



WRITING POLICY

Key Staff:

Susie Wilkinson: Writing Lead

Natalie Andre-Brown: RWInc Lead

Aaron Worthington: Reading Lead



How Writing is aligned to the School Vision and Aims:

We believe that writing makes a significant contribution to the development of children as thinkers and learners and enables them to be 'Fit for the Future'. The purpose of this policy is to promote a consistent approach and to ensure that continuity and progression are embedded in our practice. At d'Auvergne School we encourage pupils to develop skills in speaking, listening, reading and writing. We provide opportunities for all children to express themselves creatively and imaginatively and to communicate with others effectively. Our approach allows children to apply skills across the curriculum, while enriching their lives beyond school, enabling them to become 'Fit for the Future'.

How Writing supports the Rights of the Child:

As a 'Rights Respecting School', at d'Auvergne we put the children first and ensure that our curriculum is tailored appropriately for each class and child. We ensure that children have the right and opportunity to share freely with others what they learn, think and feel, through talking, drawing and writing. We believe that education should help children to fully develop their personalities, talents and abilities, so we provide the children with a rich, well planned writing curriculum.

Our aims in teaching Writing are:

At d'Auvergne School we aim to:

- Enable the children to communicate in writing clearly, confidently and appropriately, demonstrating an awareness of a variety of purposes and audiences.
- Develop language and vocabulary to assist children in their discussions, when performing and in writing.
- Provide real life situations, allowing the children the opportunity to develop a range of strategies and skills, which will enable them to function in society as literate adults.
- Create a genuine love of writing and an appreciation of its value, so that children choose to write and are able to organise and structure a



variety of texts, whilst developing their imagination and critical awareness. This will help to assist the children in becoming independent writers.

- Create opportunities for writing across all areas of the curriculum to make it relevant and meaningful and allow opportunities for application of skills.
- Ensure that teaching and learning of writing is consistent across school, to aid children's progress.
- Encourage children to present their writing to a high standard, at each of the stages of the writing process: planning, drafting, editing and redrafting.

How Writing is organised across the school:

Writing is composed of three dimensions, taken from the Jersey Curriculum:

- Transcription (spelling and handwriting).
- Composition (articulating ideas and structuring them in speech and writing).
- Vocabulary, grammar and punctuation.

At d'Auvergne, we use topics and quality text drivers as a hook and drive for our writing. We explore a range of writing genres, such as fiction, non-fiction and poetry, throughout a child's journey with us and have high expectations of writing across the curriculum. Imaginative learning journeys are developed to create a whole-school plan that is refined each year and adapted to the teaching for children's learning.

We encourage the children to write independently from an early stage. The teaching of Read Write Inc. begins in Nursery and runs throughout KS1, with elements also applied in KS2. The emphasis in the EYFS is on Speaking and Listening, storytelling, role play and drama, which are some of the activities during which children will have the opportunity to experiment with writing.

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Children from Year 1 to Year 6 are given daily opportunities to write for sustained periods of time. They will participate in whole class and group modelled, shared and guided writing. We provide children with the opportunity to participate in role-play and speaking and listening activities, to enhance their creative flair and writing skills.

Independent Writing is completed once every half term and placed in the child's 'Independent Writing Portfolio'. This independent writing portfolio travels through the school with the child as a record of their writing from Foundation Stage to Year 6.

The teaching of writing is the responsibility of all teachers in all key stages. Their role is;

- To ensure that a child's development in writing is carefully planned for using the Jersey Curriculum through daily lessons.
- To ensure that a child's writing is regularly assessed and recorded.
- To ensure that each child has a writing target which is regularly reviewed.
- To ensure that classroom activities are differentiated to suit the needs of the children in the class.
- To provide a print rich environment (see the writing classroom below).
- To model the writing process and provide examples of a range of genre in writing.
- To provide opportunities for the children to discuss their work with a range of different people, i.e. class teacher, peers, other adults etc.

Handwriting

We use Read Write Inc. letter formation and Penpals for Handwriting to ensure clear progression across the school.



Handwriting Progression		
EYFS - Y1: Children introduced to letter families, letter formations and letter sizes.	Y2 - 4: Children begin to join-up their handwriting.	Y5 - 6: Children find their own style in writing.
	From Y2, children can earn their 'Pen Licence' when showing consistent, correct letter formation, size and joins in all books.	

