Carnegie Primary School

Writing Policy Statement



Reviewed August 2023



**Introduction**

Carnegie Primary School embraces the central principles of CfE in the development of Literacy across learning.

The purpose of writing this policy is to guarantee consistency of approach and to ensure that continuity and progression are firmly embedded in day-to-day practice.

**Aims**

The writer must have a clear understanding of the **learning intention** and **success criteria** along with a sense of ownership of the writing process.

Using a variety of approaches, offering a range of relevant experiences we aim to:

* Have a positive writing ethos throughout the school so that the pupils develop confidence and pleasure in writing.
* Teach writing through a structured programme with prescribed targets and lesson aims which are taught from P1-7.
* Teach writing in a structured way to ensure progression, continuity and consistency.
* Link planning, teaching and assessment in every writing lesson in order to raise levels of attainment/achievement throughout the school.

**Methodology**

* There should be a direct and interactive approach to teaching writing skills.
* The development of writing skills should be consistent across the school.
* Staff and pupils should be familiar not only with the specific targets of the individual lesson but also how those targets contribute to the ‘big picture’.
* Targets in the writing lesson should be aimed at the majority of the class. During the lesson teachers must provide support for the less able whilst also stretching the more able pupil (differentiation).
* There should be timetabled weekly writing sessions throughout the school year. Each session should aim to allow pupils to produce one piece of writing per week within a meaningful context. This piece of work does not need to be completed but should show evidence of meeting the success criteria.
* In addition to the recognised weekly writing lesson, children should be given every opportunity to develop their writing skills through IDL.
* It is vital that the whole school ethos positively promotes the development of writing. Motivation and encouragement in each class is essential with the use writing displays, promotion of shared ideas/work with others and celebrate successes. In each wing of the school, ‘Wonderful Writing’ displays are updated regularly to motivate and inspire children.
* Expectation of writing should be consistent across the whole curriculum.
* The writing process should create opportunities for self and peer evaluation.
* The most effective marking of children’s work is done in consultation with the child during the writing lesson.
* The teaching of the conventions of writing can be approached both through children’s work and through the use of additional resources.

**Organisation of resources**

A positive learning environment is conducive to the writing process.

Each teacher and classroom should promote the following with reference to CfE.

* Writing walls to use as prompts, stimulus and display.
* Targets for weekly writing sessions should be in place.
* Children sharing and working in their writing pairs/groups to encourage discussion of writing as well as self / peer evaluation.
* Each writing session should be well structured to ensure that the children are not labouring over one aspect of the writing process.
* There should be an awareness of core targets in all areas of writing across the curriculum.
* Spelling lists/common words and helpful phrases should be available either on display or in a pocket / folder for reference.
* Dictionaries and thesauruses should be easily accessible and their use actively encouraged.
* Each child should have a designated writing jotter / folder for use in weekly writing sessions.
* Use should be made of materials such a books, poems, photographs, posters, artefacts, music or video materials as a stimulus for writing.
* There must be a high level of display of children’s writing throughout the school.
* There should be in-house awards used to motivate and inspire learners and celebrate achievement.
* Children should be given the opportunity to create an extended piece of writing at least once a week and there should be some evidence of different planning throughout.

**Handwriting**

Handwriting will be taught as a group or whole class lesson as appropriate following the Nelson Handwriting scheme.

**Planning**

A continuum of development will take place as a child progresses through the school. Teachers will plan to ensure there is progression, balance and a consistency of approach. Teachers will refer to the CfE Literacy Writing Outcomes.

Teachers will take into consideration different learning styles and plan accordingly.

