



Thames View Infants

English Scheme of Work

Writing Policy

Rationale

"Writing is an act of communication and can convey a variety of messages in many different ways. It can be used to establish contact with others, give information, persuade, entertain and exchange ideas. At times writing may be used to conduct an internal dialogue or record information rather than to communicate with others. Writing things down can help to clarify and organise one's thoughts and make sense of experiences." (Kress 2017)

Children's feelings about writing and their view of themselves as writers are influenced by the way they are taught and the messages they receive about writing from home and school. At school we aim to help children to see themselves as writers so that eventually they will write willingly, fluently and with stamina and confidence.

Purpose

- To enable children to use the knowledge and understanding of writing that they bring to school.
- To develop a positive attitude towards writing.
- To help children to understand the reasons for writing and for learning to write.
- To enable children to understand that writing conveys meaning.
- To teach children to write for a variety of audiences and in a variety of styles.
- For children to become competent and fluent writers.
- To encourage children's belief in their own abilities and develop a culture of shared celebration of all children's achievement.
- To systematically teach children the elements of writing.

Guidelines

1. Writing will be taught for a minimum number of hours per week:

- **Key Stage 1:**
Year 1: 4 x 60 minute whole-class (Blocked Unit) lessons per week.
Year 2: 3 x 60 minute whole-class (Blocked Unit) lessons per week.
(Additional opportunities for teaching writing skills exist within daily Reading & Spelling Workshop lessons and across other subjects).
- **Early Years Foundation Stage:**
Nursery & Reception: Opportunities for developing writing skills take place on a daily basis.

The teaching of writing should take place within a learning environment, in which all children make as much academic ('maximised value added') progress as possible. It should be taught systematically and methodically each week, adhering to the governing principles, detailed below - within a caring and



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supportive climate, providing all children with an equitable, standardised, balanced, child-centred, ICT-rich curriculum. However, with time and maturity, and the rise in contextual value added progress that children and teachers will make as a result, progressively more reflective practitioners will utilise 'assessment for learning' information to engender an increasingly more diverse, rich and personalised learning culture within this framework. Accordingly, practitioners may well decide, within this context, to customise their own planning and teaching. Teachers may use assessment for learning information to provide a more reflective and responsive curriculum for their class, engendering personalised learning opportunities to identify and tackle the needs of individuals and groups of children to maximise learning opportunities. Similarly, teachers may decide within their year group to adjust the timings of individual lessons. On occasion, it will be appropriate to have a series of short lessons and, at others, children may require time to develop ideas, and refine and consolidate learning within a more sustained period.

2. In Key Stage 1 teachers will refer to the school's literacy plans (the "Blocked Units") when planning the teaching of writing. (These were originally based on a Scheme of Work written by LBB, which have been heavily modified over time). In the Early Years Foundation Stage, planning is closely linked to the Literacy Area of Development.
3. Thames View Infants is a "literacy based-school" with Writing (and Reading) at its heart. Literacy has a very high profile and is best taught by means of a "Whole Class Interactive" approach to learning, employing a lively pace and an episodic style of teaching, with a high emphasis on talk4learning, class participation and effective pupil/teacher demonstration and modelling.
4. Writing will be taught *systematically* yet within a caring and supportive climate, where children feel sufficiently secure to take risks. Children write not only in 'Blocked Unit lessons'; most lessons will include an element of shared, guided or supported writing. Children are also encouraged to write out-of-class, undertaking collaborative and/or personalised learning, which may extend across subjects and lessons..
5. Within the different episodes of the Whole Class Interactive Teaching lesson, teachers will skilfully use differentiated questioning to:
 - i. engage children in effective pupil demonstration and modelling;
 - ii. scaffold children through extended dialogue, to improve oracy skills, enhance self-esteem and to extend their children's learning through giving extended responses;
 - iii. identify assessment for learning information, to gauge understanding and to re-focus teaching, if necessary;
 - iv. offer children focused feedback.
6. Short term plans should state clearly the learning intention in 'child speak' and the learning intention must be shared with the class, so that children know what they are expected to learn. The teacher must be sure of the learning purpose of the lesson. All children need positive feedback to reinforce their knowledge and self-confidence and activities may need to be modified to ensure that all children can participate.
7. Teachers should follow the school scheme of work to decide on the learning intention for the lesson. Short term plans should state clearly the learning intention in 'child speak' and the learning intention must be shared with the class, so that children know what they are expected to learn. The teacher must be sure of the learning purpose of the lesson. All



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children need positive feedback to reinforce their knowledge and self-confidence and activities may need to be modified to ensure that all children can participate.