Penpals uses digital resources to enable modelling and interactive learning, along with Practice Books and Workbooks to support independent work. Each class totals an average time of 30 minutes per week in school, as well as opportunities to write at home.

Spellings

As a school, d'Auvergne is committed to using Read Write Inc. (RWInc) as our system of teaching an inclusive phonics programme, designed to enable all children to learn to read using a strong synthetic phonics approach. Phonics is the method of teaching reading, by matching sounds to writing symbols. Children learn the 44 common sounds to the English language and how to blend them to read and spell.

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-ē	y	ī-ē	ō-ē
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-ē			oor	are	ur	ow	oi			
ue			ore	er						
ew			aw	au						



Reception and Key Stage 1 children receive between 30 minutes-1 hour of RWInc input each day, depending upon the group they are in, and are assessed regularly to ensure they are grouped according to need. This means that children across Reception and Key Stage One are grouped and taught together, depending on attainment.

RWInc Spelling Patterns

In Key Stage 2, children will continue to use the skills learnt in Read Write Inc. in Foundation Stage and Key Stage 1, to support their learning in writing. Using the Read Write Inc. Spelling approach, children learn spelling patterns through fun and engaging ways. Each unit starts with a video hook to engage pupils, whilst exploring different spelling patterns.

Curriculum Words

In class, we also cover the curriculum word list for each year group and combine spelling patterns with curriculum words for a weekly spelling test.

Spelling Shed

Spelling Shed helps make learning spellings fun and engaging for pupils. The games can be played in class or assigned for home learning!

Teachers at d'Auvergne have high expectations for spelling and we provide support by using word mats, word cards and word banks. We expect children to use their known phonics and spelling patterns/rules, as well as ask their peers if a word is unknown. We also encourage the use of dictionaries and have them available to all Key Stage 2 children, as well as beginning to familiarise themselves with them in Year 2.

The Writing Classroom

A successful writing classroom should include a stimulating writing environment with:

- Displayed/celebrated examples of children's own writing.
- Access to a range of writing materials and resources.
- An English learning wall.



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- Opportunities to use writing in play situations (Foundation Stage and KS1).
- Displays of relevant words and phrases which provide scaffolds and check lists for independent writing – Alan Peat sentence type banners, RWInc sounds, complex sound chart, Penpals handwriting poster, vocabulary mats, vocabulary posters.
- Clear expectations, target setting and reviews.
- Adults as role models using writing in the classroom for a variety of purposes.
- Access to a wide range of reading fiction, non fiction, poetry, plays etc.
- Rich, oral experience as a preparation for writing.

Curriculum Planning:

Planning is mapped out clearly over the year to show a range of genres being covered in each year and across the whole school. We include text drivers and 'Exciting Sentences', Alan Peat sentences, within the Long Term Plan, as well as opportunities for independent writing.

Medium Term plans are reviewed and discussed throughout the year with the Writing Focus Group and Writing Coordinator. To ensure a consistent approach to writing, we follow a learning journey approach which includes: 'Stimulate and Generate', 'Capture, Sift and Sort' and 'Create, Refine and Evaluate'. Through these stages, we immerse the children into a text, teach relevant skills, model writing and allow opportunities for extended writing and a purposeful outcome. Medium Term Plans must also identify and reference: oracy opportunities, vocabulary and purposeful adaptations.



Assessment, Recording and Reporting:

Assessment and Data Markers:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	CYPES Template, WELLCOMM				RWinc	RWinc
Reception	RWinc Unaided write	RWinc Unaided write	RWinc Unaided write	RWinc Unaided write	RWinc Unaided write	RWinc Unaided write
Year 1	RWinc Unaided write	RWinc Unaided write PIRA PUMA	RWinc Unaided write GAPS	RWinc Unaided write PIRA PUMA	RWinc Unaided write GAPS	RWinc Unaided write PIRA PUMA
Year 2	RWinc Unaided write GAPS X 10 tables	RWinc Unaided write PIRA PUMA X 10 tables	RWinc Unaided write GAPS X 2 tables	RWinc Unaided write PIRA PUMA X 2 tables	RWinc Unaided write GAPS X 5 tables	RWinc Unaided write PIRA PUMA X 5 tables
Year 3	Unaided write AR Star test GAPS X 3 tables	Unaided write AR Star test PIRA PUMA X 3 tables	Unaided write AR Star test GAPS X 4 tables	Unaided write AR Star test PIRA PUMA X 4 tables	Unaided write AR Star test GAPS X 8 tables	Unaided write AR Star test PIRA PUMA X 8 tables
Year 4	Unaided write AR Star test GAPS X 6 tables	Unaided write AR Star test PIRA PUMA X 6 tables	Unaided write AR Star test GAPS X 7 tables	Unaided write AR Star test PIRA PUMA X 9 tables	Unaided write AR Star test GAPS X 11 tables	Unaided write AR Star test PIRA PUMA X 12 tables Multiplication Tables Check
Year 5	Unaided write AR Star test GAPS	Unaided write AR Star test PIRA PUMA	Unaided write AR Star test GAPS	Unaided write AR Star test PIRA PUMA	Unaided write AR Star test GAPS	Unaided write AR Star test PIRA PUMA
Year 6	Unaided write GAPS AR Star test	Unaided write AR Star test PIRA PUMA	Unaided write GAPS AR Star test	Unaided write AR Star test PIRA PUMA	Unaided write AR Star test KS2 Assessments	Unaided write GAPS PIRA PUMA

A range of data is collected throughout the year for writing, such as from independent writes, GAPS papers, Spellings, CEW and KS2 assessments (see assessment and data markers table above). At the end of the first half of each term, teachers record each child’s level of attainment on a cohort class and year group tracker. At the end of each term, teachers record each child’s progress and at the end of the year, all staff enter final levels on SIMS. Results are analysed half termly and used to track progress and inform teachers’ planning. Information is also shared and reviewed in pupil progress meetings. Teachers use feedback in order to identify where children have included elements of the success criteria, set next steps targets and to give children the opportunity to revisit their work in order to make improvements. The children all have individual targets for writing, which are discussed with them, reviewed and updated regularly. Staff have the opportunity to regularly assess different pieces of writing with colleagues, including with the Subject Coordinator during focus groups and phase meetings.



Teaching and Learning Styles in Writing:

A range of teaching and learning styles are planned for and delivered to all children. Teachers consider pace, practical learning, rote and visual approaches to ensure all learning needs are met. Writing can be taught as a whole class, to smaller groups, as well as 1:1.

Our approach enables children to read and write independently for a variety of audiences and purposes within different subjects. We aim to develop a love for writing, through opportunities to write in different genres and styles, as well providing the building blocks for writing through speaking and listening, reading, spelling, punctuation, grammar and learning new vocabulary and phrases. We ensure that language and vocabulary development are at the forefront of each lesson. We believe in children taking a risk in their writing and see mistakes as a positive part of the learning journey to becoming more confident writers able to face new writing opportunities. The pathway we follow moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. Children take responsibility for improving as a writer by editing their work, a skill which they can then confidently apply, combined with other writing skills, in other subjects across the curriculum.

Provision for Groups of Children in Writing:

Children who are identified as having special educational needs will be carefully planned for with individual programmes to suit the needs of the child. These programmes will be drawn up by a combination of the class teacher, the SENCO, Learning Mentors and Keyworkers. We aim to ensure that children who have a particular writing aptitude are challenged and given the opportunity to excel. This may be through additional targeted support, focus group additional lessons, differentiation within class and extended home learning tasks. RWInc is also used to support KS2 pupils, as well as Nesy and Toe by Toe.



