



Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. They learn and achieve through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and full breadth of skills required to take an active and fulfilling role in society.

Mile Oak Primary School:

Writing Policy

Date:	September 2022
Review Date:	September 2023

‘Teachers must help children to perceive themselves as writers before children are able to write for themselves.’ -Frank Smith

“Children are likely to live up to what you believe of them.”

—Lady Bird Johnson

Writing at Mile Oak School:

Good writers:

- See them-selves as a writer
- See the writing process as enjoyable and purposeful: communicating, entertaining, informing
- Are aware of their audience
- Know what they want to say and how they are going to say it ensuring it is cohesive
- Are able to plan, write and evaluate independently
- Take ownership of their writing, evaluating and thinking of ways to improve it through editing.
- Are able to draw on their reading experience
- Draw on prior learning

Core Belief:

At Mile Oak School, we believe that whatever stage a child is at in the writing process, the most intrinsic part of this is that they see themselves as a writer and that their work is valued and celebrated. All children will have the opportunities to see the purpose of their writing through publishing it in a variety of ways. Alongside this, teachers will provide writing lessons to nurture and develop the writing process. The children will be given inspiring stimulus to motivate, opportunities to rehearse and most importantly lots of time to write and improve.

The joy of writing starts in Reception.

Oral Rehearsal and Language.

- Through igniting conversation and developing the quality and richness of children's expressive language
- Children's grammatical skills will be developed through modelling clearly spoken sentences.
- Nursery rhymes, songs, fairy tales and a wealth of other stories will be learnt by heart and the story structure discussed
- Acting out quality story texts.
- Retelling stories orally
- Regular story time with the whole class, small groups and one to one. To promote the introduction of new vocabulary and talk around stories and story structure
- Key vocabulary is incorporated in adult led activities and across the learning environment.
- Adults use cued articulation to support language development.

Writing/ Mark Making

- Children will use a variety of resources for mark making for both inside and outside. (Appendix 1)
- Children will have a variety of opportunities to learn to write/ mark make in: adult- led, whole class activities; adult-led, small group activities; child-led activities.

Opportunities for writing/mark making:		
Signs	Menus (role play café/take away)	
Labels	Prescriptions (role play doctor/vet)	
Cards	Order forms (role play builders)	
Letters	Food orders (role play café/take away)	
Postcards	Stories and books	Jokes
Notes	Invitations	Poetry
Messages	Tickets	Receipts
Recipes	Maps	Posters
Sign up sheets	Shopping lists	Bills
Captions	Registers	Diaries
Instructions	Driving licences	Score sheets

- All children will see their writing or mark making regularly displayed and celebrated.
- Adults will ask children to share their writing/ mark making and read it aloud
- The children will see adults write regularly and also in the writing area for enjoyment.
- Adults model writing in the cursive script, teaching tricky words and phonics.
- Children write their name daily using the precursive script.

Learning Environment:

The classroom will be a language rich environment with:

- An inviting reading area to promote language and discussion, oral story telling and shared reading.
- An inviting, well stocked, writing area, which inspires children to write/mark make in a variety of genre.
- A 'wonderful words' display on the working wall to support Literacy learning.
- A child's display- each week.
- child will create a display of their choice to promote discussion, talk, writing.
- Stem sentences in all areas of learning.
- A wall dictionary, which will be created as the words are introduced into class.
- A writing tool kit

Phonics:

- We see early phonological awareness as crucial in every child's writing progress and plan for this
- Systematic Synthetic phonics is taught daily from the beginning of the year
- We move through the Letters and Sounds phases and pay special attention to early sounds awareness skills
- Needs based groups are formed in the Spring Term in order to move children to writing words at the earliest opportunity
- The children needing the most support are provided with additional intervention
- We ensure that children have an opportunity to practise their speak spelling skills with an adult regularly.

This will be 1:1 or in a small group.