**Assessment / Moderation**

* Pupils writing will be assessed informally on a day-to-day basis.
* Pupils should be involved in the assessment of their own writing on a regular basis responding to both content and structure.
* The children will know the core targets for their individual level.
* Formative assessment strategies will provide feedback and support to pupils.
* There will be a Focus Group, on a weekly rotation, with whom the teacher will specifically work.
* The teacher will make clear where the success criteria is being met by the pupil, e.g. through the use of highlighters.
* Literacy benchmarks will be used to support the assessment and moderation process.
* Writing should be moderated by same stage partners at school and cluster level against the literacy milestones.
* When a teacher feels the pupil is consistently achieving at a given level, across the curriculum and sufficient evidence has been gathered to support that assessment, then progress should be made to the next level.

**Monitoring**

Teachers’ plans and pace and progress meetings will provide evidence of balance and appropriateness of writing activities. Pupils’ progress in writing will be monitored regularly by H.T and S.L.T. through classroom visits and jotter sampling. Classroom displays will provide evidence of the ongoing quality of pupils’ writing.

**Monitoring and Evaluation of the Policy**

This policy is intended to ensure consistency of approach, increase the quality of pupils’ writing, raise attainment and promote pupils with a sense of achievement. The policy will be reviewed with staff at least every two years.

### Appendix 1: Developing the Craft of Writing: Example of a Structured Approach/Program

Teachers should use a clear structure when teaching writing:

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|  |  **Teacher’s Role** | **Children’s Role** |
| Pre-Writing | Help pupils get ideas:* allow thinking time
* provide model texts
* guide discussions through open questioning
* provide contexts
 | Take account of purpose & audience:* talk, think, rehearse
* discuss – class/group/partner
* draw, make, list
* generate ideas eg brainstorm, web
* remember/re-organise thoughts
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| Planning for Writing | * teach aspects of different styles of writing – language, VCOP, structure, layout etc.
* model writing for children
* analyse/discuss model texts
* construct a writing frame together (where appropriate)
* set clear criteria with pupils for writing tasks
 | * make notes
* select, sort, reject ideas
* talk through and complete planning page (where appropriate)
* gain/offer advice on partner’s work
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| Writing | * allow space/time to write
* help children ask appropriate questions
* conference with children – focus discussion on strengths/development needs
* highlight good examples
 | * make decisions during process about: content, organisation, language
* read aloud (or to themselves) at intervals, during writing – ask themselves “Is this how/what I want to say?”
* amend/add detail
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| Editing and Proof-Reading | Encourage pupils as writers to respond to text as a reader:* help pupils make alternatives i.e. remove ambiguity, irrelevancies and omissions etc.
* remind children of technical targets
 | Proof-reading is often better done by, or with, others:* pupils read own and others’ drafts to clarify meaning and amend
* children ask questions of each other, seek responses, make suggestions
* check for omission, repetition, detail
* check technical aspects and correct
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| Publication/Celebration | * help pupils decide on what/how to publish
* make materials available
* give opportunity to share with an audience
* praise, acknowledge writing
 | * make final copy (where appropriate)
* make simple decisions on layout e.g. illustrations etc.
* listen and respond positively to others’ writing
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Appendix 2: OVERVIEW of GENRE DEVELOPMENT (Personal, Functional, Imaginative)

Consider the PURPOSE of the text, the context or AUDIENCE of the text and the format of the TEXT.