8. From the beginning should be encouraged to write independently. At first they will use scribble, and some letter like shapes to express their meaning.
9. In the early stages the teacher should write the adult, or correct form, underneath or at the side of the child's work. Avoid any suggestion that the child's effort is wrong. Children are not asked to copy teacher's writing.
10. Teachers demonstrating writing and scribing for groups of children give opportunities to teach about: composing, sequencing use of descriptive language, spelling, punctuation. It is paramount for children to see teachers modelling and demonstrating the writing process. Similarly, children regularly need to be shown how to write. Talking, sharing and seeing the way teacher writes are central to teaching writing.
11. The environment in which the children write is important. Children will be influenced by the books and stories read to them. The print around them in the classroom provides a model for children's own writing. Alphabet charts, word banks and dictionaries should be available to encourage interest in words.
12. A writing area gives children opportunity to explore writing. It needs to be well stocked with a range of paper, card, blank books, pens and pencils. Other resources such as folders, stapler, hole punch, glue, sellotape, paper clips and scissors. Reference materials such as alphabet lists, simple dictionaries, word lists and a notice board is also useful.
13. Opportunities should be available to use writing in play and role-play activities. Role-play activities can be related to class work. The children will benefit from the teacher joining in and modelling the types of writing that may arise e.g. Set up a post office, fill in forms, keep records of money, notices, signs, posters, make passports, and write letters and postcards.
14. Writing activities should have an audience and a purpose. They should be meaningful and motivating. The following activities fulfil these criteria:
 - labels and captions for paintings, models and displays
 - information and story books for others to read
 - collections of poems
 - cards and letters that receive a response from others, thank you letters, invitations
 - records of books read
 - recipes
 - messages
15. Some writing will be for the child to develop their skills. Their motivation is their pleasure at improving their skills and producing a satisfying piece of writing. This is generated by teachers' own enthusiasm for writing and their response to children's work.
16. Teachers should regularly model writing to their class. This is the basic principle of **shared writing**. Through shared writing the teacher models and demonstrates the writing process.



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This allows children to understand what experienced writers think and do as they write. Initially it is used to show children how to decide what to write, where writing begins on the page, or how to tackle the spelling of unknown word (modelling spelling or sounding out "on the run"). As children progress it can be used to demonstrate progression in the various elements of writing and teachers will draw upon word-level, sentence-level and text-level learning.

17. Children will need to be taught the various elements of writing systematically. The class needs will be determined by a careful assessment of their writing against the school's development stages and targets will be set.
18. Share targets with the children, and be sure they understand the learning intentions of a lesson. Some children should have time to practise their target once the lesson has finished.
19. When undertaking a focused guided writing activity, children should be given formative feedback and formative next-step targets should be agreed upon. These should be written within children's books in 'child speak' and referred to and updated on successive guided writing occasions. It will be appropriate to carry these targets across into other subjects, where children will be required to embed these further within a different context.
20. Children should read their work aloud to themselves as they compose their writing and when it is finished. They should also be encouraged to read it aloud to a partner.
21. As children become more experienced they are encouraged to read, their work and choose one word or sentence to improve. They should be encouraged to identify a word spelt incorrectly and to ensure the sequence of events is correct. They should review their punctuation.
22. Children should have opportunity to share their writing with others, in pairs or small groups, or the class, confident that their effort will be valued.
23. Although children are encouraged to write independently they still require support and help from their teacher. It is important to show genuine interest in the child's ideas and to discuss their writing with them. Comments, ideas and help with spelling and punctuation should always be made when the child is present. A positive, encouraging response from the teacher is very important and praise should be given before help with improving the work.
24. Samples of children's work will be assessed each term and will be assessed to National Curriculum/School criterion. Progress will be reviewed across the phase and targets set for the term. All samples of work will be retained so that a child's progress as they move through the school can be measured.
25. Consider ways of involving parents so that they can support their children at home.
26. Teachers will integrate ICT wherever appropriate into all lessons:



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- a. Within the various episodes of the Teaching & Guided Practice Segment:
 - as a tool to aid the teaching of key skills; engage children, engender pupil modelling & demonstration and to enhance oracy.
 - b. Within the Child Consolidation Segment:
 - enabling children to undertake an ICT-based alternative activity, directly consolidating the learning intention for that lesson;
- or
- to provide an activity which consolidates the lesson's learning intention, whilst at the same time embedding skills linked to that week's ICT lesson.

Within this manner, ICT will be employed as a vehicle to engender oracy, independent and collaboration worked and personalised learning, linked to this subject.