- Phonics sessions in Reception are guided by the English Hub model. A typical lesson is 20 minutes, well-paced and includes:
 - Sound awareness activities such as rhyming, alliteration and syllable work
 - Plenty of opportunities for oral blending and segmenting
 - Flash card revision
 - Introduction to a new sound every day using Cued Articulation
 - Model writing of words, air writing and reading word

Handwriting- From the beginning of the year, the children are taught the pre- cursive script. **Please see the handwriting document.**

Writing lessons:

- Key skills will be taught through handwriting and phonic lessons.
- Adult-led whole class teaching will model the writing process and the thinking process that goes with it.
- All teachers modelling will be in the pre-cursive script.
- Focus Adult- led small group activities will A hook e.g. a story props bag
 - Setting the context (using images, videos, songs etc.)
 - A clear Learning Intention related to the EYFS curriculum
 - Writing modelled by the teacher in a genre appropriate style
 - An exploration of vocabulary and stem sentences
 - Flamingo challenges in every lesson

Year 1- Year 6

Time allocation:

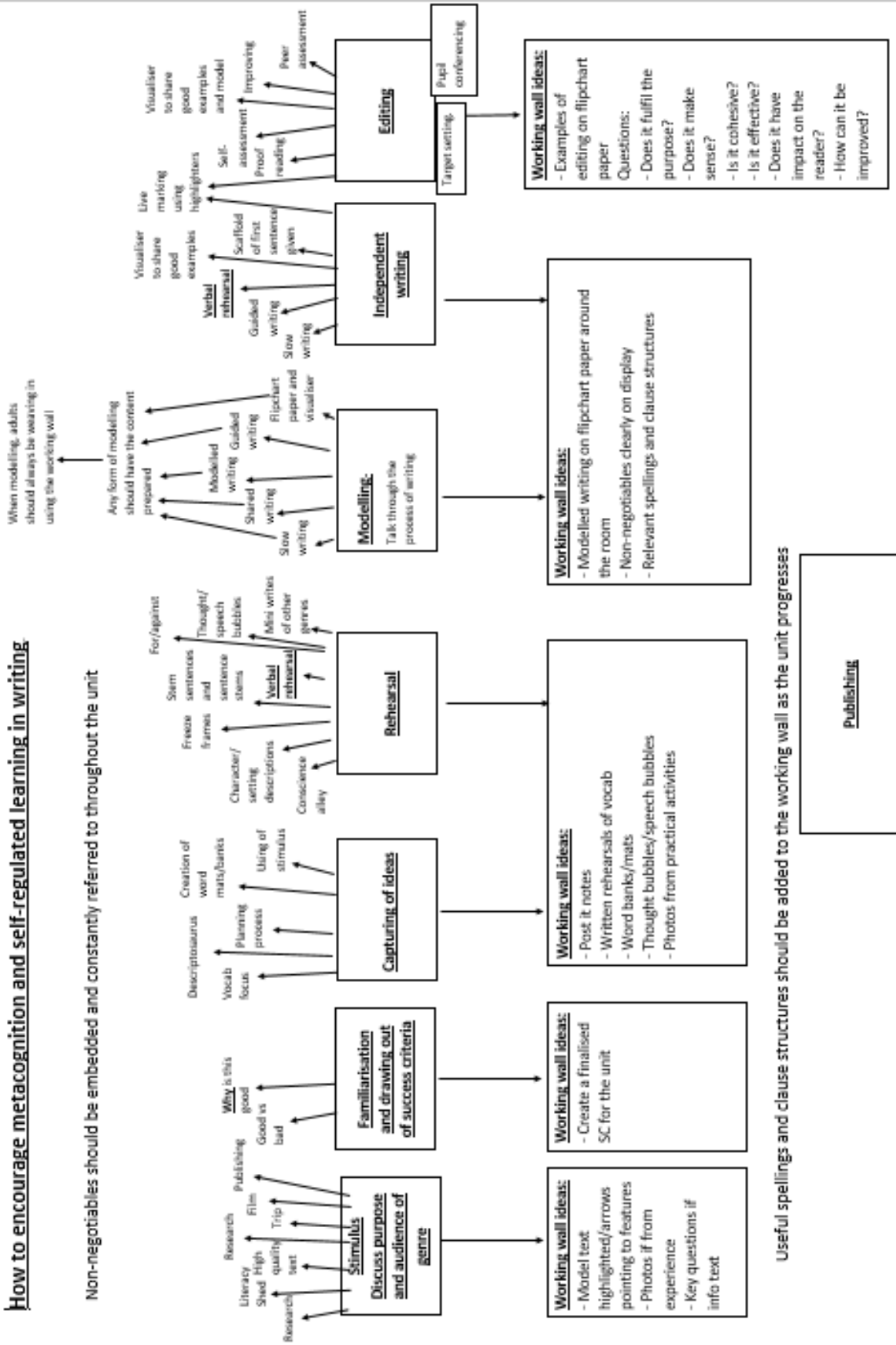
In Key Stage 1, writing is taught for 4 to 5 lessons per week (45min-1 hour). In Key Stage 2, it is taught for 5 hours per week. Children should write at least once a day. They will write in all areas of the curriculum.