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| **GENRE (Purpose)** | **POSSIBLE FORMATS (Text)** | **EXAMPLES of****POSSIBLE CONTEXTS (Audience)**  |
| **RECOUNT**To re-tell events to inform/entertain others | LetterBookMagazine articleNewspaper articleDiaryMinutes | Letter to a friend retelling an eventAutobiographical accountsSharing events of a school tripEye-witness accountsRecounting a familiar story from the point of view of a character |
| **REPORT**To present factual information about a topic | BookletsHandbookTable BulletinFact FileInformation sheetPresentations, CV’s, PPT | Compiling reports about different sportsEssential school informationBird-watching reportWeekly weather reportAll about dinosaursFacts about other countries |
| **PERSUASIVE**To persuade the reader | PlacardLetterRadio advertPosterBrochure List | Save the WhalePlease don’t build houses on our parkAdvertise new shampooCome and see our school playAdvertising new theme parkWhy I deserve a pocket money rise |
| **PROCEDURAL**To describe how to do something through a series of sequenced steps | RecipeLeafletFlow-chartInstructionsPosterSet of rules | Making soupHow to order a pizza by phoneInstructions for making a modelHow to operate a video recorderBuying a train ticketHow to play a game |
| **EXPLANATION**To explain how something works/why things are | Interview: question and answerCartoon stripAnnotated diagramFlow-chartHoliday brochurePosterBook | Children interview each other about their favourite thingsMy dayHow a lift worksHow we digest foodExplaining features of different resorts/hotelsCustomer info – why the trains will be late today |
| **ARGUMENT / DISCUSSION**To promote one particular point of view or argument / To consider both sides of an argument and draw reasoned conclusions | LetterPosterNewspaper articleMagazine article | To a shop complaining about faulty goodsArguing for a ban on smokingCars: should they be allowed in our cities?Which makes the best pet, a cat or a dog? |
| **Narrative** To tell a story through creating an opening, setting a scene, developing characters and resolving a problem etc.  | Short StoryPoetryPlay ScriptsStory BoardsComics | Halloween spooky story (building tension)Retelling/Re-imaging Fairy talesContinuing the story (class novel next chapter)Creating a Fable, Myth or Legend Using images as a stimulus for creativity.  |

Appendix 3: Early Years Writing Development (Initial Mark Making and Letter Forming)

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| **Fine motor development:**  Small construction equipment Tweezers Threading, sewing, weaving Finger rhymes and finger puppets Pegs and peg boards Malleable materials – play-dough, gloop, clay, sand, shaving foam Cutting and sticking Puzzles of various levels of difficulty Art materials – crayons, paint, spray bottles, sponges Washing line and pegs Buttons, zips and laces  |

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| **Opportunities for writing/mark making:**  Signs Menus (role play café/take away) Labels Prescriptions (role play doctor/vet) Cards Order forms (role play builders) Letters Food orders (role play café/take away) Postcards Stories and books Jokes Notes Invitations Poetry Messages Tickets Receipts Recipes Maps Posters Sign up sheets Shopping lists Bills Captions Registers Diaries Instructions Driving licences Score sheets  |

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| **Gross motor development:**  Digging with spades Throwing and catching balls, beanbags, quoits Pulling and pushing wheeled toys Climbing Monkey bars Big brushes Large rollers Mops Chunky chalks Ribbons and scarves   |

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|  **In the environment** * Provide a well stocked writing area including a variety of mark makers e.g.

chalks, crayons, marker pens and different types of paper.  Include a range of meaningful mark making opportunities in other areas of provision e.g. message pad by the telephone in the role play area.  * Provide mark making opportunities in the outdoor area e.g. mud and twigs, large brushes and water and large sheets of paper and pens.

 * Provide sensory experiences to support mark making e.g. “gloop”.  Provide mark making “on the move” resources e.g. clipboards, writing tool belts, boxes and bags.
* Provide resources to develop fine and gross motor control .

  |  | **The role of the practitioner** * Celebrate all mark making attempts in all contexts.
* Provide a purpose for writing to encourage reluctant mark makers e.g. a sign up sheet for the computer.
* Model mark making and talk about what you are doing.
* Scribe what children say about their mark making, drawings and paintings.
* Plan to make links with physical development e.g. talk about circles when dancing.
* Regularly discuss the mark making opportunities available within the classroom.  Remind children to write each day.
* Introduce stimulating mark making materials over time.

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**Partnership with parents**

* Ask parents if their children enjoy drawing and painting at home.
* Ask parents to bring in any mark making their child has done at home to show you.
* Send home a list of mark making activities which would be appropriate to do at home.
* Display various mark making achievements. Use photos and anecdotes as well as pieces of mark making.
* Encourage parents to talk to children about the marks they make and praise any attempts at mark making.
* Share with parents the importance of mark making and drawing as a stage towards writing.