

POILEASaidh SGRìOBHAIDH SGOIL ÙIGE

WRITING POLICY

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Fath- Sgeul/ Rationale:

We believe that the ability to write with confidence and accuracy is an essential life skill. Writing is a complex process that draws upon more than handwriting and spelling. It is the ability to effectively communicate ideas, information and opinions through the printed word in a wide range of contexts. Successful writers understand the social function and characteristics of writing in order to use different genres appropriately, matching it to audience and purpose. Writing also requires the writer to understand and accurately apply the conventions of syntax, spelling and punctuation in their language of instruction. We aim to equip children with the skills necessary to achieve this, throughout the curriculum.

Ar n-Amasan/Aims:

- Write with confidence, clarity and imagination;
- Understand and apply their knowledge of phonics and spelling;
- Understand how to write in a range of genres (including fiction, non-fiction and poetry), for a range of purposes and audiences, using the appropriate style, structure and features;
- Plan, draft, revise and edit their own work, and learn how to self- and peer assess against the learning intentions and success criteria;
- Develop a technical vocabulary through which to understand and discuss their writing;
- Develop their imagination, creativity, expressive language and critical awareness through their writing.

Plana Adhartas/ Forward planning:

Writing should be planned on an overview so that there is a total coverage of Curriculum for Excellence (CFE) Experiences and Outcomes (Es & Os) as well as a range of genres over the year and level. There should be a more detailed termly plan where learning intentions for specific curricular organisers are made explicit based on the curricular overviews. Planning should start with the Curriculum For Excellence Experiences and Outcomes (Es & Os) which should be highlighted in the overview to ensure coverage of all Es & Os in a level. It is important to ensure that Literacy outcomes also take cognisance of specific Gàidhlig and English writing outcomes as detailed within the Literacy and Gàidhlig or Literacy and English curricular documents (Es & Os, Progression Pathways and Benchmarks).

Comhairle nan Eilean Siar's Literacy and Gàidhlig Progression Framework or Literacy and English Progression Framework should be highlighted as part of planning to ensure progression, pace and challenge. The genre tracker (Appendix 1) should be used to ensure you have a range of genres. Each genre should be experienced at least twice over a year. High level learning intentions should constitute the basis of the termly writing plan, which should take into account the 'Seven Design Principles' of Curriculum for Excellence. Planning should be differentiated with regards to scaffolding, resources and success criteria in assessment.

Writing can be planned and taught as a discrete lesson or as part of an Interdisciplinary project where it may be more relevant as part of a context. It is important that literacy and writing are taught across the curriculum.

Spelling and Grammar: Spelling and Grammar programmes should be used to constitute part of writing planning. Areas planned should be highlighted in the correct termly colour.

The Gaelic Language Framework should be used in Gaelic Medium classes to plan vocabulary, phraseology and aspects of grammar to develop talking and listening which is intrinsically linked to writing.

Tiocaidean Targaid/ Target Tickets:

Learning Intentions and Success Criteria should be created for every new writing lesson. They should be based on the over-arching forward plan for that term. Teachers should ensure that there are not too many success criteria, and they are focussed. This may mean that sometimes, aspects of writing such as presentation and spelling, may not feature in success criteria, but an ethos of high expectations should keep these to the forefront at all times.

Learning intentions and success criteria should utilise simple language. If they are too long, consider how to make them more succinct.

Children should be regularly given the opportunity to co-create learning intentions and success criteria.

Feedback in target tickets should be directly related to the learning intention and success criteria.

Self and peer assessment opportunities should be offered on a target ticket. This may not be every time but needs to feature regularly.

Target Tickets are uniform and progressive. There are templates for these in the appendices. (Appendix 2)

Cothroman Sgrìobhaidh / Opportunities to write:

Nursery- There needs to be daily opportunities to write created in the playroom. The playroom should be a language-rich environment. Consider every area of the playroom. How can writing and/or fine motor skills be incorporated?

For Primary one to three there needs to be **at least** two formally planned opportunities to write every week. One of these pieces should be personal writing. In primary one this may constitute black line drawing with a focus on detail. This is on top of informal opportunities to write through play contexts as well as regular talking and listening activities, phonics and spelling exercises and reading comprehension activities, which will further extend writing.