Planning of writing:

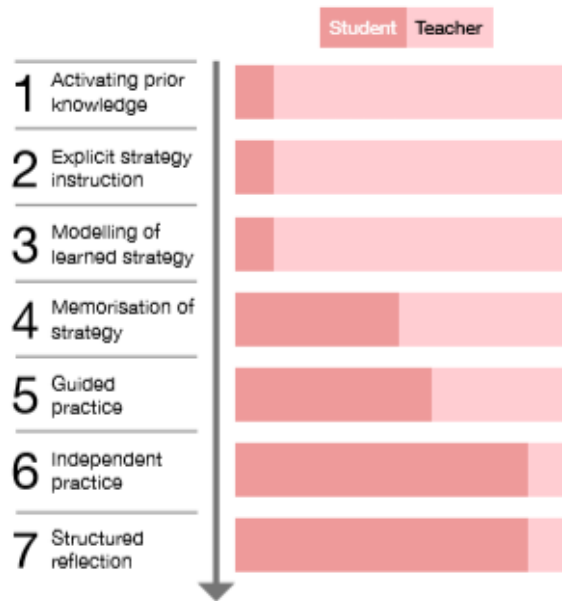
Before planning a unit ensure that it has a clear purpose and that the children know the audience. Writing should be regularly published for display purposes, sending to authors, made into books for the class library. Evidence of planning should be clear and purposeful. Year groups plan together an 'S' plan- **Guidance for this is at the end of the document.** Plans are recorded on either lesson slides or on a planning format. It must show clear steps of the writing process as show in the diagram below.

How to encourage metacognition and self-regulated learning in writing

Non-negotiables should be embedded and constantly referred to throughout the unit



Promote active learners.



Success Criteria:

- Genre based (see genre based success criteria for KS1 and 2 in 2020/ Planning/ English.
- Created by looking at model texts
- Shared with the children every lesson
- Created by the children
- Stuck in books when appropriate
- Used to inform peer and self-assessment
- Should be kept brief



Non negotiables.

In order to maintain high standards, each year group has a list of non-negotiable skills which they include in their writing every time they write. These are displayed in class and teachers share them with the class regularly.

Books and Presentation:

Learning journal: This book is a record of all the children's learning in every subject apart from maths and reading. It reflects their journey of learning and progress should be clear. Each piece of work must be dated with the full date- not year. The learning intention must have English before it. See example below:

	Monday 15th June.
	English - I can use inverted commas to indicate direct speech.
	Start to write here

We use DUMTUM- Date, underline, miss a line, title, underline miss a line. Starting on the first narrow line ensure letter heights are consistent.

Independent Writing Book:

Writing recorded in this book is independent and is an opportunity for children to consolidate skills taught in the writing lessons. The writing will be cross-curricular and a range of genre. Selected pieces of writing from this book will be used as assessment evidence. Ensure children have first-hand experiences wherever possible. E.g. evaluating a D.T. or art projects, recount of a school trip/ visit.

Note Books: A little green book will be used for children to make notes, plan, and collect ideas not just in English lessons but for all cross-curricular subjects.

Targets:

These are at the front of the Learning Journal and are used for planning and assessment. Targets are dated when a target has been taught. Ticked either once, twice or three times once it has been taught several times. The right-hand side of the assessment sheet is to record assessed pieces of writing from the independent book. **For further instruction see the appendix.**

Post-it targets:

As part of the learning process, it is important for children to identify areas they need to improve. After an independent write, children write two or three targets to develop their writing and write these on a post-it. During a pupil conferencing session, the CT will read through and independent write with the child and agree their targets. Please date and put the child's name on the target.

The post-it target is put in the current page of the learning journal and moved through the book so it is visible each time they write. When a child achieves a target consistently in their writing then highlight the target in pink. Once all targets have been achieved, the post-it must be stuck in the front of the learning journal and new targets agreed.

Pupil conferencing:

This should happen each time a new post-it target is needed and more regularly with some of the lower attaining writers. The CT and child read work together, edit together agree targets together.

