

# Writing Rationale



**April 2020**

*As a rights Respecting School we believe that all children have the right to an education, Article 28*

## **The Pines Special School**

### **Writing Rationale**

The purpose of this policy is to set out a whole school approach to the teaching of writing. It provides guidance for all staff, new and experienced and it will underpin the continued development of the school as a learning community.

At The Pines Special School, we recognise that English skills underpin all elements of the school curriculum, and are an essential life-skill. Considering the fundamental importance of Speaking, Listening, Reading and Writing in everyday life, we are driven by the need to develop each learner's writing ability to their full potential.

#### **Aims:**

- To foster an enjoyment of writing amongst pupils, and a recognition of its value.
- To providing a stimulating curriculum and school environment which places the development of writing skills at its heart.
- To provide meaningful contexts and quality texts as the inspiration for writing.
- To ensure the teaching of Writing is effectively planned, and responsive to learners' needs, through:
  - ✓ Planning and practicing outstanding teaching of Writing in conjunction with Pre National Curriculum objectives and the National Curriculum objectives dependant on the learner's stage of development.
  - ✓ Planning clearly differentiated learning activities to enable all children to access the curriculum at their own level.
  - ✓ Employing effective assessment procedures and using these to plan progression for all learners.
- To best enable the development of writing skills, through other means of teaching such as Spoken Language / Drama activities.
- To maximise the progress of pupils through teaching Writing to learning-focussed objectives, with related success criteria (where appropriate).
- Clear and regular teacher modelling to give a visual representation of what is required.
- Interactive and engaging Shared Writing sessions (where appropriate)
- To provide learners with opportunities to engage in a wide variety of writing activities throughout the school day and beyond.
- The importance of Writing is promoted by all adults, and quality writing is routinely celebrated.

#### **Teaching and Learning**

Teaching and learning writing skills is one of our main priorities at The Pines. It is a skill which underpins a child's ability to access the wider curriculum and allows them to broaden their vocabulary and develop imaginations. To ensure that pupils at The Pines are given the best opportunity to succeed, we ensure that pupils are given opportunities both in dedicated English sessions and across the curriculum for writing that builds skills and enables our learners to access writing at their own level.

To ensure that pupils get the opportunity to access different skills during English lessons teachers follow a termly coverage plan based around their half-termly topics.

<b>Termly Coverage</b>		
<b>Genres</b>	<b>Coverage</b>	<b>Time Scale</b>
Narrative	Fiction texts, plays	Average 3 weeks
Poetry	Vocab, structure, rhyming	Average 3 weeks
Non-fiction	Labels, captions, lists, recounts, instructions, reports, explanations.	Average 3 weeks
Creative writing	Opportunities to write own stories, plays, poetry, fact files etc.	Average 3 weeks

### **Shared writing and adult modelling**

Shared writing may take place as a whole class or small groups. This will involve the teacher and children completing a piece of writing together. This may be done through use of the interactive whiteboard, objects of reference or through an Attention Autism session. Shared writing will look very different in each class depending on the developmental stage of the learners in the room.

Adult modelling is key when introducing writing opportunities to our learners. Children with Autism are often visual and practical learners therefore we provide our learners with the opportunities to learn first visually and practically and then use these skills to produce something of their own.

### **Opportunities for creative writing**

All children are given the opportunity to take part in creative writing. For lower Pre-National curriculum learners this will be opportunities for them to write during role play, creative art activities or sensory play. For our higher Pre National Curriculum and National Curriculum learners this will be opportunities for them to write down their ideas.

### **Read, Write, Inc**

*Read Write Inc.* is a literacy programme developed by Ruth Miskin, Read, Write Inc is taught at The Pines through 1:1 tutoring or in small groups. Due to the fast paced learning and differing abilities in each class whole class teaching is not suitable for our children.

Read, Write Inc is used to systematically teach all of the common sounds in the English language, help the children to recognise the sounds and then to 'sound-blend' them into words for reading and writing.

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases.
- learn to write words by using Fred Talk.
- learn to build sentences by practising sentences out loud before they write them.

## **Independent Writing**

All children have an independent writing book where they produce a piece of work every term. The writing book moves up the school with the children. This allows children to take pride in their work and presentation. This writing book enables teachers to have a very quick overview of progress of learner in their class and allows them to introduce interventions if necessary and allows progress to be tracked overtime.

## **Spelling, Punctuation and Grammar**

Most learners are taught Spelling, Punctuation and Grammar skills through stand-alone English sessions once a week (where appropriate)

Children working at National Curriculum should be learning a set of spellings each week relevant to their level and should be tested on these, where appropriate.

## **Handwriting**

Some of our children are unable to access their full writing potential due to difficulties with fine motor skills. These children are able to use ICT to produce work and also can complete pieces of work with an adult scribe. These children are still required to produce some work using their handwriting skills.

At The Pines we place huge importance on developing children's handwriting skills starting with pre-writing skills. Handwriting is taught regularly.

Please see the Handwriting Rationale for further information.

At the end of KS3, Access Arrangements will be sought for students who will be accessing formal qualifications in KS4 and who struggle with their handwriting. The Pines will follow JCQ regulations to enable students to produce exam work using ICT. The reasons why an application would be made could be for a student with:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
- a medical condition;
- a physical disability;
- a sensory impairment;
- planning and organisational problems when writing by hand;
- poor handwriting.

If an application is to be made, the use of ICT would reflect normal classroom practice for the student.

## **Promoting high expectations**

All teachers should have high expectations in regard to the standard of pupils' writing, taking due account of the child's stage of development. All pupils should be encouraged to

achieve the highest possible standard of writing according to their stage of development and level of ability.

These expectations can be made explicit in a variety of ways:

- Use of positive feedback (oral or written)
- Stickers/stamps
- Star writer awards/certificates
- Headteacher certificates.
- Visit to English Lead for good work box.
- Reading children's writing to the class
- Child reads writing to the class (or another class)
- Display children's writing around the school

### **Resources**

Writing, vocabulary, punctuation, spelling and grammar resources are located in the English cupboard in the main foyer.

Writing equipment such as slanted boards and pencil grips are also available in the English cupboard.

We also have access to many websites to provide learners with creative stimuli for writing and word banks. Please see English Lead (Michelle Rudd) for more information.

Attention Autism resources are accessible around school. Please see Key Stage Leaders for more information.

Big Books and Story Sacks are located in the cupboard by the KS3 library and computing suite.

Dictionaries and thesaurus are available in every classroom.

### **Monitoring**

The frequency of writing sessions are monitored through book scrutinies and learning walks.

Shared writing opportunities are monitored through book scrutinies and planning.

Writing assessment is monitored through progress on SOLAR. Interventions, where needed, are put into place during termly progress meetings with SLT.

The independent writing books are monitored during book scrutinies. The English lead (Michelle Rudd) through discussion with the class teacher will suggest interventions for children not yet making expected progress.

### **Conclusion**

This rationale sets out the intentions of The Pines School with regard to the teaching of writing. Opportunities for discussion of any issue relating to this rationale will be made available and any concerns should be raised, in the first instance, with the post-holder.