



Longstone Primary School Writing Policy



Rationale and Aims

Language and Literacy skills, including writing skills, are essential for all children to learn, work, live and thrive now and in the future. In addition, improving the Language and Literacy skills of all children is a national priority. It is, therefore, essential that at Longstone Primary we are all clear and confident about what effective learning, teaching and assessment in writing looks like in practice. Through consistent application of this policy we aim to:

- *Raise attainment and ensure progress* in writing for all of our learners
- *Create a culture* across the school where all children *enjoy writing* and see themselves as authors
- *Ensure consistent and high standards* of learning and teaching in writing

Approaches and Resources

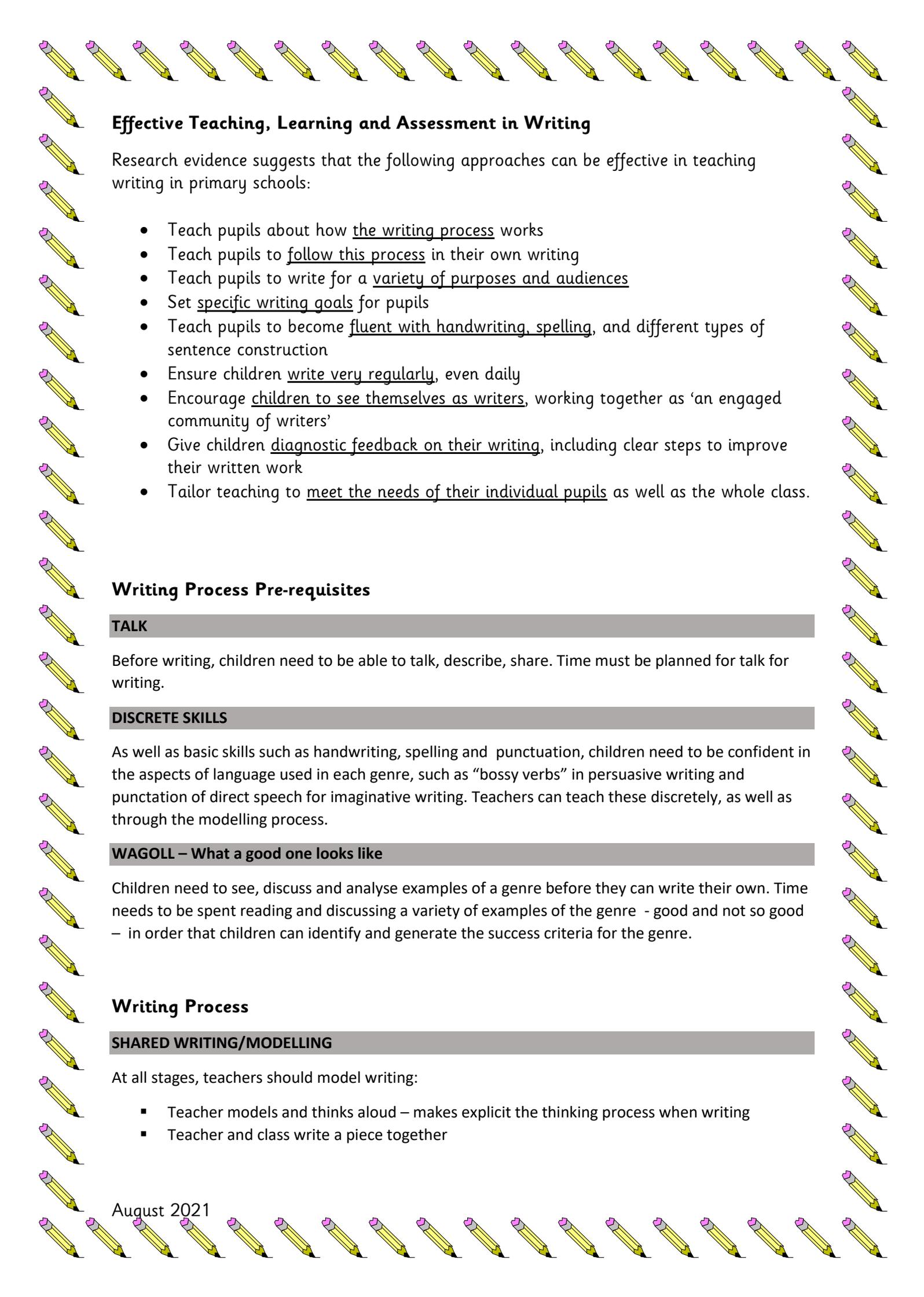
At all stages, there are a number of approaches all teachers use to help ensure high quality learning and teaching in writing - training is available for all staff on these approaches.

