

# Caledonia Primary and LCR School

## Writing Policy



learning today, for a better tomorrow.

## Teaching Writing

**In P5-7**

Writing is taught in a 4 Week Cycle. 1 piece of writing for each week for 3 weeks. On the 4<sup>th</sup> week pupils pick a piece of writing to redraft and publish. Each lesson starts with a 'Tools Talk' active oral session.

3 times a week, out-with literacy lessons, pupils engage in lessons focusing on the teachings within 'The Writing Revolution'.

Glasgow Literacy for All trackers are used to inform long, medium- and short-term planning.

Primary 5, 6 and 7 have individual iPad which they use to support writing.

Any iPad writing pieces are printed off and placed in writing jotters with teacher feedback.

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## Plan

Write

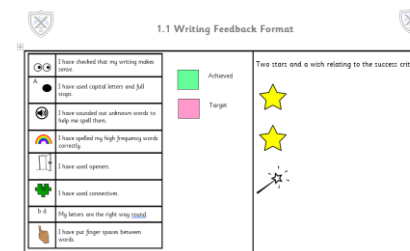
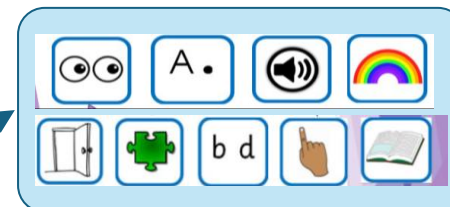
Feedback

Adapt



## Instant Feedback – I.F.

*Feedback*



## Genres

Early Level			
Narrative	Recount	Procedural	Information

First Level					
Informative	Instructional/ procedural	Narrative	Persuasive	Recount	Poetry


Second Level				
Discursive	Explanation	Poetry	Narrative	Persuasive
Recount		Informative	Instructional/Procedural	

Genres are taught across the year. Teachers can select the order to suit their cross curricular contexts and wider school calendar.


## Assessment

**Game: Pictionary 1.1**

The rules are as follows to get in:



We are learning to write a procedural text.

1. The teacher will read out the drawing prompt.				
2. The teacher will display the drawing prompt.				
3. The teacher will select a student to draw the prompt.				
4. The teacher will select a student to draw the prompt.				
5. The teacher will select a student to draw the prompt.				
6. The teacher will select a student to draw the prompt.				
7. The teacher will select a student to draw the prompt.				
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13. The teacher will select a student to draw the prompt.				
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15. The teacher will select a student to draw the prompt.				
16. The teacher will select a student to draw the prompt.				
17. The teacher will select a student to draw the prompt.				
18. The teacher will select a student to draw the prompt.				
19. The teacher will select a student to draw the prompt.				
20. The teacher will select a student to draw the prompt.				

Writing is assessed 4 times a year.

## Teaching Writing

### In P4

Term 1 and 2 pupils will continue to develop their ability to apply and use writing tools to write coherently. Teachers should expose pupils to different genre at this time. Pupils should have opportunities to write every day. Teachers can use experiences and outcomes, benchmarks, writing revolution prompts, GIC trackers, Drawing club (P1 or to support emergent writers) and Monster Phonics to help incorporate different task structures that will engage learners while encouraging the development of their application of tools for writing.

From Term 3 P4 will follow the P5-7 Writing teaching format. Writing is taught in a 4 Week Cycle. 1 piece of writing for each week for 3 weeks. On the 4<sup>th</sup> week pupils pick a piece of writing to redraft and publish. Each lesson starts with a 'Tools Talk' active oral session.

3 times a week, out-with literacy lessons, pupils engage in lessons focusing on the teachings within 'The Writing Revolution'.

Glasgow Literacy for All trackers are used to inform long, medium- and short-term planning.

Primary 5, 6 and 7 have individual iPad which they use to support writing.

Any iPad writing pieces are printed off and placed in writing jotters with teacher feedback.

In Term 1 and 2 Assessment is implemented and tracked on a termly basis using Benchmarks and Routes Through Writing tools progression.

From Term 3, P4 use Routes Through Writing criteria to update the writing tracking data on the tracking spreadsheet.

Writing is assessed 4 times a year.

Genres are taught explicitly from Term 3. Teachers can select the order to suit their cross curricular contexts and wider

## Assessment

1.1 Writing Feedback Format

<ul style="list-style-type: none"> <li>Have checked that my writing makes sense</li> <li>Have used capital letters and full stops</li> <li>Have underlined and underlined words to help me spell them</li> <li>Have spelled my high frequency words correctly</li> <li>Have used opposites</li> <li>Have used connectors</li> <li>My letters are the right size (used)</li> <li>Have put finger spaces between words</li> </ul>	<p> <span style="color: green;">■</span> Achieved  <span style="color: pink;">■</span> Target         </p>	<p>Two stars and a wish relating to the success criteria</p> <p>★ ★</p> <p>✍️</p>
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Feedback and target setting is child friendly and visual.

From Term 3 school template for LI, SC and feedback is used for weekly lessons.

Feedback is given after every writing lesson and discussed with pupils.

There is a mixture of peer, self and teacher assessment.

### Codes: -

Verbal Feedback – V.F.

Instant Feedback – I.F.