For primary four to seven, there needs to be **at least** one opportunity per week to create an extended piece of writing unless engaging in a specific writing intervention programme as detailed within this policy. This is on top of regular talking and listening activities, spelling and grammar exercises and reading comprehension activities, which will further extend writing.

It is important that there is a variety of strategies used to develop writing over the course of a child's time in primary school. The following strategies and resources are approved, tried and tested and can be used and adapted to develop writing in Sgoil Ùige. Other strategies and resources can be used if they develop writing in ways which are conducive to good teaching and learning.

A' Sgrìobhadh tro Cluich/ Writing through Play:

In the early stages at Sgoil Ùige, emerging literacy strategies should be incorporated into play. Highland Literacy Emerging Literacy Programme has two main areas to develop children's writing: Phonological Awareness and Pre-Handwriting skills.

Pupils should be encouraged from the very beginning of their time in nursery to make marks which represents writing. This can be done with different parts of the body and different media. Learning should be linked to real life contexts as much as possible and play areas should incorporate a writing focus at every possible opportunity, e.g. a shop with lists and receipts or a café with menus, pencils, paper, clip boards etc. Classroom walls should be text drenched with opportunities to exploit environmental print.

It is important that learners have opportunities to mark make and write outdoors. Opportunities for mark making and writing, using a range of materials including natural materials should be encouraged.

As children progress through the pre-school and Primary 1/Early Level, pupils will continue to develop their skills in these areas through play activities, teacher led and teacher-initiated tasks. Activities may include fine and gross motor skills development through ball play, playdough, cutting and pasting, pencil control, messy play and sensory play.

Phonic knowledge and writing are intrinsically linked. P1 teachers should use the Highland Literacy Phonological Awareness assessment. This looks at the developmental continuum of emerging literacy skills, beginning with listening and attention and working through to phoneme blending and segmentation. Primary 1 should also be assessed using the 'Primary One Literacy Assessment and Action Resource' (POLAAR) to identify pupils' phonic awareness and next steps for progression. Pupils are assessed in these areas at the beginning of September and areas for development are identified and addressed throughout P1 and then reassessed throughout the year.

There are many activities detailed on the Highland Literacy Website. Once ready to progress, both Gaelic and English medium classes follow synthetic phonics programmes – Jolly Phonics/Twinkl Phonics and Facal agus Fuaim/Fios air Fuaimean.

Dòigh Comhraidh gu Sgrìobhadh/ The Talk for Writing Approach:

Pie Corbett's Talk for Writing can be used to develop writing using texts and stimulus throughout the school in conjunction with other strategies including play.

Talk for Writing is a multi-sensory approach to inspire young children's language development through story telling. Children learn language through memorable, meaningful repetition. Talk for writing enables children to internalise the language of the story so they can imitate it, innovate it and create their own stories independently. Talk for Writing emphasises that children need to actively hear the story, say it, play at it, dramatise it and draw it and then this allows them to read it and write it.

The Talk for Writing approach develops writing through the children being the storytellers. Children are introduced to a story which should be short and simple. The children develop their working memory through remembering the story. Initially, this should be a group experience, but graduating onto pairs as they become more able and routines become more established. It is important that expression and actions are used in story-telling and not chanting so that children hear the story rather than the rhyme and rhythm. In a Gaelic medium context this can be very effective, particularly in the Total Immersion stages, as a practical way to develop Gaelic vocabulary and linguistic competence.

The multi-sensory approach will give visual learners a picture through the story map, auditory learners engage with hearing the story. The actions and movements will support kinaesthetic learners to embed new vocabulary.

The next stage is the co-creation of a story map with the children. The story map will stay up and be visible in the classroom throughout the week. Leaving out resources such as puppets, animals, masks, costumes and a selection of materials in indoor and outdoor play areas will encourage children to independently tell the story.

Sharing this on Seesaw will also encourage children to re-tell the story at home.

There are three main phases: Imitation, innovation and invention. In the imitation phase children tell and retell known stories. They learn to internalise texts, identify ideas and structures. Text maps and drama deepen their understanding. We look at vocabulary and comprehension as well as analysing features. Toys, costumes, images and different activities are provided for children to practise retelling the story. Once children have experienced the story and processed it in many ways, it is shared in a floor book. Children can now see what the words look like written down and because they already know what the words say they can join in more confidently with reading.

