



# Warwick Bridge School

## Policy for Writing

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### **1. Introduction**

In Writing at Warwick Bridge School we follow the National Curriculum 2014. At Warwick Bridge School, we view the acquisition of language skills to be of the utmost importance and so the teaching of all aspects of English is given high priority. Writing is integral to our children's whole language experience; it is a crucial part of thinking and learning. This policy outlines the purpose, nature and management of the teaching of writing at Warwick Bridge School. It states how we deliver the writing elements of the English National Curriculum and the Early Years Foundation Stage to ensure that our children develop as confident, capable and enthusiastic writers.

### **2. Key Statements about Writing**

The following statements are central to our view of writing development. At Warwick Bridge School we believe that:

- Speaking and listening with confidence are significant factors in developing effective
- Reading and writing are closely connected and mutually supportive; we read as writers and write as readers
- Writing is best framed within recognisable text-types or genres
- Writing should be designed to meet the needs of real or imagined audiences
- Writing tasks should be prepared through preliminary talk and teachers should model writing for their pupils when appropriate

- Children should be given the opportunity to collaborate with other children both to compose and to revise their writing
- Writing skills can be improved through reflection
- Children should be closely involved in assessing their own development as writers
- More effective writing is dependent upon increasingly informed grammatical and linguistic choices
- The teacher's response to the child's composition (e.g. praising aspects of the content) is crucial in developing confidence and motivation
- The skills of transcription (i.e. handwriting, punctuation and spelling) must be thoroughly planned for and taught

### **3. Aims of the Teaching of Writing**

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

- Appreciate that writing is a universal method of communication
- View writing as a process over which they have control
- Enjoy playing with language and write for pleasure
- Write appropriately for specific real or imaginary audiences where possible
- Write for a variety of purposes
- Make judgements about the tone, style, format and vocabulary appropriate to the writing's purpose, audience and genre
- Write clearly, legibly and accurately with attention to punctuation, spelling and grammar
- Recognise that drafting, incorporating significant revision into their writing and proofreading are integral parts of the writing process
- Achieve independent writing of a high quality

### **4. Contexts for the Teaching and Learning of Writing**

Writing is taught and learnt in specific meaningful and effective contexts. These include:

- Shared and guided reading
- Complementary grammar and punctuation activities
- Modelled and shared writing
- Guided writing
- Independent or paired writing
- Sharing and reflecting on their writing
- Cross-curricular writing tasks e.g. in project work or science

To support children in the acquisition of writing skills we will:

- Provide frequent opportunities to write
- Promote an awareness of adults writing in a variety of contexts for many purposes

- Provide regular demonstrations of the writing process
- Model, draft and discuss many aspects of writing with children
- Provide opportunities to reflect on the writing process
- Give children time to refine their writing through editing and revising
- Provide children with opportunities to share their writing
- Set individual targets for writing and assist children in reviewing their targets (and setting personal ones where appropriate)
- Surround children with a print-rich environment that they have helped to create
- Reward and celebrate children's efforts and achievements in writing
- Teach ICT skills that support effective and efficient electronic communication

Within this writing environment, the close relationship between writing and reading needs to be exploited. We will provide a wide variety of texts which cater for children's diverse interests and needs, and act as a stimulus to their own writing.

### **5. Writing in the Early Years Foundation Stage**

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. A wide variety of opportunities are provided for children to engage in writing activities.

Amongst these are:

- ❖ Shared writing
- ❖ Role-play (e.g. an office or restaurant)
- ❖ Labels
- ❖ Recipes
- ❖ Lists
- ❖ Making books
- ❖ Writing letters
- ❖ Menus

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English. A variety of resources are used to encourage the development of the fine motor control which is essential for good handwriting. These include playdough, cutting, threading and tracing.

### **6. Writing in Key Stage 1**

#### **a) Shared Writing**

Through shared writing the teacher demonstrates specific writing skills, sometimes acting as scribe. The basics of how to form a letter, spell a word, leave a space or put in a full stop are demonstrated, followed later by the more sophisticated strategies of modelling the planning, drafting or proof-reading of writing. The teacher may also demonstrate writing in a particular genre. Shared writing will teach children how to:

- Generate imaginative and informative ideas through discussion and questioning, and record these ideas in notes/ plans/ drafts
- Structure ideas in writing through the use of appropriate language, sentence structure, punctuation, sequencing and lay-out
- Develop specific word level skills of spelling, handwriting and punctuation
- Refine writing to make it clearer and better suited to its audience and purpose
- Develop technical terms and vocabulary for understanding and discussing writing
- Publish and present written texts for others to read and use

### **b) Guided Writing**

Guided writing sessions are used flexibly to provide a bridge between shared and independent work. During these sessions the teacher or TA may scribe for specific children or support children writing independently or in pairs. They may focus on:

- Planning a piece of writing
- Supporting work in progress
- Evaluating and improving writing

### **c) Independent Writing**

Children will be given frequent opportunities to write independently so that the skills demonstrated during shared writing and supported during guided writing will be transferred into their own writing. Since accurate, fluent and independent writing is dependent on a secure grasp of phonics, a high priority is placed throughout EYFS and KS1 on daily systematic phonics teaching (based on the 'Letters and Sounds' programme). This gives children the strong and essential foundation upon which all their future development as writers will be built. Motor skills continue to be developed through targeted small groups as necessary.

