

Primary Writing Policy 2022 – 2023



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Approved by:	Naveed Iqbal
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GEMS Metropole Writing Policy

Statement of Intent

Discover Curiosity Discover change. Discover confidence. #discoverleadership

At GEMS Metropole School we are committed to the delivery of excellence in the teaching of Writing. We aim to develop each child so that they are able to develop a love of writing and story telling that will stay with our children all their lives.

GEMS Metropole aims to develop students' ability to listen, speak, read and write for a wide range of purposes; including: communicating their ideas, views and feelings. Students are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Students gain an understanding of how language works by looking at its patterns, structures and origins. Students use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Our Writing curriculum works in conjunction with our Reading and Phonics Policies, and aims to support our children in a variety of ways:

- To enable students to speak clearly and audibly, and to take account of their listeners;
- To encourage students to listen with concentration, in order to identify the main points of what they have heard;
- To show students how to adapt their speech to a wide range of circumstance and demands;
- To teach students effective communication, both verbal and non-verbal, to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- To help them become confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
- To develop powers of imagination, inventiveness and critical awareness in all areas of English;
- Use grammar and punctuation accurately across all forms of writing;
- Understand spelling conventions accurately across all forms of writing;
- Be able to write in a variety of styles, genres and forms showing awareness of audience and purpose;
- Produce effective, well-presented written work.

The Talk for Writing approach

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

Metropole has underpinned its English work by establishing a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon. Imaginative units of work are developed to create a whole-school plan that is refined over the years, is well-resourced and documented to release teachers from planning and preparation so that they can focus on adapting their teaching for children's learning.

The key phases of the Talk for Writing process, enable children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version.

Talk for Writing and Cross-curricular Links

The skills and features of Talk for Writing are taught and applied across all our subjects because writing and story telling does not start and end during English lessons. Children are able to use story maps to help retell a significant historical event or boxing up to help them write a non-chronological report about the Amazon Rainforest. Writing and story telling are essential skills across a range of subjects and at Metropole we endeavour to create powerful links between them, by structuring and delivering our teaching of writing in the same way, regardless of subject.

Handwriting

GEMS Metropole uses the cursive handwriting, in conjunction with the Read Write Inc letter formation rhymes, as our agreed writing style. This ensures that there is a continuity of handwriting style from Early Years Foundation Stage through to the end of Key Stage 2.

The Cursive handwriting style has been developed by Wendy Goldup (Dyslexia Institute) to teach children to join with fluency. It enables them to develop a neat style with the added

benefit of encouraging accurate spelling. For dyslexic children, it promotes making links to words as whole units, and in our experience it has been fully beneficial to children with dyspraxic and dyslexic difficulties.

Fully joined cursive handwriting encourages:

- Natural movement
- Correct letter formation
- Less load on memory, aiding movement from left to right
- Clearer spacing
- Increased speed
- The development of a personal style
- Less focus on the mechanics and more on the product of writing
- Improved spelling

Pen Licenses may be presented to any child from Year 3-6 who has demonstrated a proficiency in handwriting. This child must be joining correctly and forming all letters appropriately.

Please see our **Handwriting at GEMS Metropole** Document (February 2022) for more information.

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#)

Teaching and Learning

The teaching of writing here at Metropole is done through the Talk for Writing approach – for more information please see <https://www.talk4writing.com/about/>

Please see our EYFS policy for information on how Metropole delivers Writing within it's early years setting.

Assessment

We have a rigorous assessment process which ensures progression from Foundation Stage, Infants and through to Juniors.

Children are assessed discretely during summative assessments at the end of each half-term and formatively during English sessions and during writing opportunities within other subjects.

As part of the Talk for Writing process, children are assessed at the start and end of each writing topic/genre. These are called Cold and Hot tasks.

- **Cold Tasks** – An assessment piece that all children write before the start of a topic to assess children's previous knowledge and understanding. This information is used to inform teachers on individual children's needs to ensure they are catered for within every lesson.
- **Hot Task** – An assessment piece that all children complete at the end of the writing topic where they are able to apply all the skills, knowledge and understanding that they have been taught through each topic/genre within their writing.

Both these hot and cold tasks in addition to every day writing may be used to inform a summative teacher judgement at the end of every half term.

Our assessment supports teachers in allocating reading books, creating interventions and adapting planning to allow all children to make good progress.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Roles and Responsibilities

Role of the Writing Lead:

- Have overall responsibility for Writing across Foundation Stage, Key Stage One and Key Stage Two
- Ensure that regular assessment and formative assessment takes place in lessons to ensure children are working at the correct level
- Monitor and evaluate the impact of Writing across the Foundation and Primary Key Stage
- Provide guidance to teachers and share best practice
- Ensure interventions are readily available for students when necessary
- Provide opportunities for children of all abilities to celebrate fantastic writing and compete against their peers both internally and externally.
- Ensure that all staff are covering all elements of the writing curriculum.

Role of Class Teachers:

- Plan and deliver Writing outcomes to all students through all subjects
- Measure the impact of Writing through observation and questioning of students
- Assess progress of Writing through regular assessments
- Encourage children to apply their Writing skills across the curriculum
- Provide children with a range of opportunities to write for different purposes and in a range of mediums.
- Provide pupils with regular opportunities to practice their handwriting and spellings both in and out of school.
- Provide pupils with opportunities to write for a purpose.

Role of Children:

- Apply their phonics and reading knowledge and skills within their writing, to spell and write unfamiliar words fluently and accurately
- Become fluent, expressive and willing writers

- Develop a life-long love of writing
- Be able to write for a range of purposes and genres.
- Be motivated and engaged learners
- Use their knowledge of stories, story structures and characters within their own writing
- Practice and apply their writing skills in a variety of circumstances both at school and at home.
- Practice their handwriting and spellings regularly both in school and at home.

Role of the Parents:

Parents have an important role to play in their child's learning and their attitude and competence with Mathematics can influence the learning of their child. Parent are expected to support the learning in the following ways:

- Attend parent engagement meetings to learn about their child's attainment and progress
- Attend parent workshops to
- Provide a quiet area for children to complete home learning tasks
- Do not complete home learning for your child, instead encourage them with questions and strategies to overcome any difficulties
- Check your weekly teacher email for updates on learning and home learning tasks
- Inform the school if you have any concerns about home learning
- Ensure school home learning takes priority over work set by external tutors