The next phase is the invention phase. Children create own versions of known stories. They use the ideas and structures to co-construct new versions of the text. A new plan is created once the children know the story really well and they can begin to make changes to make their own. The story map can be altered to create a new version of the story. Characters, setting or objects can be changed and toys can be changed to allow children to make own choices and create new versions. Pupils own version could be through map-making, digitally, or by adult scribing. The children are supported as they write down their stories e.g. in choosing vocabulary, checking punctuation and using connectives.

The last phase is the innovation phase. Children start to create original texts independently. They will draw on stories and rhymes they have heard as well as real life experiences. Toys, puppets, costumes and role play is vital for this. Stories can be made up as a class, in groups and independently.

Ag Ionnsachadh ri Faicinn/ Learning to See Approach (Foundations of Writing):

“Foundations of Writing: a report of a project on the teaching of writing at the early stages” is now out of print, but was first published in 1986 by the Scottish Curriculum Development Service and consists of the report itself, plus a Teacher’s Guide written by Bill and Maureen Michael. Its ultimate aim is similar to the Talk for Writing programme – for pupils to be able to structure and compose writing independently for many purposes across the curriculum. However, its focus on drawing/art

experiences as a means to develop the technical skills of writing initially was very innovative at that time.

The guidance in drawing should be used alongside other strategies to develop writing in the Early level stages as a precursor to formal writing. It can be used in conjunction with play, talk for writing and initial letter formation to develop writing skills. Drawing is a very important stage in emerging writing. It empowers students to see themselves as writers, even before they write any words. When they draw before writing it helps them to visualize what they want to say. They include details in their drawings that they will later express in their writing using words. The more detail that is in the drawing, the more the children can discuss and write.

Sgrìobhadh Mòr/ Write to the Top- The Big Writing Approach:

In this strategy, ‘tools for writing’ are developed using the VCOP approach - Vocabulary, Connectives, Openers and Punctuation - through a progression of skills from P1 to P7. There are a variety of up-levelling activities, where pupils work collaboratively with the teacher to improve on a short piece of text, as well as a variety of lessons to develop the writers’ craft. The Scottish Criterion Scale is used as the success criteria and can also be used as a baseline assessment tool. There is a series of lessons and resources which can be adapted for Gaelic Medium.

Children’s and Young People’s Improvement Collaborative Approach (CYPIC):

The CYPIC Methodology for writing is intended as an intervention, but can also be used as a strategy. For this to be successful, the Writing bundle (see appendix 3) should be implemented fully 3-5 times a week. A quality assured stretch aim and run chart will ensure motivation and monitoring of success.

Teachers assess whole class attainment in writing and identify areas for development, prioritising skills and needs against the Tools for Writing Benchmarks. A series of lessons is then planned for under an identified Learning Intention with specific Success Criteria focussed on one of the Tools for Writing areas previously prioritised. Each day pupils will engage in a lesson and 15-minute writing activity which will be assessed by pupil, peer and teacher. Assessment data is examined daily by the teacher and recorded on a Run Chart which is shared with the pupils. When the cohort achieves success on six consecutive occasions they can move on to the next targeted area for development, where the process begins again building on the success of the previous target.

Pupils are involved at all stages of the ‘Plan, Do, Study and Act’ process and quickly become skilled in assessment and target setting. They are motivated by seeing their run chart and have a shared understanding of how to achieve success through the use of explicit Success Criteria and a class model, which they co-design with their teacher.

The process is the same in both English and Gaelic lessons, however there will be greater emphasis on the use of the Gaelic Framework and Phraseology throughout the process for those writing in Gaelic.

The CYPIC Approach can be used in conjunction with any other strategy as stimulus for the lesson. All teachers who use the approach must have had the official training.

If a teacher is trained in the approach, they must use the approach at least once per session.

The strategy should run for 12 weeks.

Gnè/ Genre

Each class should aim to give a variety of genres each session through discrete or IDL contexts. This should be planned for in termly planning and recorded in the Genre Tracker as it is completed. (See appendix 1) This will ensure that there is a mixture of genres for each level.

Each class should aim to have at least 2 of each type of genre per session.

