

Clee Hill Community Academy: Writing and Communication Policy

December 2021

Review date: December 2022

1. Spoken Language

At Clee Hill Community Academy, we believe that effective communication is key to successful learning across the curriculum. Children learn to listen and speak long before they learn to read and write. The Rose review (March 2006) states that:

"The indications are that far more attention needs to be given, right from the start, to promoting speaking and listening skills to make sure that children build a good stock of words, learn to listen attentively and speak clearly and confidently."

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (DfE, 2013, p.10). They should:

- Justify ideas with reasons
- Ask questions to check understanding.
- Develop vocabulary and build knowledge.
- Negotiate.
- Evaluate and build on the ideas of others.
- Select the appropriate register for effective communication.
- Give well-structured descriptions and explanations.
- Speculate, hypothesise and explore ideas.
- Organise their ideas prior to writing.

Provision to support this

EYFS

In the EYFS we provide a language rich environment that encourages positive relationship building. Children have the opportunity to become involved in practical experiences promoted through play. Adults join in with this play both talking with, and listening to the children, taking into account their interests and previous experiences.

The children are exposed to the correct grammatical structure of sentences through consistent modelling by adults and the children are encouraged to extend their vocabulary through forced alternatives. The frequent use of stories, songs and games provide the children with an opportunity to explore and build confidence in language.

KS1 and KS2

Talk for Writing

Talk for Writing is the developmental exploration, through talk, of the thinking and creative processes involved in being a writer. It is an integral approach utilised at Clee Hill Community Academy in order to cultivate spoken language and writing skills in KS1 and KS2.



Word and Language Games

Talk games and activities can be used to:

- stimulate and develop vocabulary (e.g. word associations);
- 'warm up' the imagination and tune children in to more creative thinking
- orally develop a character ('Tell me more about...');
- orally develop a setting ('Painting the picture').

Role Play and Drama

In KS1 role play areas are established in each classroom and in both KS1 and KS2 role-play and drama activities, such as 'hot-seating' and 'conscience alley', are regularly used at various stages of the reading-writing teaching sequence.

Additional strategies used to develop spoken language include:

- Peer teaching, modelling and assessment
- Immersion of phonics teaching in all subjects
- Reading aloud and sharing work
- Adults modelling the correct grammatical structure
- Think it- say it - repeat it writing strategy
- Talking is supported with topic and vocabulary word mats
- Debates and discussions
- Use of talk partners
- Ability and mixed ability group work

2. Writing

At Cleve Hill Community Academy we aim to:

- Ensure progression of writing skills across the school.
- Provide meaningful writing experiences using the contexts inspired by quality texts/ use cross curriculum links
- Inspire pupils to write through exciting shared experiences.
- Model high standard writing to secure high expectations and inspire writers.
- Ensure children are taught a range of social functions that writing can perform e.g. persuade, instruct, inform, and entertain.
- Enable children to demonstrate the ability to choose the appropriate form and content to suit the purpose and audience.
- Recognise that drafting, incorporating significant revision into their writing and proof-reading are integral parts of the writing process
- Use creative curriculum themes to provide meaningful writing experiences through contexts.
- Have a clear progression of teaching writing includes familiarisation of text type through reading, exploring features, planning, drafting, assessing and editing.

- Achieve independent writing of a high quality

Provision

Early Years Foundation Stage (EYFS): Communication, language and literacy

- Each classroom has a well organised writing area that includes a variety of different resources for mark making and writing such as large sheets of paper, coloured paper, notebooks, diaries, postcards, clipboards, whiteboards, pens, pencils, high-frequency word cards, alphabet cards, interactive displays, messages and examples of children's writing. These resources should all be available for the children to use independently.
- Puppets, props and small world should be available for role-play.
- The outside area also provides opportunities for reading, writing and role-play.
- Activities to develop children's fine and gross motor skills are provided e.g. building wrist strength by twirling ribbon sticks, practising writing patterns with big brushes and water, making letters in the sand.
- The interactive whiteboard is accessible to the children.
- Inviting book corners have a good variety well organised quality books - hard cover, soft cover, fiction, non-fiction and rhymes.
- Books in all areas of learning
- Displays celebrate children's achievements and support children's future learning, being interactive where appropriate. They also include typed and handwritten text and captions from adults and children.

In the EYFS there must be a daily whole class phonics session and a regular literacy based session. These should be supported by linked independent and adult directed activities and will look very different in the Nursery and Reception settings. These are to be clearly described on planning with the use of learning intentions and key questions, along with details of differentiation. Core texts should be used and links to the learning theme made where possible.