Strategies for teaching writing:

Although we are not a talk for writing school, we do use some of the good practice, including the use of a quality exemplar text, boxing up, drama, story mapping and learning the text where appropriate.

Teachers regularly model good writing during English lessons.

Good Versus Bad:

In order to identify what makes good writing, teachers sometimes use 'Good vs Bad', in which children point out how to make a text, made up by the teacher, better. It can also be used to devise a success criteria.

Collecting vocabulary:

Opportunities must be given to children to collect relevant vocabulary for them to use in a unit of work. This may come from thesaurus work, magpie words from the model text. Display rich language on the learning journey. Create a poster of relevant statutory words.

Shared writing

Teachers lead children into co-constructing a piece of writing and act as a scribe for the children's ideas, model the thought process of a writer with targeted questions and feedback. The writing process is modelled making choices to impact the reader.

Guided Writing:

Teachers work with a group of children with similar needs while the rest of the class work independently/ with their learning partner on the same task. The group will be guided through the task using whiteboards, which allows the children to readily experiment and rewrite ideas. The group do most the thinking of writing. This process is scaffolded and supports the group from dependent to independent writing.

Independent Writing:

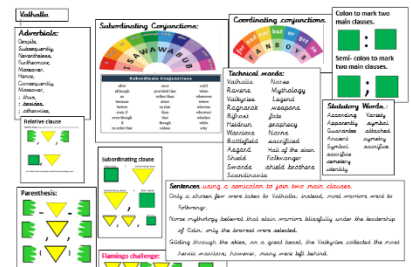
This gives children an opportunity to write for a sustained amount of time to deepen their understanding of skills learned and consolidate existing ones. Children are taught to proof read their work and to use the edit page to make improvements to sentences structure, word choices/ spellings etc. They may make further improvements after constructive feedback from either the teacher or peer

The Teaching of grammar:

From Reception to Year 6, teachers model grammar through correctly structured spoken sentences and will expect children to speak in full sentences. They will correct errors through repeating the sentences back to the child correctly. Grammar is explicitly taught in context and is related to the genre being taught. Problem solving/ diagnostic questioning is a strategy used to teach grammar. Children devise rules for certain conventions or explain errors. This will help them to consolidate and retain information. Each classroom has a visual clause structure display, which teachers refer to and use in their teaching. Children are used the technical words for grammar from Reception.

Writing Mats: Children will have purposeful writing mats, which are created from the words collected in class and will have on:

- relevant adverbials,
- statutory words/ common exception words,
- phrases and sentences using a range of clause structures,
- ambitious nouns, adjectives and verbs,
- visual clause structures and technical language if appropriate to the task.



Feedback for Learning.

All adult comments are in red. We expect all adults in the class to live mark. Sometimes a teacher may need to further mark after school, but best practice is with the child. Marking is purposeful in order to move learning on.

Pink highlighters for tickled pink. When we highlight in pink, say why it is good using technical language.

Green highlighters for green for growth. Say what needs improving.

If the child has achieved the learning intention, then date this on the target sheet and tick the LI either ✓ working towards ✓✓ expected ✓✓✓ greater depth

The target sheet should be in front of the children when they write.

Two pinks and green.

At the end of a piece of writing read and mark for the overall effectiveness. This can be done by an adult or a peer as in peer assessing or by the child when self- assessing (children use pink and green coloured pencils)

Editing:

Through clear purposeful marking, self-assessing or peer assessing children identify areas of their writing to improve. Editing is improving the impact of writing and needs to be explicitly taught (See appendix 7) Time needs to be given across both key stages to edit so ensure it is planned in regularly.

In Year 2, 3 and 4 a line is left for editing. In Year 5 and 6 an edit page is used. Year 4 will teach the transition from missing a line to an edit page in the summer term.

All editing should be in green pen.

Learning environment:

The classroom must be language rich.

Each class room must have:

Visual clause structures.

Word Aware display.

Working wall.

Statutory word wall

Spelling wall.

Celebrating Published Work:

Writing is published and displayed. Each classroom will have displayed pieces of writing. In KS2 children are taught to use guidelines to publish work. This is beautifully presented in cursive joined handwriting. All work must be mounted with borders of the same thickness.

The writing leads will ask for published pieces of work regularly to display in communal areas on specified display boards. This is to be of a quality, which is excellent for that child.

Writing Wall of Fame:

Resources, dates and instructions are in

[planning green / English resources/ Writing wall of Fame.](#)

