



# Rossmore School

## Rossmore School's Writing Policy

### Intent

At Rossmore School, we understand that writing is an essential skill and we want our children to become confident writers. We aim to help our children develop these skills in the following ways:

- by introducing and deconstructing a wide variety of model texts making sure that we are covering a variety of genres;
- by exposing and teaching high level vocabulary;
- by giving children opportunities to write for authentic purposes and across a range of subjects;
- by ensuring children have opportunities to talk about and plan their writing;
- by ensuring all children have a solid understanding of grammar and ability to use it accurately;
- by giving children opportunity to evaluate, revise and edit their own work as well as offer feedback on the work of their peers;
- by enabling them to spell, not only the prescribed spelling words but also words connected to the wider curriculum, and,
- by taking pride in their work and its presentation with an increased focus on their handwriting.

It is our intent to provide high quality learning experiences in order to develop pupils' competence in both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Pupils will learn how to plan, revise and evaluate their writing effectively. They will be able to write down their ideas fluently, spelling words quickly and accurately by knowing the relationship between sounds and letters in words. The development of pupils' composition skills will ensure they can form, articulate and communicate ideas, organise them coherently for a reader showing an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We aim to encourage pupils to develop fluent, legible and, eventually, speedy handwriting.

### Implementation

At Rossmore, we know how important it is to provide ways of enabling learning to become a part of pupils' long-term memory, so each class focuses on three or four writing objectives each term so that these can be mastered by all children. We call these objectives our 'Mastery Lions' for that term. We have adopted parts of 'The Write Stuff' by Jane Considine to ensure clarity to the mechanics of writing. We have taken her 'Sentence Stacking' approach which places emphasis on sentences being

'stacked together' chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing and have added other components to create an approach to writing which suits Rossmore and our pupils.

We use a variety of texts (some that are linked to other areas of the curriculum) including narrative, non-fiction and poetry which ensures that the children get a rich diet of texts over the course of the year.

Throughout our teaching sequence, teachers allow time for vocabulary lessons, experience lessons where children experience some awe and wonder through video, drama, action or trip which will support them with building rich vocabulary when writing, sentence stacking lessons and time to plan, edit and review writing.

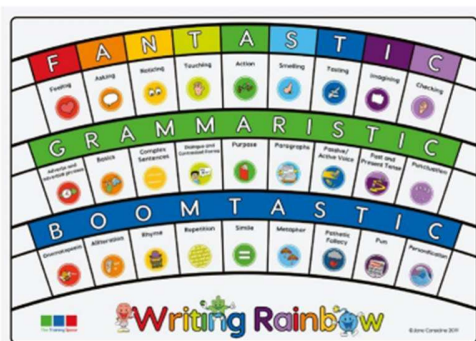
An individual sentence stacking lesson is based on a sentence model broken into 3 learning chunks. Each learning chunk has three stages:

Initiate stage— This is a time to inspire through the use of a stimulus, a rich language discussion, prior lessons and activities to provide a wealth of vocabulary to aid their writing. We call this 'Jotting'. Children will jot down their ideas so that they are ready to use at a later date.

Model stage – This is the chunk whereby the teacher demonstrates the thoughts and processes of a writer and articulates writing choices through modelling making sure that their banked vocabulary from their jotting is used and modelled as well as any Mastery Lions.

Enable stage – This stage is the opportunity for pupils to showcase what they can do and to create their own sentences using the skills taught and modelled.

Children are challenged to 'Deepen the Moment' throughout the sentence stacking lessons. This requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk. During this time, children use the Writing Rainbow to support their writing.



When writing a piece of non-fiction, the sequence of lessons will be the same except lessons around the shape of the text will be included so that pupils can understand and analyse different features and layouts.

All units of work will include a planning stage, time throughout the writing process to evaluate and revise and editing. Editing comes in three stages:

**E1 Edit: The Revise:** These are often 'little' adjustments or changes and tend to fall into one of these categories; Spellings Missing words or Punctuation

**E2 Edit: The Rewrite:** Children are asked to re-write a sentence if it doesn't make sense, could be restructured or generally improved.

**E3 Edit: The Reimagine:** This is when a writer wants to add more sentences to develop an idea further. For this the children are shown how to use 'editing flaps'.

Editing flaps are extra pieces of paper that stick onto their writing and show the additional sentences added into their work.

## **Impact**

By the time our children leave us in Year 6, they will be confident writers and will step into Secondary School ready for the demands placed upon them. Pupils will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences which are life-long skills.

Having followed this approach to develop their writing skills children will be able to:

- write for a range of purposes including diary entries, persuasive letters, stories, poems and recounts to name but a few;
- use their vast knowledge of vocabulary to excite, inform or entertain the reader;
- understand a range of punctuation and the effect it can have on the reader in both writing and reading;
- understand and be able to use a range of grammatical devices;
- understand the various sentence types that can be used to support different genres;
- spell accurately using their phonetic knowledge and apply spelling rules, and,
- speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions.

## **EYFS**

Communication and language sit at the heart of EYFS writing – everything we do around building language and supporting communication feeds into the writing that our children do, even at the very earliest stages of their mark-making.

EYFS pupils play around with language, using alliteration, nursery rhymes, and listening activities to build the phonological awareness that is so vital as a basis for learning phonics. The more vocabulary the children have, the better placed they will be to become fluent writers. We look for every opportunity to introduce them to new words when they are ready for them, by modelling new ways of describing the world through interesting topics and a vibrant and stimulating environment, both inside and outside. EYFS pupils learn through a range of texts and will explore writing in different contexts through play-based experiences. Early years learning environments feature scenarios based on experience in the real world such as role play. Children gain confidence, control and language skills through opportunities to explore and write menus, tick lists and wanted posters.

### **Assessment**

Formative and summative assessment of Writing is completed using our Balance assessment system. Key objectives to be assessed are taken from the National Curriculum. Teachers regularly assess capability through observations, discussions with pupils and looking at completed work. Regular assessment of written work is an integral part of teaching and learning and central to good practice. As assessment is part of the learning process, it is essential that pupils are closely involved. We assess the children's work in writing by making judgements as we observe and talk to the children during lessons. Once the children complete a longer piece of work, we make further judgements of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the objectives taught.

Teaching staff monitor their pupils through observation, discussion, teacher assessment, marking work and regular 'check-its'. The teaching of Writing is monitored through:

- Lesson drop-ins
- Pupil voice
- Learning walks
- Scrutiny of work
- In-school moderation
- Tracking children's progress on Balance

The co-ordination and planning of the Writing curriculum is the responsibility of the Writing lead and the Literacy Led Team. This team will endeavour to support colleagues in their teaching by keeping them informed about current developments in Writing and providing a strategic lead and direction for this subject.

### **Equal Opportunities and Inclusion**

At Rossmore School, we teach writing to all children, whatever their ability, age, gender or race. Writing is taught and applied through all subjects of the curriculum. We provide learning opportunities that are matched to the specific needs of children with learning difficulties. Children have support mats, help cards, access to ICT and modelled texts which increases their confidence and motivation and allows all children to master objectives in writing. When planning, we take into account any targets which are evident on a class provision map. Teachers also identify children who are working at the expected standard within greater depth . It is the teacher's responsibility to ensure that these children are suitably challenged in all aspects of writing across the curriculum. Opportunities are identified for these children to actively participate in more challenging aspects of writing.

Date reviewed: February 2024

Next review: February 2025