In Reception, children each have an English workbook in which directed Literacy activities are recorded. Self-initiated learning is recorded on EYLOG.

Key Stage 1 & 2

All keystage 1 and 2 classes have a 1 hour English lesson per day. Each of these lessons includes grammar teaching.

Each classroom has a working wall that should support learning with models, published examples and key vocabulary.



Phonics

Phonics is the gateway to writing. Phonics teaching is the teaching of sounds (rather than letter names) and how these sounds (or 'phonemes') can be blended together to create words. The great majority of children will learn to read and write through phonics, and it is the way that we teach early reading and writing at Clee Hill Community Academy.

At Clee Hill Community Academy, phonics is taught discretely, based on the 'Letters and Sounds' document, from Nursery to year 3. In Nursery, Phase 1 is taught as an introduction to phonics. Children play games based on environmental sounds, alliteration and rhyme and this is the foundation to learning letter sounds. In Reception, year 1 and year 2, phonics is taught using a streamed approach by teachers and trained teaching assistants. It is "multi-sensory, in order to capture children's interest, sustain motivation and reinforce learning" as suggested in the Rose Review 2006. The later stages of phonics are taught discretely in year 3, and above year 3, some children may still benefit from phonics teaching to support their learning. (For more information, see separate letters and sounds policy)

The Process of Writing

There is a clear progression in the teaching of writing which includes:



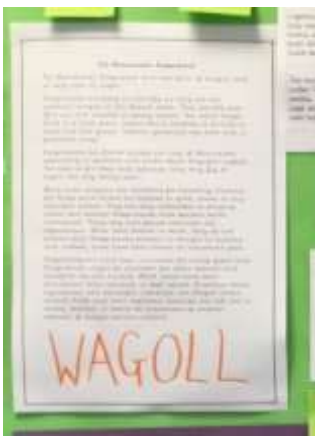
This guidance is not a 'fixed' structure of writing to follow rigidly but a suggestive process of writing over a 2-3 week unit of work.

Cold task: WALT should include the words cold task

Cold task should be completed prior to planning a unit, as the purpose is to highlight areas of development/ next steps to improve their writing. The genre of the cold task should be the same but the context can be completely different.

WAGOLL (What a good one looks like)

The children need LOTS of exposure to what a good text looks like to know what you are expecting from them. These WAGOLLs should be displayed as part of the working wall so that the children can refer to them as much as possible. Teachers often write these to ensure that they include the features that the children need to practice.



<http://www.literacywagoll.com>

Talk for writing

Talk for Writing enables children to imitate the key language they need before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. As a result, they rapidly develop their reading, writing and language skills.

At Clee Hill Community Academy, we use Pie Corbett's suggested actions for key connectives to encourage continuity throughout the school. We take photos of the children doing these actions and display on the working wall so the same actions are used consistently for each class.

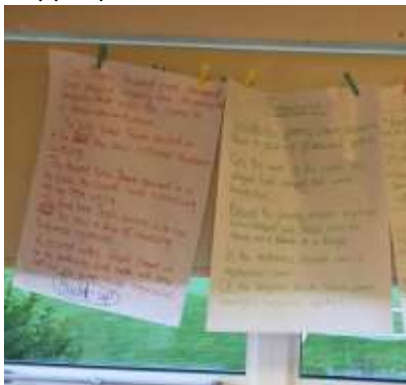




The grammar progression document links with the Pie Corbett T4W programme. (See Appendix 1 attached).

Modelled Writing

The teacher talks aloud the thought processes as a writer. They have complete control over the writing and make explicit the structure, language features, spelling and punctuation of the text type as appropriate. Modelled writing is displayed on washing lines for the children to refer to.



Shared Writing

This is a collaborative approach; pupils contribute their ideas and thoughts for the teacher to select the most appropriate. The teacher needs to give reasons for the choices made.

Supported Composition

The children work in pairs to provide the next sentence of the text. This may follow from either modelled or the shared writing process. This may be part of a TPS activity (Think, pair and share).

Guided Writing

Pupils are grouped by writing ability according to their levels and/or target needs. The teacher works with each group in rotation during the week so that every child partakes in guided writing once per week. The task is carefully selected to provide an appropriate level of challenge and will focus on a

particular aspect of the writing process as opposed to writing a complete piece. Tasks may include the processes of planning, drafting and editing pieces of writing. Teachers choose a target for each group to work on based on an assessment of their individual needs and previous writing. TAs are also expected to take guided writing groups when appropriate.