- Word Boost
- Foundations of Writing
- Edinburgh Writing Strategy/James Clements
- Big Writing/VCOP
- Edinburgh Writing Strategy

Writing Strategy Visual



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Effective Teaching, Learning and Assessment in Writing

Research evidence suggests that the following approaches can be effective in teaching writing in primary schools:

- Teach pupils about how the writing process works
- Teach pupils to follow this process in their own writing
- Teach pupils to write for a variety of purposes and audiences
- Set specific writing goals for pupils
- Teach pupils to become fluent with handwriting, spelling, and different types of sentence construction
- Ensure children write very regularly, even daily
- Encourage children to see themselves as writers, working together as ‘an engaged community of writers’
- Give children diagnostic feedback on their writing, including clear steps to improve their written work
- Tailor teaching to meet the needs of their individual pupils as well as the whole class.

Writing Process Pre-requisites

TALK

Before writing, children need to be able to talk, describe, share. Time must be planned for talk for writing.

DISCRETE SKILLS

As well as basic skills such as handwriting, spelling and punctuation, children need to be confident in the aspects of language used in each genre, such as “bossy verbs” in persuasive writing and punctuation of direct speech for imaginative writing. Teachers can teach these discretely, as well as through the modelling process.

WAGOLL – What a good one looks like

Children need to see, discuss and analyse examples of a genre before they can write their own. Time needs to be spent reading and discussing a variety of examples of the genre - good and not so good – in order that children can identify and generate the success criteria for the genre.

Writing Process

SHARED WRITING/MODELLING

At all stages, teachers should model writing:

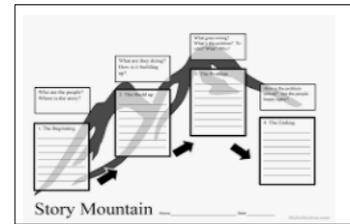
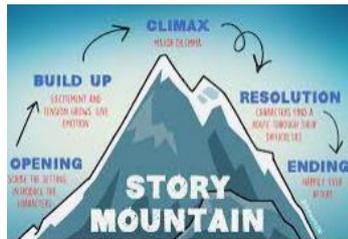
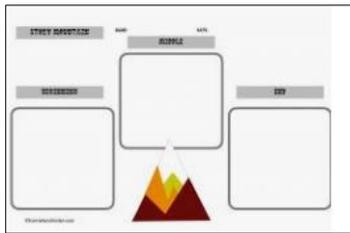
- Teacher models and thinks aloud – makes explicit the thinking process when writing
- Teacher and class write a piece together

PLANNING

A Range of planning formats should be taught and introduced, such as:

- **Early primary** - drawing, word mats, sentence starters, simple story frame, basic three part story mountain (beginning, middle, end)
- **Middle primary** - mind maps, bullet points, multi-part story mountain (opening, build up, climax, resolution, ending)
- **Upper primary** - James Clements Step Planning, multiple story mountains/cliff hangers

By P6-7 – pupils should be able to choose a planning style to suit the genre as well as their own learning needs and preferences.



