



Last updated January 2019

This policy outlines the guiding principles by which Gaskell Community Primary School will implement writing and speaking and listening across school in accordance with statutory requirements.

Our rationale for teaching writing:

This policy has been created by staff and Governors to ensure consistency and progression in the school's approach to writing and speaking and listening to ensure they are embedded in our practice. All staff must follow the Gaskell procedures for writing and speaking and listening as these form the basis of our teaching. The study of writing develops children's to listen, speak, read and write in a wide range of purposes. Children will gain an understanding of how language works by looking at patterns, structures and origins. Children will have the opportunity to use their knowledge, skills and understanding in speaking and writing across a range of different situations.

We are an inclusive school, we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support, small groups and whole class teaching to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of

practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised'.

Our teaching aims:

- Encourage our pupils to speak clearly and confidently and articulate their views and opinions.
- Teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose.
- Develop the skills of participating effectively in group discussions.
- Incorporate talk partner work
- Teach grammar as part of the teaching sequence, incorporating it into daily lessons
- Correct grammatical error orally/ written work (through the marking policy)
- Have a systematic approach, revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- Use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- Provide writing frames to support the least confident
- Provide time for planning, editing and revising
- Mark extended pieces of work in-depth and set targets with the pupil every term
- Use checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively
- Encourage joined handwriting to support spelling and speed
- Use drama and hot-seating to help pupils to think about another point of view
- Support for pupils with learning and motor difficulties

- Differentiate through planning and activities
- Follow the genre progression throughout school so children are being taught a range of writing genres
- Follow the literacy spine through school so each child is immersed with well-known authors appropriate for their age group
- Follow a spelling scheme of work linked to the national curriculum objectives
- Follow a handwriting scheme so children are learning to join from year 2
- Encourage a love of writing through high quality teaching and writing experiences

How Writing is structured through the school:

Gaskell's curriculum for literacy follows the new national curriculum (September 2014). A literacy spine runs from year 1 - year 6 where each class focuses on a key text every term with an additional poetry book. Each class also follows the genre progression document to ensure there is continuity in the genres which are covered in each year group, thus enabling each child to have a range of exciting writing opportunities. Each class will do a cold piece of writing on a Friday morning during 'Writing for Real' time. Each class will use PALL (Purpose, Audience, Language and Layout) for each text type and have this displayed in class. Early years will work towards the ELGs with a focus on writing opportunities in each area, inside and outside. Writing is also encouraged across the curriculum. Every half term, each class will ensure they have planned for a 'Writing for Real' opportunity in each area of learning for that half term.

Expectations:

High expectations are expected for each child in school, regardless of special educational or language needs. (Please see assessment policy for expectations across Key Stages.) Children are expected to develop an understanding of writing features, grammar, punctuation and spelling for their age alongside the confidence of speaking in a variety of situations. It is also our aim to develop a love of writing, speaking and listening in each child.

Assessment:

Learning is focused on individual pupils' needs and abilities. Assessment for learning is a powerful tool for making sure that learning fits individual needs. Writing will be assessed every 3 / 4 weeks through the Writing for Real on a Friday morning (Thursday morning in Class 1/2). Writing will also be assessed termly through formative assessment using the school policy for assessment, including Reception.

Monitoring:

The learning, teaching and achievement in writing, speaking and listening are monitored using a range of strategies by the subject leader, phase leaders and the Senior leadership team. Monitoring activities include; work scrutinies, planning scrutinies, lesson observations and learning walks. Children's workbooks are monitored on a termly basis to ensure breadth and coverage in line with the national curriculum and that the marking policy is being adhered to. Child interviews take place throughout the year to ascertain children's views on the subject.

Review:

This policy will be reviewed by the Subject Leader and the Senior Leadership team then presented to Governors before being formally adopted by the school.

Date for the next review of this document is January 2020