## **7. Writing in Key Stage 2**

### **a) Shared Writing**

Through shared writing the teacher will model the writing process with the children. This may include:

- Demonstrating planning strategies (e.g. concept maps, writing frames)
- Using a familiar text as a starting point for writing
- Teaching the structural characteristics of a particular text type
- Teaching the purpose and use of punctuation
- Playing with language and exploring different language choices
- Modelling higher level sentence constructions (e.g. connectives, complex sentences)
- Drafting
- Demonstrating revision strategies (e.g. checking for meaning, reordering to improve structure, rewriting to improve clarity or to enrich language)
- Demonstrating editing strategies (e.g. checking punctuation and spelling, using writing targets).

It is most effective if shared writing is broken up into chunks and interspersed with opportunities for the children to apply the lessons immediately in their own writing. Sometimes modelling just a sentence or two will be sufficient.

### **b) Guided Writing**

During guided writing the teacher as 'expert' guides learners at an appropriate level by:

- Giving feedback on previously composed independent writing
- Modelling how to use individual writing targets or comment constructively on another writer's work
- Demonstrating a specific stage in the writing process
- Developing or reinforcing skills taught in shared writing

Teachers will plan guided writing sessions flexibly, where they feel they will best meet the needs of their class. At other times, teachers may instead support children individually during their independent writing.

### **c) Independent Writing**

During independent writing the children compose without direct teacher support. As children move through KS2, they will be expected to write regularly and at increasingly greater length, developing crucial writing stamina alongside other skills. Independent writing, both within Literacy lessons and across the curriculum will involve:

- Using the imagination and expressing ideas
- Applying skills learned in shared writing and guided writing
- Focusing on individual writing targets
- Revising work in the light of feedback from teachers or peers
- Commenting constructively on other children's writing
- Editing and proof-reading to improve transcriptional features
- Preparing work for presentation

## **8. Grammar and Punctuation**

Grammar and punctuation teaching is most effective when it is short, sharp and frequent, incorporated perhaps as a lesson starter or in the context of shared writing. Word and sentence games encourage children to enjoy playing with language and to experiment with different constructions that they may then apply in their independent writing. For some years, sentence-level teaching and learning at Warwick Bridge School has been influenced by Ros Wilson's VCOP approach. According to Wilson, as children make progress as writers, they need to develop 4 key elements of their writing that are transferable across all writing genres. These are:

- **Vocabulary** (making ambitious language choices, carefully selecting adjectives, adverbs and verbs for specific purposes)
- **Connectives** (using a range of conjunctions/connectives to form complex sentences)
- **Openers** (starting sentences in different ways, including using adverbs, time phrases and 'ing' clauses)
- **Punctuation** (steadily broadening the range of punctuation used, exemplified in the 'Punctuation Pyramid')

Accuracy in basic punctuation (capital letters and full stops) is given a high priority throughout the school. Explicit teaching may be needed, even for older children, on what a sentence is and how to punctuate it accurately.

Teaching approaches may include:

- asking children to read out a sentence or paragraph with the punctuation verbalised so that others begin to see where it should go
- focused punctuation exercises where full stops and capital letters need to be added
- using a plenary for children to re-read and correct missing capital letters or full stops, perhaps in pencil or a different colour.

## **9. Handwriting**

Aims of Handwriting:

- To develop a sense of pride, pleasure and enjoyment in their handwriting
- To adopt fluent, legible and joined handwriting
- To adapt lettering styles for different purposes

Children in KS1 and the Early Years use pencil. In Year 3, children are progressively introduced to handwriting pens when ready (often through awarding a 'pen licence'). By the end of Year 5, all children should be writing in pen. Cross-curricular opportunities are used to provide real purposes for using handwriting skills. The motor skills necessary for handwriting will also be developed in Art, D&T and P.E.

Children will need guidance as to the best way to orientate the paper on which they will be writing, particularly if they are left-handed. Left-handed children should sit on the left or beside another left-handed child when paired. In addition they may benefit from the use of a pencil grip. Particular attention is paid to handwriting in the final draft of a piece of written work, especially in KS2. All pupils should be using joined writing throughout KS2.