PRACTICE

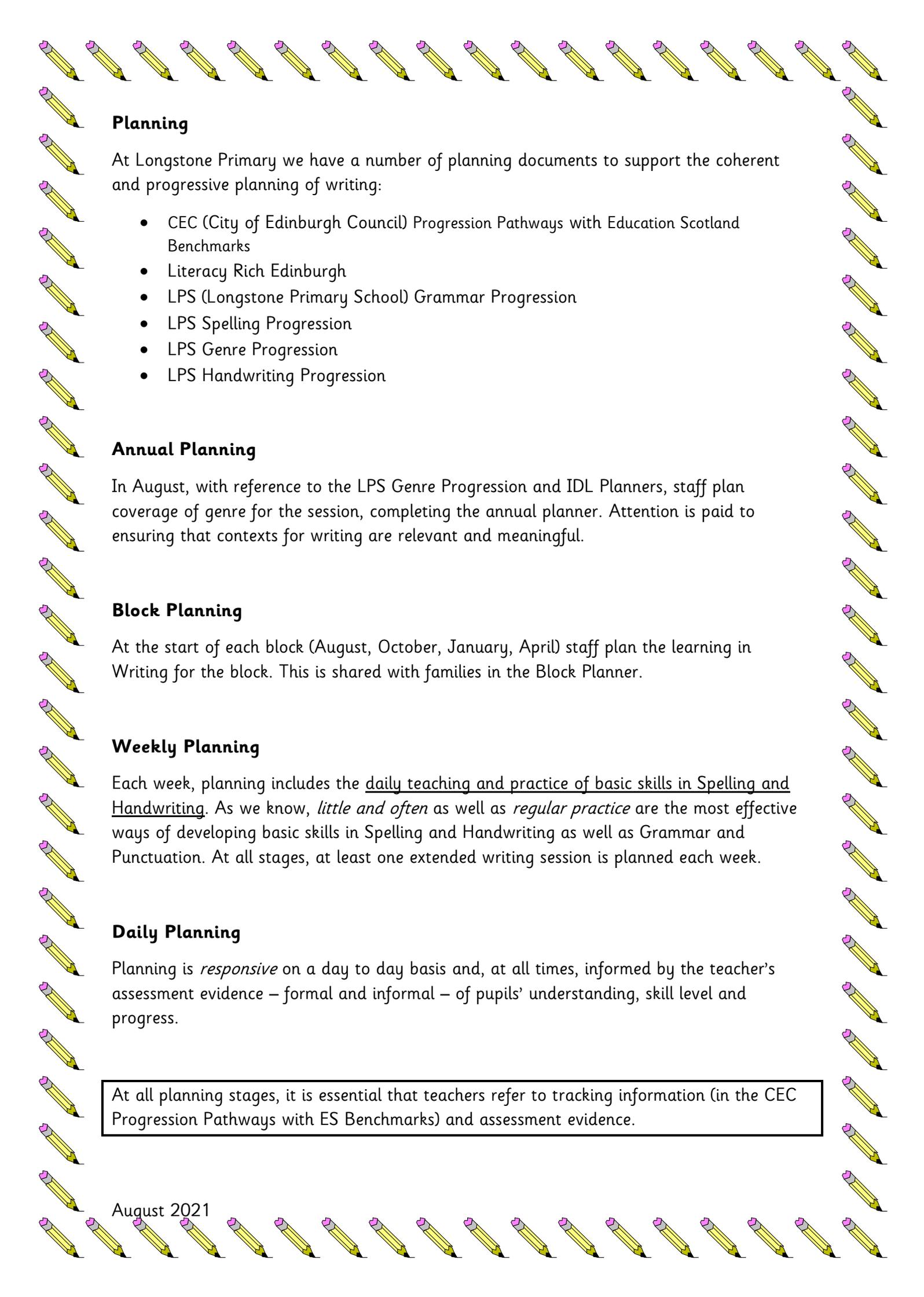
Independent or supported practice with, for example:

- a partner/trio
- a writing frame, sentence starters, word banks, IT for pupils with ASN
- an overwriting task (James Clements)

EDIT, REDRAFT AND PUBLISH

- Use the Feedback Funnel (James Clements)
- Publish twice per year.

Plan	
Draft	
Proof read	
Teacher Feedback	
Edit	
Publish	



Planning

At Longstone Primary we have a number of planning documents to support the coherent and progressive planning of writing:

- CEC (City of Edinburgh Council) Progression Pathways with Education Scotland Benchmarks
- Literacy Rich Edinburgh
- LPS (Longstone Primary School) Grammar Progression
- LPS Spelling Progression
- LPS Genre Progression
- LPS Handwriting Progression

Annual Planning

In August, with reference to the LPS Genre Progression and IDL Planners, staff plan coverage of genre for the session, completing the annual planner. Attention is paid to ensuring that contexts for writing are relevant and meaningful.