## Teaching Writing

### In P1-3

Writing incorporated into the Literacy week. Pupils should be writing each day to develop their tools for writing and to support the wider literacy curriculum. Staff should use the experiences and outcomes, benchmarks, writing revolution prompts, GIC trackers, Drawing club (P1 or to support emergent writers) and Monster Phonics to help incorporate different task structures that will engage learners while encouraging the development of their application of tools for writing.

Monster phonics weekly teaching includes writing tasks which are differentiated to support learners according to their literacy knowledge and skills. This allows for a more cohesive Literacy curriculum with strong links between Writing, Reading and Talking and Listening.

Across the year teachers should expose children to different writing genres using the wider curriculum to support this. See the genres below.

Daily Writing

Coherent  
Literacy  
Curriculum

Genre exposure  
across the year



## Genres

Teachers can use cross curricular topics, reading, example text, stimulus and other opportunities to expose children to different writing genre

Narrative	Recount	Information	Procedural
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## Feedback

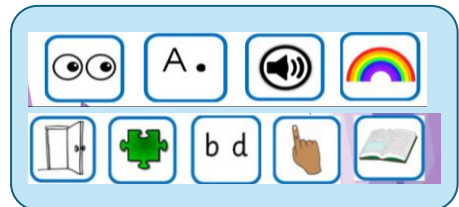
Feedback and target setting is child friendly and visual.

A mix of verbal, teacher, peer and self-assessment is evident in the Literacy jotters.

### Codes: -

Verbal Feedback – V.F.

Instant Feedback – I.F.



## Assessment

I can lay out my work clearly.
I can ensure my writing is legible.
I can try to include an exclamation mark or question mark.
I can use a variety of punctuation, e.g full stops, capital letters,
I can include connectives, e.g because, and, but
I can include openers, e.g first, then, soon.
I can spell an increasing number of common words correctly or use phonetically plausible spelling.

Assessment is implemented and tracked on a termly basis using Benchmarks and Routes Through Writing tools progression.

Writing is assessed and record on tracking 4 times a year.

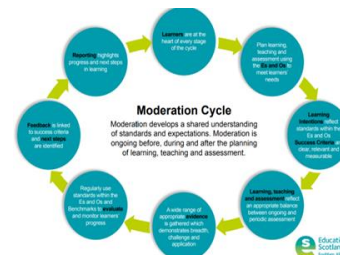
## Marking Code

Feedback is given after each piece of weekly writing (p4-7) using 2 stars and a wish.

A consistent marking code across the school is used to support.

Sp	Try this spelling again.
G	Grammar error
^	A missing word or phrase
C	Find the missing capital letter or misplaced capital letter
○	A missing full stop
●	Full stop is in the wrong place
//	New paragraph
FS	Rewrite in a full sentence
●	An incorrect answer.

## Professional Development



Monitoring and tracking of writing attainment happens termly during teaching and learning meetings.

Teachers moderate at least once a year within and across other schools.

Engaging in the moderation process with colleagues will assist practitioners in arriving at valid and reliable decisions on learners' progress towards, and achievement of, a level. Consequently, this resource will support the consistency of teachers' professional judgement, both locally and nationally.



## Universal and Targeted Supports

A number of supports are in place to target pupils' attainment in writing. These include: - Caley Crew Club, Glasgow GIC interventions, Glasgow Dyslexia Service interventions, Steps to Sound, Drawing Club. Pupils requiring additional support out with core lessons will be part of a group support plan with chunked targets and interventions.



Writing lessons take place weekly or daily and incorporate different pedagogy styles and teaching and learning approaches. See the diagram across for weekly P5-7 format. There is a set process of before, during and after writing expectations.

Before Writing Strategies	During Writing Strategies	After Writing Strategies
<ul style="list-style-type: none"> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> </ul>	<ul style="list-style-type: none"> <li>Are they writing the expected content for this session?</li> <li>Are they writing the expected content for this session?</li> <li>Are they writing the expected content for this session?</li> <li>Are they writing the expected content for this session?</li> <li>Are they writing the expected content for this session?</li> <li>Are they writing the expected content for this session?</li> <li>Are they writing the expected content for this session?</li> <li>Are they writing the expected content for this session?</li> <li>Are they writing the expected content for this session?</li> <li>Are they writing the expected content for this session?</li> </ul>	<ul style="list-style-type: none"> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> <li>Have they identified writing targets for this session?</li> </ul>

## Structured Writing Lesson

Prewriting (Before writing)	<b>Prior Knowledge</b> The teacher will provide opportunities to deepen prior knowledge, use feedback to identify individual writing targets, give a model text, provide a stimulus, provide a context for writing.
Planning for writing	<b>Direct Teaching Input</b> The teacher will model, analyse or discuss texts, share LI and SC, construct a writing frame together, provide differentiation through structure and supports. Teachers will use a variety of different pedagogy approaches to teach writing through professional development using Glasgow's Pedagogy Team approaches.
Writing (During Writing)	<b>Practice</b> Children will be given time and space to write. Teachers will support and challenge learners throughout this process. Regular 'check-up' intervals will occur to allow children to read and reflect on their writing against the LI and SC.
Feedback (After Writing)	<b>Discussion and Feedback</b> A mixture of peer, self and teacher assessment will take place. Each piece of writing will be marked formatively with 2 stars and a wish. A target is identified using 'Tool's for Writing' visuals
Edit and redraft	<b>Plenary</b> Teachers will discuss with pupils their target, allow them time to uplevel and redraft 1 piece of work.