Teachers have a responsibility to ensure that there are opportunities to write in the full range of genres over a level. It is therefore important that this is tracked.

Gramar is Freàma Càinain/ Grammar and Gaelic Language Framework

GME: As outlined by Education Scotland schools need to have a “clear framework for developing grammar that shows progression and coherence. This also needs to identify significant aspects of grammar that children need to be conversant with by a certain age.” (*Advice on Gaelic Education: Education Scotland 2022 p28*). Therefore, in Sgoil Ùige, weekly formal discrete grammar lessons will take place. Lessons and activities can be active, play based or traditional grammar lessons. This should run hand in hand with intentional planning of Gaelic vocabulary development. This should be explicitly planned each term through the Highland Literacy ‘Pre-Teaching Vocabulary’ (PTV) Planner. Children must be assessed on their abilities and supported and challenged appropriately according to where they are on the continuum.

GLE: In GLE it is important that weekly grammar lessons are taught. These should be outlined by the grammar programme being used. In Sgoil Ùige, we use St Andrew’s Grammar Progression Framework.

Litreachadh/ Spelling:

- A spelling baseline is taken to ascertain a spelling age every September. In Gaelic Learners and second level Gaelic Medium classes, we use Single Word Spelling to develop spelling. This is checked again in May to ensure progress is made across the school session.
- Gaelic learner pupils should start simple spelling words after early level is achieved.
- Gaelic medium pupils will use a mixture of the Litreachadh na Gàidhlig Spelling programme which focuses on spelling patterns, and the Lasadh programme which focuses on common words.
- The 300 common words should also be used in Gaelic and in English to develop spelling.

Method for teaching spelling:

A spelling rule must be identified and taught. This should be weekly if possible, unless there are difficulties or exceptional circumstances. These would be discussed at tracking meetings.

- P2- aim for 4 words a week
- P3 –aim for 5 words a week
- P4- aim for 6 words a week
- P5 aim for 6 Gaelic and 4 English a week
- P6 aim for 6 Gaelic and 6 English a week
- P7 aim for 8 Gaelic and 8 English a week

This is average but should be changed based on individual ability.

There should be a variety of opportunities for children to apply their spelling skills in homework activities and class exercises. These will include a range of multisensory activities and games as well as more traditional sentences and dictations.

Làimh Sgrìobhadh/ Handwriting:

In Sgoil Ùige we follow the Nelson's handwriting approach to handwriting, alongside the synthetic phonics schemes for letter formation.

In Early level, letter formations are taught alongside the phonemes and according to Nelson Handwriting letter formation. Young children should have lots of experience of emergent writing activities before they move on to this.

As the children progress, there is a consistent approach followed throughout the school.

P1 – P3: Fine motor skills, letter formation and handwriting should be revised daily.

P4-7: Handwriting should be taught formally once a week. It should feature as an expectation in written pieces as part of the class ethos. This may include it being one of the identified success criteria if appropriate.

Sgrìobhadair na Mìos/Writer of the Month:

In Sgoil Ùige, we encourage pupils to try their best in writing in order to achieve their potential, through 'Sgrìobhadair na Mìos'. This is where a pupil from each class is recognised for their achievements in writing during an Assembly. They are also provided with a certificate and their picture put on the 'Life and Work of the School' wall.

We assess writing in a variety of ways in Sgoil Ùige.

Na Slatan –Tomhaid Nàiseanta/ The National Benchmarks:

The Benchmarks are the national marker for an achievement of a level. It is important that we assess a selection of written pieces against the benchmarks regularly to ensure that the children are on track to achieve by using the correct tier of the progression framework. When a pupil is approaching the end of a level, their writing will be assessed using the Highland Writing Rubric to evidence how it meets the benchmarks. It is important to note that children may be on track to achieve literacy and not Gàidhlig or English. Ensure that both sets of benchmarks are checked.

Sgrùdaidhean Dìreach/ Observations:

In Early level settings in Sgoil Ùige, observations on writing (both formal and informal) take place regularly and PLODs (Possible Lines of Development) are identified in the Sgoil Àraich. These are communicated to pupils and agreed. Profiling is used to record progress and parents are able to input to this, through the use of Seesaw and 'Focus Child' meetings.