Block Planning

At the start of each block (August, October, January, April) staff plan the learning in Writing for the block. This is shared with families in the Block Planner.

Weekly Planning

Each week, planning includes the daily teaching and practice of basic skills in Spelling and Handwriting. As we know, *little and often* as well as *regular practice* are the most effective ways of developing basic skills in Spelling and Handwriting as well as Grammar and Punctuation. At all stages, at least one extended writing session is planned each week.

Daily Planning

Planning is *responsive* on a day to day basis and, at all times, informed by the teacher's assessment evidence – formal and informal – of pupils' understanding, skill level and progress.

At all planning stages, it is essential that teachers refer to tracking information (in the CEC Progression Pathways with ES Benchmarks) and assessment evidence.

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Assessment

There are three types of assessment that take place throughout the year; examples of these are in the table below. These assessments inform next steps in learning and teaching as well as teacher judgements:

Summative	<ul style="list-style-type: none">▪ P2-7 Single Word Spelling Test▪ Weekly spelling assessments▪ P3 Single Word Reading Test▪ SNSA P1, P4, P7▪ Cold Writing September and February
Formative	<ul style="list-style-type: none">▪ Questioning▪ peer-assessment▪ self-assessment▪ review of writing targets▪ tickled pink/green for growth▪ two stars and a wish
Teacher Planned	<ul style="list-style-type: none">▪ range of assessments – make, say, write, do - planned as part of forward planning to gain evidence of pupils meeting the standard within the benchmarks

Targets

All pupils have a writing target which is stuck into the front of their extended writing jotter. Writing targets are regularly reviewed. At Early level, writing targets are likely to be class/group targets. By P5-7 at the latest, pupil writing targets these should be individual. At all levels, pupils should be involved in selecting and reviewing targets.

Quality Assurance of Standards

There are a number of ways in which we monitor the quality of writing and ensure consistency un standards:

- regular opportunities for moderation of learning, teaching and assessment in writing including
 - ✓ collaborative stage and/or level planning
 - ✓ strategic planning meetings
 - ✓ attainment meetings
 - ✓ moderation of CfE judgements
- shared classroom experience
- sampling pupil work
- gathering views of pupils, families and staff

Full details can be found in the school's annual Self-evaluation calendar.