Hot write: WALT should include the words 'Hot Write'

All children are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if children are to develop their skills as writers within different genres. This is the opportunity for children to 'show off' all the skills that they have learned in the writing process.

Edit and redrafting process

This needs to be taught to children so that the editing actually improves their work. Use of a visualiser or photo of work and discussions about how to make it better as a class are effective. Include really clear success criteria for how you want the edited work to improve. Sometimes, this might be one paragraph to improve or focus on story endings etc. It is important in KS2 that time is spent editing a piece of writing. This can be done at any stage of the writing process but after a hot write and time with the children, it is a good time to edit and redraft. Give the children a chance to improve on their work after their discussion with you. Use your green edit and improve pens. In KS2 this is expected to be at least a paragraph - sometimes whole text.

Punctuation and Grammar

- The Pie Corbett teaching progression shows coverage in each year group
- The National Curriculum (DfE, 2013) gives a clear developmental programme for the introduction and acquisition of knowledge about grammar and punctuation. During lesson warm-ups and writing sessions children are explicitly taught the areas of grammar appropriate for their particular age. Children are encouraged to use the appropriate terminology during lessons e.g.
- adjectival phrase, subordinate clause etc.

Spellings

In the Foundation stage, year 1 and year 2, spelling rules are mainly taught through phonics sessions. In the rest of the school, children are taught spelling patterns using the Babcock 'no nonsense spelling scheme'. This is taught through a half hour teaching session daily.

In addition, children are given spellings to learn based on their individual needs. This is done by the teacher correcting at least 10 spellings a week in a child's literacy work. The children then copy these spellings onto their own spelling sheet to practise using look, cover, write, check. Children are also regularly tested on key words for each year group and these are used to form the children's spellings to learn at home.

Key words spellings are picked up on in English books and children are helped to learn them through look cover, write, check, spelling lists and speed spelling.

Phonic boards are used all through the school to support children with spelling.



Handwriting

Kinetic letters: see separate policy

Assessment, Monitoring and Moderation

Children in the EYFS are assessed on an ongoing basis through observation, 1:1 interaction, small group activities, child-initiated learning and whole class teaching. Parents are strongly encouraged to contribute to these assessments in nursery. Baseline assessments of the children will take place during the first six weeks of the autumn term, these will be used to inform planning and the organisation of interventions and activities designed to support the children's individual needs. Each child will have a Development Matters Profile in which their progress will be recorded. Their attainment will be entered onto the School's internal online assessment (Otrack) termly. Moderation of observations and teachers judgements will take place internally along with externally between local schools.

In Key Stage One and Key Stage Two, children are assessed against the new curriculum objectives for each year group. Teachers are expected to update writing assessment sheets for their year groups half-termly, ticking if children have achieved an objective. These will then indicate if a child is below, working towards, expected or greater depth. This information is then entered on to o-track. Termly pupil progress meetings identify strategies addressing any concerns. Teachers evaluate the progress of PPG children in order to track their progress and highlight any concerns. Children in key stage 2 have individual targets which are constantly referred to.



Marking

Marking is used as part of our formative assessment to inform planning as well help the children to improve their work. Work is marked using a two colour system. Green is used to pick up the good work children produce that meets the learning objectives. Pink is used for closing the gap comments, which help the children to improve. In this way, our improvement marking is often a 'doing' comment and we allow the children time in lessons to respond to their comments. (For further information see the school's marking policy.)

Celebrating writing

Celebrating writing is so important to children across the school. It's a chance for children to see what 'good writing' looks like and to celebrate the work they have completed. Every week, 'good writing' is chosen to be displayed on our 'Writing Rockets' board.



In addition to this, teachers also have the opportunity to select children for the, 'Star of the Week' assembly, if they have produced work which is of a continued high standard or in making progress steps in their learning.

Equal opportunities and Special needs

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex.

Use of ICT

ICT is used to support and enhance children's learning on a regular basis. There are a range of high quality resources available that should be used regularly to support and develop children as writers, these include:

Laptop are available to provide opportunities for children to edit, redraft and present their writing in a variety of ways. Word processing is an important skill for each writer.

Interactive whiteboards are also used in each classroom.

We also understand the importance of visual literacy and video and film clips are used regularly to 'hook' children and for stimulus.

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Appendix 1: Grammar for writing progression grid