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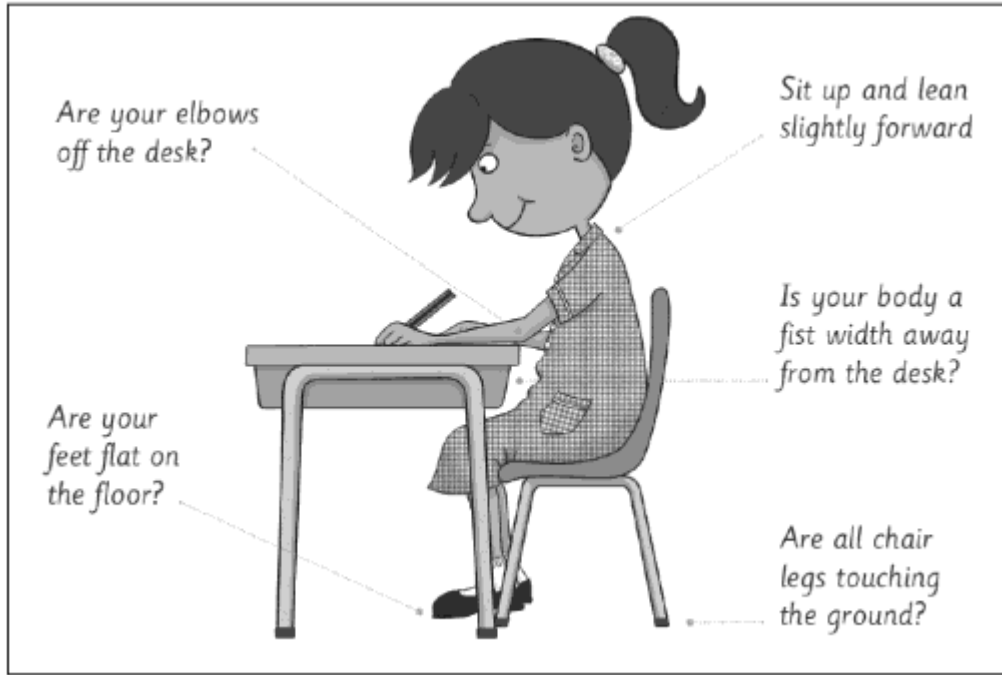
Through additional Jersey Premium funding, individual children are supported by efficient and effective interventions that are planned and resourced to enhance pupil attainment. There are a number of ways in which we use Jersey Premium funding to support the teaching and learning of writing; these include, a Writing Lead to work with groups across the school from Reception to Year 6, a Writing Lead supporting teachers (particularly ECTs) during planning time to ensure that best practice is maintained, ongoing up-to-date RWInc training for staff, additional RWInc targeted tutoring, 1:1/small group writing and public speaking and group drama workshops. These interventions are monitored and supported by the Jersey Premium Lead and the impact on each child's learning is closely reviewed.

Equal Opportunities:

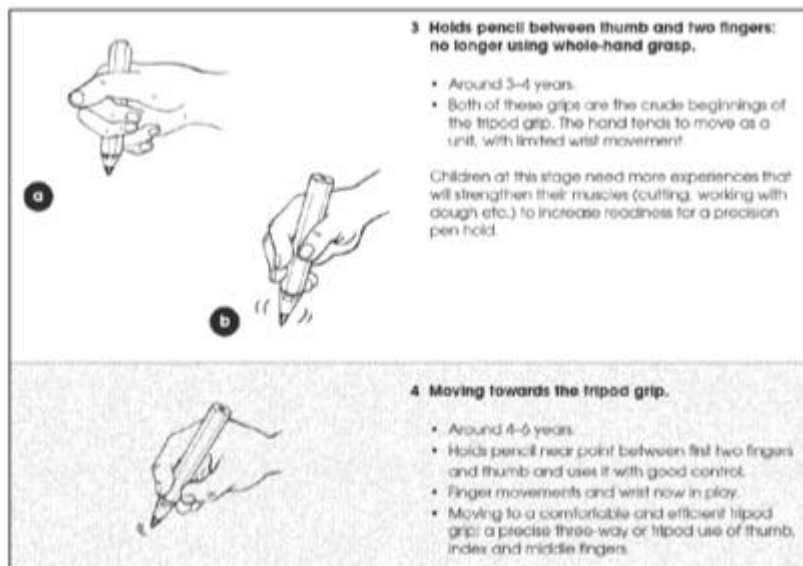
We aim to enable all children to achieve their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN.

Health and Safety:

Through Penpals for Handwriting, children are taught the correct posture for writing. Good handwriting begins with both feet firmly on the floor so that the downward pressure of the act of writing is balanced evenly between both sides of the body (hips, legs and feet). All the core muscles in the body are necessary if the child is to stay upright and the muscles in the shoulder, arm, wrist, hand and fingers are needed to provide stability and flexibility. In addition, the muscles of the neck are involved to ensure there is no undue discomfort to distract children from their writing. Their bottom should also be at the back of the chair and be able to lean the upper body forwards slightly when they work.



Pencil grip is also important to consider and teach. The traditional tripod pencil grip is the ideal grip we aim for children to learn from Foundation Stage. This is the most flexible grip for both left and right handed writers and is most likely to enable fast, fluent and sustained writing. If children complain of pain when they write, teachers look carefully at the forefinger with which the child holds the pencil.