**"WRITING
IS THE
PAINTING
OF THE
VOICE!"**
VOLTAIRE

August 2021

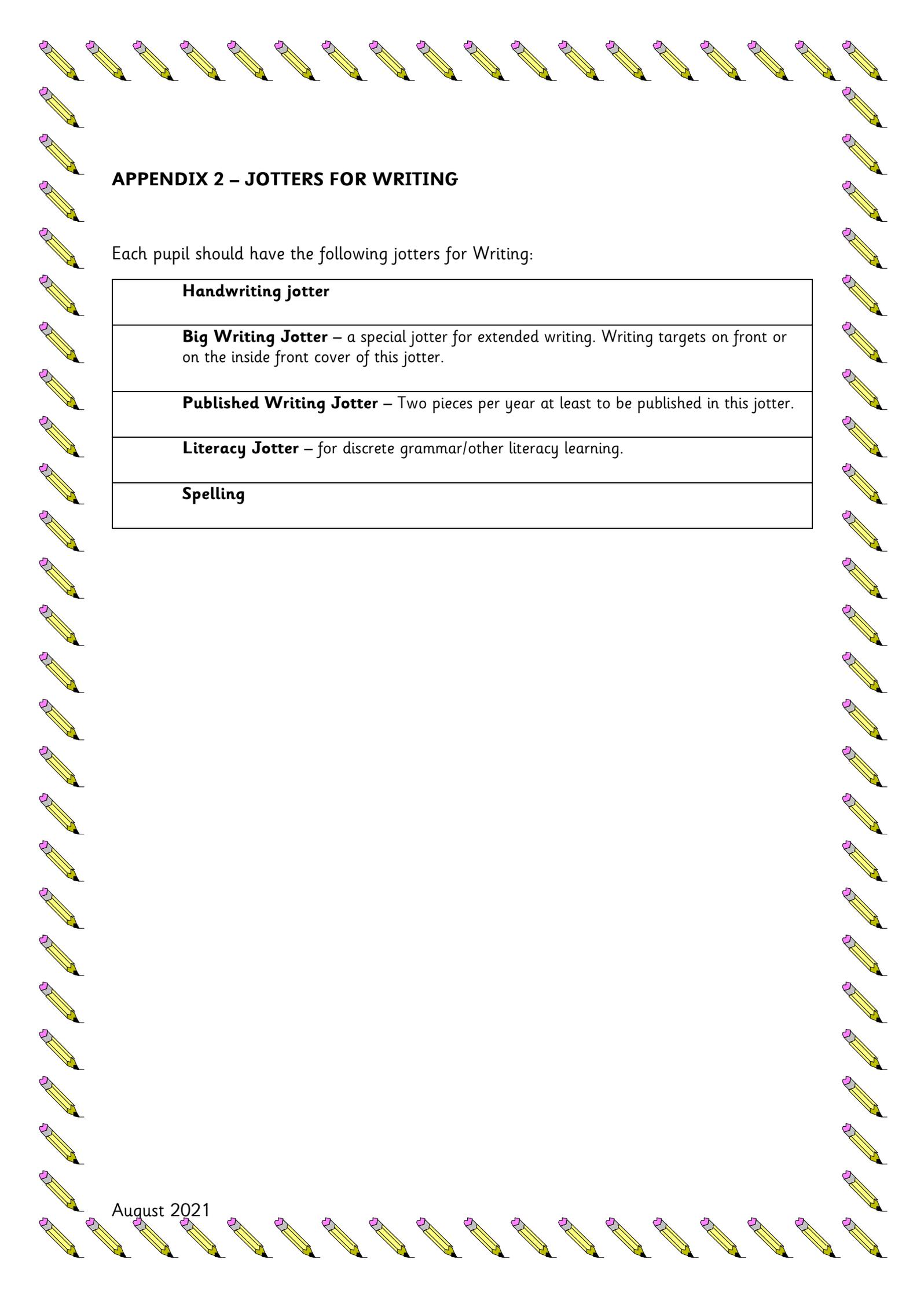
APPENDIX 1 – EDITING PRINCIPLES AND CODE

EDITING PRINCIPLES

- There is very little, if any, value in teachers editing writing for children.
- Instead, time should be planned for pupils to edit their own writing.
- The teacher should use the editing code below for sections where they would like the pupil to edit spelling, basic punctuation
- Teacher feedback should identify pupils' next steps.
- As suggested by Shirley Clarke, pupils should only write on one side of a double page; the other page should be for editing/redrafting/feedback.