## **Agreed Ways of Writing**

### **Incidental Writing**

- ❖ Application of phonics
- ❖ Tricky words and higher order spelling strategies
- ❖ Talk for writing
- ❖ Story Mapping
- ❖ Independent pieces of writing initiated by pupils

### **Collaborative and Group Writing.**

- ❖ Writing in different media e.g. computer
- ❖ Writing derived from pupils' reading experiences
- ❖ School portfolio of work
- ❖ What pupils say about their writing/self and peer assessment
- ❖ Writing across the curriculum
- ❖ Pupils writing books showing a range of writing genres including teacher feedback
- ❖ Teachers'/TAs unrecorded knowledge of pupils' attainment gained in the course of everyday teaching and learning over time
- ❖ Unsupported writing
- ❖ Extended piece of writing, longer and shorter pieces, spelling and handwriting

#### **10. Teachers' records of Pupils writing Progress**

- Targets that pupils have worked on/achieved.
- Ros Wilson records

#### **11. Literacy and Information Communication Technology**

If and when relevant, ICT will be used to promote writing e.g. multi-media presentations, word processing, data bases, letters, posters etc.

#### **12. Differentiation**

We offer every child access to the English Curriculum at the appropriate level through differentiation.

#### **13. Equal Opportunities**

At Warwick Bridge School, we celebrate diversity through recognising our children's skills and knowledge and by the study of material from a variety of cultures. Texts used will represent all cultures in a positive light and will show both genders in a range of roles.

The interests of both boys and girls will be taken into account when selecting materials to support the development of writing. Language games, explicit feedback and clear target setting can all help boys in particular to make good progress in writing.

The needs of children on the SEN register, including those with SLCN, will be planned for as necessary, through IEP targets on their provision maps. Intervention groups are in place to support children with additional needs, e.g. TA 1:1, SENCO activities, Direct Phonics.

#### **14. Parent Partnership**

Parents are encouraged to participate in their children's writing development through homework activities.

(Refer to appendix - Warwick Bridge School Big Write leaflet for parents.)

#### **Appendix**

## **Big Writing at Warwick Bridge School**

How you can help your child with their Big Writing? What is Big Writing?

Big Write is a whole school process that we use to improve the quality of children's writing. It includes 4 elements which should be applied to all different genres of writing e.g.

- ❖ Mystery
- ❖ Sci-fi
- ❖ Fairy tales
- ❖ Recounts
- ❖ Instructions
- ❖ Newspaper reports etc.

The 4 main elements are:

**V – vocabulary**

**C – connectives**

**O – openers**

**P - punctuation**

## **V – Vocabulary**

### **Wow words = exciting vocabulary.**

e.g. thunderous, fearful, marvellous, attraction, vibration, patiently, feeling, courage, experience, peak, generously, echo, nervously, worriedly, sensitively, timidly, aggressively, imagination, unfortunate, echoing, doubtful, leap, longing, communication, prefer, nourish, enjoy, emotion

A piece of writing can be improved by including WOW words.

It was a nice picture.

It was a beautiful, attractive picture.

## **C – Connectives**

**Words used to join parts of a sentence to make a longer sentence or to link sentences together.**

**Low level:** and, but, then, because, after

**High level:** although, therefore, however, meanwhile, furthermore, consequently, nevertheless.

## **O – Openers**

**Beginning sentences in different ways.**

Simple sentence openers use the subject e.g. He ran to the shop.

Connective e.g. Although his feet were sore, the boy ran to the shop.

Verb e.g. Running quickly, the boy made his way to the shop.

Adverb e.g. Quickly, the boy ran to the shop.

## **P - Punctuation**

### **Punctuation Pyramid**

#### **Big Talk Homework**

Supporting your child with their Big Talk homework is how you can really help them with their writing. It is an essential element in improving writing as talking and explaining helps children organise their thoughts. On the night before the Big Write your child will come home with their Big Talk homework letter. The idea of this is that children will have fun and gain a lot from talking about this with you. It is important to ensure that there are no distractions e.g. computer, T.V. etc. Encourage your child to explain their ideas before making any jottings. Key words, WOW words, jottings and drawings are sufficient for all children. School based research has shown that children who do their Big Talk homework make significant progress.



Warwick Bridge School  
Writing Policy

Policy written and adopted by Warwick Bridge staff **July 2023**

Ratified by Governing Body .....

Date to be reviewed **July 2026**

**Signed:**.....

**Signed:**.....

**Head Teacher**

**Chair of Governors**

**Date:**.....