Còd Ceartachadh/Marking Code:

In Sgoil Ùige, we have a standardised Marking Code (see Appendix 4) which has been developed and agreed upon by teachers and shared with pupils. This is used to provide quick feedback for pupils on how to improve their writing and should be used alongside the agreed Learning Intention and Success Criteria as set out on the Target Tickets to help pupils to improve their writing.

Measadh Litreachaidh na Gàidhealtachd & POLAAR / Highland Literacy & POLAAR Assessments:

Primary 1 pupils are assessed using the Highland Literacy Phonological Awareness and Pre-Handwriting Skills assessments as well as the 'Primary One Literacy Assessment and Action Resource' (POLAAR) at the beginning of September and areas for development are identified and addressed throughout P1 and then reassessed throughout the year.

Scottish Criterion Scale:

This is part of the 'Write to the Top' success criteria and, although it can go beyond the benchmarks, it is a good tool to measure progress. It also has a pupil criterion scale which will help support children to self-assess. In Sgoil Ùige, we are using this tool to help support and measure progress as part of a suite of measures. It cannot be used alone to assess an achievement of a level.

Scottish Criterion baselines are taken in September, January and May. Targets are set for each child. The child should be involved in the target and the assessment.

CYPIC:

When using this strategy, children are assessed against the success criteria and stretch aim every day. This is recorded on a run chart. Feedback is oral and daily for each child during the writing

process or at the end. A marking code can be agreed with pupils and teacher to quickly identify success. Children use self-assessment and self-editing every day as part of the strategy. It is discussed as the run chart is completed.

Cuibheas/ Moderation:

Moderation will help reinforce judgements as we develop our shared understanding of expectation, therefore it is important to moderate regularly.

- Sgoil Ùige takes part in the annual cluster moderation across schools in September and March where writing will be moderated on a cyclical basis. (Every 3 years).
- Sgoil Ùige also moderates with individual schools within the Rural Cluster, where writing can be looked at when not on the cluster moderation cycle.
- In house moderation should take place termly as part of staff meetings where writing can be looked at.

Coinneamhan Measaidh/ Attainment Meetings

Children are tracked in their writing in September, December, March and May, and marked against the authority progression frameworks and ultimately the national benchmarks and this tracking is discussed and quality assured at the subsequential 'On Track to Achieve' attainment meetings.

For those children that are identified as borderline or are sitting just under the level, the On Track to Achieve Tracker and the Highland Writing Rubric may be used to pinpoint areas for development.

Quality Assurance activities such as work-sampling and observations will also help to verify teacher judgement of progression and achievement of a level.

Feumalachdan Sònraichte/ Additional Support Needs (ASN)

Children with ASN will be supported in writing through our 'Staged Intervention' procedures. This may include class differentiation, or targeted support with regards to individual plans and interventions. All teachers have a responsibility to support all children and meet their needs. If a teacher needs support to meet a child's need they must refer to learning support.

School Management:

- Create an ethos of achievement in literacy and writing.
- Provide a clear policy for writing
- Ensure rigorous monitoring and assessment takes place.
- Promote literacy across the curriculum
- Ensure staff access appropriate training opportunities

Teachers:




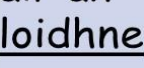
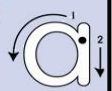



- Take pupils' prior learning into account when planning next steps
- Employ a variety of teaching strategies to meet the needs of all learners
- Challenge all learners and set the pace
- Encourage independence
- Create a literacy rich environment
- Share the learning intentions and success criteria and ensure an opportunity to co-create these
- Use effective questioning
- Have high, but realistic, expectations of all pupils
- Be an effective role model in promoting literacy
- Plan active and engaging lessons, using a variety of resources including digital resources
- Provide timely feedback on writing linked to the learning intentions and success criteria

Parents:






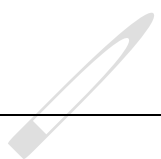


- Check and engage with Seesaw for support and to see your child's progress
- Engage with the school's 'Focus Child' Profiling system through Seesaw and teacher-parent dialogue
- Practise phonics if appropriate
- Read every night at home with your child- practice their school reader and read to them. If your child has progressed to novels, encourage nightly reading.
- Support your child to engage with spelling and spelling activities every day. (Spelling, dictation, multi-sensory games).
- Encourage writing at all times.
- Praise and congratulate their child/ren on all their achievements.