EDITING CODE

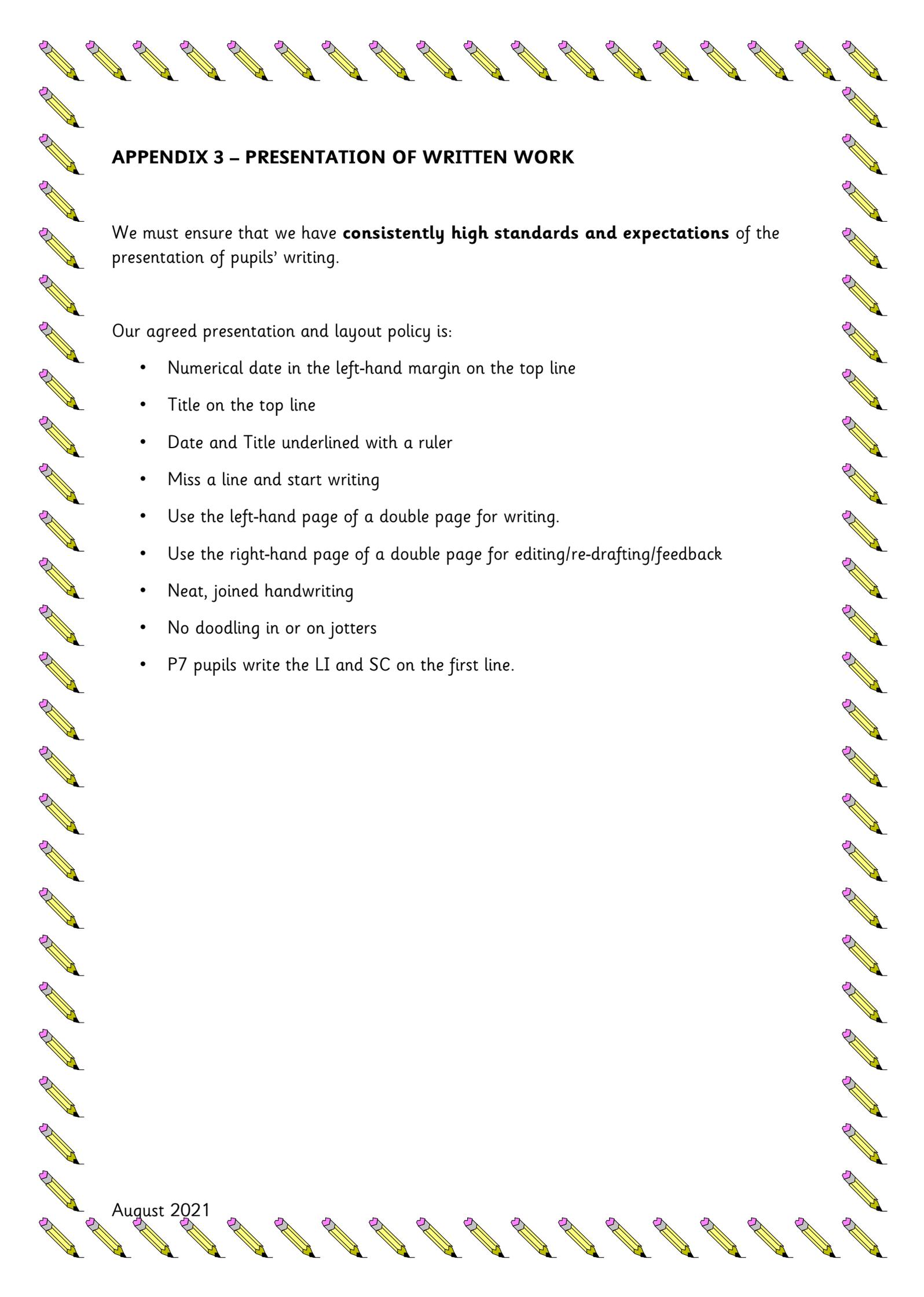
Code	Written	Meaning
Sp	in margin	Spelling N.B. Depending on the ability/stage of the pupil, the word to be corrected can also be underlined.
CL	in margin	Capital Letter missing N.B. Depending on the ability/stage of the pupil, the letter can also be underlined.
FS	in margin	Full Stop missing N.B. Depending on the ability/stage of the pupil, the space can also be underlined.
^	in margin or at point of missing word/letter/mark	Missing word/s
	under writing	Section to be checked/re-read as e.g. incorrect grammar or doesn't make sense
P (upper primary)	in margin	Punctuation incorrect or missing N.B. Depending on the ability/stage of the pupil, the space/punctuation mark can also be underlined.



APPENDIX 2 – JOTTERS FOR WRITING

Each pupil should have the following jotters for Writing:

Handwriting jotter
Big Writing Jotter – a special jotter for extended writing. Writing targets on front or on the inside front cover of this jotter.
Published Writing Jotter – Two pieces per year at least to be published in this jotter.
Literacy Jotter – for discrete grammar/other literacy learning.
Spelling



APPENDIX 3 – PRESENTATION OF WRITTEN WORK

We must ensure that we have **consistently high standards and expectations** of the presentation of pupils' writing.

Our agreed presentation and layout policy is:

- Numerical date in the left-hand margin on the top line
- Title on the top line
- Date and Title underlined with a ruler
- Miss a line and start writing
- Use the left-hand page of a double page for writing.
- Use the right-hand page of a double page for editing/re-drafting/feedback
- Neat, joined handwriting
- No doodling in or on jotters
- P7 pupils write the LI and SC on the first line.

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