

# Broomhill Infant School



# Writing Policy



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Next Review Autumn 2025

## **Intent**

To develop a curriculum which

- Encourages children to speak clearly and listen actively.
- Builds a love of English literature and language.
- Provides sequence of the progression of knowledge and skills to enable children to build on prior learning.
- Develops fluent transcription skills.
- Encourages a rich vocabulary.
- Allows children to be creative in their writing.

## **Implementation**

- Drama is used regularly to develop speaking and listening skills.
- Listening skills are highly valued and the children learn to listen to each other and respect the views of others.
- The teaching sequence for writing is followed where children work through different steps to build up to a piece of writing.
- Children are encouraged to orally rehearse sentences before writing them.
- Handwriting is taught regularly.
- High quality modelling takes place in all writing lessons.
- Children use word/ GPC/ topic mats to scaffold their writing.
- They refer to 'Grow the Code' posters when spelling new words.
- Formative assessment is used constantly to address misconceptions and to challenge children appropriately.
- Writing is marked using pink and green highlighter which celebrate meeting objectives and highlight areas for development.

All efforts are praised and effort is rewarded.

## **Impact**

- Speaking and listening skills across school are excellent.
- Children use phonics and key word knowledge to write words correctly.
- All children develop a love of writing and use their skills for a range of purposes.

Most importantly.

All children develop a love of writing and use their skills for a range of purposes.

'Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing them down.) Pupils need sufficient capacity in their working memory to plan, compose and review effectively. This requires transcription skills to be secure. As a result, fluent transcription skills should be a critical focus for the early years and key stage 1. By the beginning of Year 1, 'not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud'. The national curriculum suggests using dictated sentences in Year 1 to apply and practise spelling'. **Ofsted, July 2022**

#### How we teach writing at Broomhill Infant School

At Broomhill, we follow the Teaching Sequence of Writing approach created by Teresa Heathcote which follows six steps towards a written outcome. All steps include opportunities for children to practise reading. They are detailed below:

##### 1. Immerse

This is the most important stage which requires time and should be given status. It is when we develop new vocabulary and children learn the purpose of the writing. They will learn to read, spell and write a specific list of vocabulary related to the written outcome we are working towards, alongside some common exception words they will also need to use in their writing.

For example, for a narrative about Jack and the Beanstalk the words might be Jack, beanstalk, cow, market, giant, when, once, was, who and some. These will be displayed clearly in the classroom.

The immerse step will involve several learning contexts which familiarise the children with this vocabulary and the text type.

These may include:

- Drama (hot seating, freeze framing, thought tracking)
- Zones of relevance
- Use of visual texts
- Vocabulary related activities

- Saying the words out loud
- Developing synonyms
- Exploring examples of the genre

Throughout this step children will compose short pieces of writing that will include words from our 'Immerse List.' These will often be dictated sentences that allow the children to focus on spelling and grammar rather than composition.

We will evidence this step with these short pieces of writing and photographs where appropriate.

## 2. Analyse/ WAGOLL (What a good one looks like)

During this step of the process the children will see exactly what we want them to write.

We will display the writing (WAGOLL) clearly and read it with them. Together, we will analyse the text. The focus will be on spellings from our Immerse List (I say it, you say it) looking at the grammatical features of the text and its structure.

When teaching grammar, we will teach a rule on the first day, dictate sentences using the rule on the second day.

Other learning contexts may include:

- Filling missing words in sentences
- Sequencing sentences

## 3. Skills

This step helps the children develop fluent transcription skills. We teach them to 'Think a sentence, hold a sentence, write a sentence.' Initially this will involve children writing sentences dictated by the teacher or teaching assistant. As they develop confidence and skills they will be able to compose their own. However, there will always be some children who need more time working on dictated sentences.

During this step we will return to the WAGOLL to draw attention to teaching points.

It is worth noting that in Foundation Stage and Key Stage 1 most of the children's sentences will be dictated.

## 4. Planning

During this step, the pupils will think of a sentence and hold the sentence.

For Reception and Year 1, this will be oral rehearsal.  
For Year 2, it will mean planning their short burst of writing.

## 5. Writing

The writing step is the outcome we have been working towards. This will be an independent piece (whenever possible) of the genre we have been studying. It will bring together all the skills and vocabulary the children have been learning in the previous steps. We want the children to be proud of their work and use this to show us what they can do! We will celebrate it together.

For those children who aren't yet able to write a piece independently, a shared write may be more appropriate. This will involve an adult dictating a sentence. The children will write this on a whiteboard. The adult will then encourage each child to contribute to sentences on a large piece of paper and write the child's name above the words they have written. This will then be photographed and put into their writing books.

## 6. Review

This step is most appropriate for our Year 2 children and the more able Year 1s. The teacher will display a piece of writing of the focus genre, written by them not the children. It will include some mistakes for the children to correct.

## 7. Marking and Feedback

Marking is the responsibility of both teachers and teaching assistants. Live marking should take place wherever possible so the children have immediate feedback. We use green and pink highlighters to mark all written work, EXCEPT the final piece in a sequence of writing. Pink (tickled pink) will be used where the child has met the learning objectives. Green (green for growth) will be used to highlight areas to be addressed. The children will then use green pens to correct their work. Wherever possible, this should be done in the lesson but can also be returned to in 'Fix It' time.

## 8. Spelling

In FS2 and Year 1 (and for some children in Year 2) spelling is primarily taught through phonics lessons. The children practise their spellings in morning work at the start of the day, every day. Alongside this they learn their immerse list in English lessons. Year 2 children are taught the spelling rules daily in place of phonics.

Each half term we have a planned week of planned activities around Spelling, Punctuation and Grammar.

## 9. Handwriting and Presentation

We have adopted the Martin Harvey handwriting scheme and have invested in excellent quality books for the children to write in. The scheme is taught every day and attention to detail is rigorous. The children are taught to use the tripod grip when holding their pencil and good posture is instilled in them through the use of catch phrases 'BBC' - bottom at the back of the chair' and 'TNT' - tummy near table.

Please see separate document for more detail about the scheme.

## Inclusion, Differentiation and Equal Opportunities

Some pupils experience learning difficulties, which can affect their progress in English. Class teachers are responsible for trying to pinpoint any difficulties, so that through early intervention these pupils can be helped.

Here, at Broomhill Infant School, we have a high proportion of English as an Additional Language children through high mobility. We work tirelessly with the EAL team at the local authority to ensure that we get it right for children who are new to the English language. We now have two EAL champions in school who disseminate training to teaching staff. Topic words and word mats are translated into the appropriate language.

Where pupils are shown to be experiencing difficulties and under-achieving over a period of time, class teachers monitor problems closely. Parents are consulted and, if possible, support given with advice on reading and writing at home. Children with special educational needs should have full access to the English curriculum. For children with EHCPs, staff need to consider provision and classroom support for English activities. Within the framework of the National Curriculum, children of all ages and abilities are catered for. Teachers' plan for the specific needs in their class and provide challenge for more able children. Having determined the children's needs, by monitoring and assessing their work, we plan for our classes, varying our expectations and outcomes with the abilities of the children, thus ensuring steady progress is made.