	FUNCTIONAL								IMAGINATIVE					
Recount/ News /Personal writing	Letter	Instructions	Diary entry	Explanation	Advert	Report/ Review	Biography/auto	News Article	Story	Poem	Character description	Setting description	Comic strip	Play script
SA & P1		EMERGENT WRITING (Play, FOW, Tfw)												
P2														
P3														
P4														
P5														
P6														
P7														


GM1-2

<h2 style="margin: 0;">Tha sinn ag ionnsachadh</h2>					
Tha sinn a' coimhead airson:				Beachd agamsa	Beachd mo thidsear
• 'S urrainn dhomh...					
•					
•					
Rinn mi m' obair	Le taic	Le beagan taic	Leam fhìn		
<h2 style="margin: 0;">Slatan-soirbheachaidh Sgrìobhaidh</h2>					
An do chuimhnich thu...					
Beàrn-corràg 	Litir mhòr A B C	Puing-stad 	Sgrìobhadh air an loidhne 	Litrichean cruinn 	
					
					
					





GL1-2

We are learning to					
We are looking for...			What I think	What my teacher thinks	
• I can					
• I can					
• I can					
I completed my work:	With support	With minimal support	Independently		
Writing Success Criteria					
Did you remember?					
Finger space 	Capital Letter <i>A B C</i>	Full stop 	Writing on the line	Neat letters 	
					
					
					

GM3-7

<h2>Amas Ionnsachaidh:</h2> <p>Tha sinn ag ionnsachadh</p>						
<h3>Tha sinn a' coimhead airson:</h3>				Fèin measadh	Measadh an tidsear	
<ul style="list-style-type: none"> 'S urrainn dhomh... 						
<ul style="list-style-type: none"> 						
<ul style="list-style-type: none"> 						
Rinn mi m' obair		Le taic	Le beagan taic	Leam fhìn		
<h3>An do chuimhnich thu:</h3>						
Faclan Mìorbhaileach		Puingeachadh	Naisgearan	Tòiseachain	Deagh litreachadh	
★						
★						
✦						

GL3-7

Learning Intention: We are learning					
Success Criteria				Self Assessment	Teacher Assessment
• I can					
• I can					
• I can					
I completed my work:	With support	With minimal support	Independently		
Did you remember:					
Wow Words	Punctuation	Connectives	Openers	Good spelling	
					
					
					

Children writing 3-5 times per week

Write for 15 mins, 5 mins to self check

Teacher input aligned to aim
(stimulus, dialogue, model)

Share LI and make SC explicit

Assess and feedback against SC

Involve children in the process!



Còd Ceartachaidh

Còd

Brìgh

L	Litir Mòr a dhìth
Li	Litreachadh -> air a cheartachadh Ć
P	Pungachadh -> air a cheartachadh Ć
LS	Làmh Sgrìobhaidh
^	Litir a dhìth
?	Duilich a thuigsinn
as	Asgair a dhìth neo anns an àite cheàrr
p	Paragraf ùr
et ceàrr	Eadar-theangaichte bhon Bheurla/structair
òrd	Òrdugh na facail ceàrr -> air atharrachadh
ab Ć	Cleachd abairt nas fheàrr -> air a cheartachadh
aa	Ath-aithris

Dà rionnag agus Miann - Innsidh iomradh sgrìobhte an tidsear dhan sgoilear dè cho math 'sa choilean iad na builean ionnsachaidh (dà rionnag) agus bheir e stiùradh dhaibh mu dè dh'fheumar a dhèanabh airson tuilleadh piseach a dhèanamh (aon miann).



Marking Code

Code Meaning

C	Capital letter missing
Sp	Spelling -> corrected C
P	Punctuation -> corrected C
HW	Handwriting
^	Letter missing
?	Difficult to understand
ap	Apostrophe missing or in the wrong place
p	New paragraph
ord	Wrong order/structure
V	Vocabulary should be uplevelled -> corrected
C	
rpt	Repetition

Two Stars and a Wish - Teacher feedback will inform the pupil how well they have met the success criteria (two stars) and will provide guidance on what their next steps for progression are (one wish).