E-Safety

Staff, and children, are trained regularly in the safe use of websites and online safety, to provide appropriate resources.

Trips

Before undertaking any off site visits or visitors coming into school, teachers must complete risk assessments, which are to be checked and signed off by our Business Manager.

Community Involvement:

Parents play a vital role in the development of writing skills. We aim to foster a strong home-school partnership and promote a positive partnership in the following ways:

- Using home learning diaries as a tool for communication between school and home, as well as face to face meetings, phone calls and emails.
- Sharing information through newsletters and parents' leaflets.
- Celebrations such as special events (National Poetry Day), assemblies and displays.
- Home learning writing competitions each half term.
- Inviting parents in for workshops and to see / join in with class teaching and learning.

We also welcome volunteers from our local community (such as ECOF, students from schools and authors) to support the children's development in writing and raising the profile of English.

Resources:

Teachers draw upon a variety of resources to support engaging writing activities. Classrooms have dictionaries, thesauruses, vocabulary mats, a Penpals for Handwriting poster, a RWInc sound freeze, complex sound charts and individual writing aids and word mats. Year groups also have Alan Peat 'Exciting Sentences' banners which can be displayed in shared areas or



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classrooms. Teachers have access to flipcharts and interactive whiteboards to model writing and teach shared writing.

The following resources are stored in the cupboard in the Library:

- Lined red writing books
- Plastic book covers
- RWI Get Spelling books
- Penpals for Handwriting teacher, practice and workbooks
- Penpals for Handwriting Certificates
- Handwriting pens

Monitoring and Evaluating:

A key aspect of the subject leader's role is to monitor, evaluate and review the teaching and learning of writing throughout the school. This is achieved in a variety of ways including reviewing planning, scrutinising work, discussions with parents, staff and pupils, observing in lessons and providing appropriate and high quality resources. See the table below:

Monitoring and Reporting 2023 - 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SIMS updated	Reading, Writing, Maths updated minimum x1 termly					
School Data Analysis:	RWinc, Reading, Writing, Maths					
Bell Foundation:		EAL/MLL (October)		EAL/MLL (March)		EAL/MLL (June)
Book Looks	Writing, Maths, Reading, History, Geography, Science, PSHE	Writing, Maths, Reading, Science, History, Geography, Art, RE, DT	Writing, Maths, Reading, History, Geography, Science, PSHE	Writing, Maths, Reading, RE, History, Geography, Science	Writing, Maths, Reading, Science, History, Geography, Art, PSHE	Writing, Maths, Reading, History, Geography, Science, RE, DT
Drop-ins and observations	RWinc Reading (KS2) Computing (EYFS/KS1) Maths (KS2) Writing (EYFS/KS1)	Writing (KS2) Maths (EYFS/KS1) Science (WS)	RWinc Writing (EYFS/KS1) Reading (EYFS/KS1) Maths (KS2)	Maths (EYFS/KS1) Writing (KS2) PSHE (WS) Computing (KS2)	RWinc Writing (EYFS/KS1) Science (WS) Maths (KS2)	Maths (EYFS/KS1) Writing (KS2)
Teacher Voice: Collected online through Google	Computing Reading Writing	History RWinc RE	Geography Writing	Music Maths	PSHE Computing	Art Reading
Pupil Voice Collected online through Google	Computing Reading Writing	History RWinc RE	Geography Writing	Music Maths	PSHE Computing	Art Reading
Parent Voice	Reading, Writing, Maths, Art (Leads to arrange timings)		Science, RE, PE, Geography, History (Leads to arrange timings)		Computing, French, Music, PSHE, DT (Leads to arrange timings)	

The Role of the Writing Co-ordinator:

The writing co-ordinator, along with the Senior Leadership Team, are responsible for improving the standards of teaching and learning in writing through the monitoring and evaluation of the subject. This will involve:



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- Monitoring pupil progress and attainment
- Analysing data
- Monitoring the provision and assessment of writing
- Discussions with parents, staff and pupils
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent writing developments

Other policies that should be read with this:

Other Policies to be read in conjunction with writing are:

- Handwriting
- Writing Consistencies: EYFS, KS1 & KS2
- Reading
- Read Write Inc
- Teaching and Learning
- Marking and Feedback
- SEN
- EAL
- Health and Safety

SW January 2024

To Be Reviewed Jan 2025