. Therefore, the support and scaffolding that children receive will be heavier within the first half of the year and


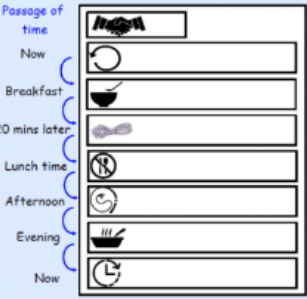
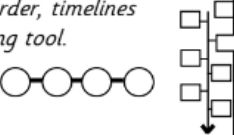
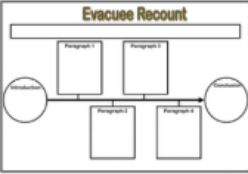
gradually the expected amount of independent work will increase. However, throughout the year teacher judgment as to how much a child needs challenging and/or supporting will inform day to day practice.

Appendix One - Planning formats

Writing Purpose	Planning Types	Examples															
<p>Entertain (stories)</p>	<p>Plot Point Plan  <i>Film stills or images used to represent key points in the story.</i></p> <p>Emotion Graph  <i>As above but in a graph, tracking a character's highs and lows.</i></p> <p>Story Hill  <i>Ensure the hill is appropriately shaped for the story being written.</i></p> <p>Storyboard </p>	 <p>(Example from @MissStanleyYr6- plot point emotion graph)</p>															
<p>Describe (setting & character descriptions)</p>	<p>Around an Image  <i>Words & phrases mapped around the image. Writing rainbow symbols can be used.</i></p> <p>Senses grid <i>Words & phrases mapped around the image. Writing rainbow symbols can be used.</i></p>	<table border="1" data-bbox="821 929 1308 1243"> <tr> <td>See & Action</td> <td></td> <td></td> </tr> <tr> <td>Hear</td> <td></td> <td></td> </tr> <tr> <td>Smell</td> <td></td> <td></td> </tr> <tr> <td>Touch</td> <td></td> <td></td> </tr> <tr> <td>Feel</td> <td></td> <td></td> </tr> </table> <p>(@MissStanleyYr6)</p>	See & Action			Hear			Smell			Touch			Feel		
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<p>Text boxes</p>	<p><i>Focus on structure. Useful for playscripts.</i></p> <p>Scene <input type="text"/></p> <p>Cast <input type="text"/></p>	<p>Planning a playscript </p> <p>What is the name of your play? <input type="text"/></p> <p>Who will be in your play? <input type="text"/> Where will your play take place? <input type="text"/></p> <p>Character List <input type="text"/></p> <p>Scene 1 <input type="text"/></p> <p>Scene 2 <input type="text"/></p> <p>Scene 3 <input type="text"/></p> <p>Scene 4 <input type="text"/></p> <p>Scene 5 <input type="text"/></p> <p>Scene 6 <input type="text"/></p> <p>What will happen in your play? Plot: <input type="text"/></p> <p>Image from Google</p>															

Planning of non-fiction can focus on structure or ideas. Where structure of texts is an intended assessment focus, planning frames must not be too scaffolded. Planning frames suitable for non-fiction:

Writing Purpose	Planning Types	Examples
<p>Text boxes</p>	<p>The focus is on the structure of the text. Frames for noting down ideas may look as follows:</p> 	<p>Image from Google</p> 
<p>Mind Maps</p>	<p>The focus is on the ideas rather than the structure of the text. These branching maps can be useful to further categories ideas.</p> 	<p>Images from Google.</p> 
<p>Coloured paper</p>	<p>The focus is on structure. Like the text box approach, each feature has a different colour. This is useful for texts such as newspaper reports where children need to see the difference between the opening paragraph and the last paragraph.</p> 	 <p>(@MissStanleyYr6)</p>
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<p>Non-fiction Shapes</p>	<p><i>Taking a model text and turning it into shapes can help children to see what their text will look like. They can make their own shapes or be provided with some to help structure their ideas</i></p> 	<p>This is the diary looking just like a jigsaw.</p>  <p>(@MissStanleyYr6)</p>
<p>Timelines</p>	<p><i>Where events occur in order, timelines can be used as a planning tool.</i></p> 	<p>Evacuee Recount</p>  <p>Example from TES</p>

Appendix Two – Rosenshine Principles

THE PRINCIPLES OF INSTRUCTION

Taken from THE INTERNATIONAL ACADEMY OF EDUCATION
By BARAK ROSENSHINE
Based on strategies to optimise how we acquire and use new information


01 DAILY REVIEW



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Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIALS IN SMALL STEPS



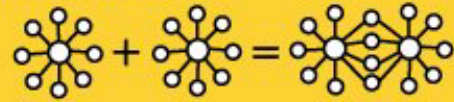
Our working memory is small, only handling a few bits of information at once. Avoid its overload – present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS




The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS




Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE




Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING




Less successful teachers merely ask “Are there any questions?” No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE




A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS




Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces ‘overlearning’ – a necessary process for new material to be recalled automatically. This ensures no overloading of students’ working memory.

10 WEEKLY & MONTHLY REVIEW



WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Summarised by Oliver Caviglioli | @olivercaviglioli | teachinhigh2s.com