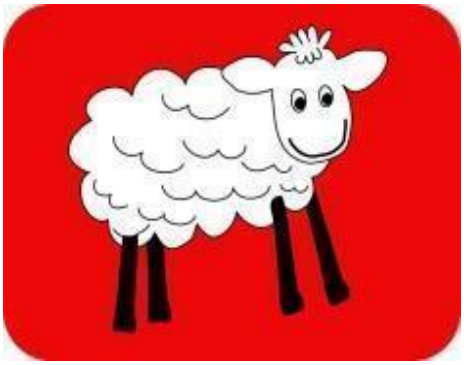


Sheepy Magna Church of England Primary School

Writing Policy

Headteacher: Alison Field

Literacy Lead: Claire Keys

Chair of Governors: David Wright

Last Reviewed – June 2025

Review Date – June 2027

Intent

At Sheepy Magna Church of England Primary School we believe that the development of literacy skills is central to a child's life chances. The ability to write well in a variety of styles and genres will generate success, happiness and raise self – esteem within the school, the workplace and in general life. By creating a stimulating environment and employing appropriate resources, we are determined to provide all pupils with a supportive writing curriculum which will allow learners to recognise their full potential and develop their:

- Literacy
- Creativity
- Independence
- Inquisitiveness
- Inquiry skills
- Confidence

Writing skills underpin most elements of the school curriculum and are an essential life-skill. Considering the fundamental importance of writing in everyday life, we are driven by the need to develop each learner's writing ability, thus enabling them to play a full part in society.

Aims and objectives:

1) To foster an enjoyment of writing amongst pupils, and a recognition of its value through:

- Providing a stimulating curriculum and school environment, which places the development of writing skills at its heart.
- Providing meaningful contexts and quality texts as the inspiration for writing.

2) To ensure the teaching of Writing is effectively planned, and responsive to learners' needs, through:

- Planning the teaching of both writing composition and Spelling, Punctuation and Grammar (SPAG) in conjunction with the National Curriculum statements, as appropriate for the age / ability of the children.
- Employing effective assessment procedures (both formative and summative)

3) To best enable the development of writing skills, through preceding writing, with quality speaking and listening / drama activities and literacy games.

4) To maximise the progress of pupils through teaching writing to learning-focussed objectives, with related success criteria.

5) To provide pupils with a clear model for how to meet lesson objectives and thereby become effective writers through delivering:

- Clear and regular teacher modelling of the thought processes and standards required
- Interactive and engaging Shared Writing sessions
- Guided Writing sessions targeted to the needs of groups of learners.

6) To enable pupils to understand how to improve their writing through timely and effective feedback during regular pupil conferencing sessions

7) To be a "Writing School" in which:

- Pupils engage in a wide variety of opportunities to write throughout the school day and beyond.
- Pupils are aware of their audience for writing and have authentic reasons to write.
- The importance of writing, is promoted by all adults and quality writing is routinely celebrated.

8) To create a culture of continuous improvement amongst staff in which:

- Teachers and LA's engage in regular peer to peer mentoring / dialogue around best practice in the teaching of writing.

Enable children to:

- Enjoy writing in different styles and within different contexts
- Have a purpose for their writing
- Have wide access to a greater depth of vocabulary and opportunities for talk and drama
- Become enthusiastic, skilful and independent writers
- Use a wide range of spelling strategies and apply them within independent work
- Understand that the writing skills they acquire are relevant to all subjects in school and should be applied whenever writing is undertaken
- Realise that writing is a form of communication and therefore all writing should be neat, clearly written and well presented.

Implementation

Approaches to teaching and learning of writing at Sheepy Magna:

At Sheepy Magna Church of England Primary School we are following the 2014 National Curriculum for the teaching and learning of writing skills. We are committed to raising the standards of children's writing to ensure that all children are progressing and achieving at least in line with national expectations. The curriculum will be monitored by the English Lead to ensure that it is being used effectively to provide challenge, stimulation and excitement to improve the standards of writing from EYFS to year 6. We believe that two distinct, but related areas are involved in teaching children to write: transcription and comprehension. Transcription covers the technical aspects of writing: handwriting, spelling and punctuation. Composition is about sharing their ideas and thinking about the purpose for their writing. Both are essential for developing lifelong successful writers. It is imperative that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Our writing curriculum is based upon The Hamilton Trust English scheme of work allowing children access to a range of writing units delivered through links with high quality texts and giving them the time to build on their skills in each text type whilst writing for a purpose. We also use Mighty Writer in our KS1 classrooms to help children build connections through a a multi -sensory approach to writing. At Sheepy Magna we also follow the writing progression as set out in The National Curriculum objectives 2014 (See Appendix 1)

Writing is taught and learnt in specific meaningful and effective contexts. These include:

- Complementary sentence and word-level activities
- Modelled and shared writing
- Guided writing
- Whole class, group, independent or paired writing
- Sharing and reflecting on their writing
- Cross-curricular writing tasks e.g. in project work or science
- Talk for writing
- Through drama, film and ICT
- Use of non-negotiables for writing to set high standards (usually the KPIs for the year group below)
- Planned around high-quality texts
- Making use of Mighty Writer

To support children in the acquisition of writing skills we will:

- Provide frequent opportunities to write
- Promote an awareness of adults writing in a variety of contexts for many purposes
- Provide regular demonstrations of the writing process
- Present children with clear models and expectations for writing
- Provide children with a reason to write
- Model, draft and discuss many aspects of writing with children
- Provide opportunities to reflect on the writing process
- Give children time to refine their writing through editing and revising
- Provide children with opportunities to share their writing
- Enable pupils to understand how to improve their writing through timely and effective feedback.
- Set individual targets for writing and assist children in reviewing their targets through pupil conferencing sessions
- Encourage children to take responsibility for their own writing development and progress
- Surround children with a print-rich environment that they have helped to create
- Reward and celebrate

n the Early Years Foundation Stage

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing.

A wide variety of opportunities are provided for children to engage in writing activities. Amongst these are:

- Shared writing
- Role-play (e.g. an office or restaurant)
- Labels
- Recipes
- Lists
- Making books
- Writing letters
- Menus
- Writing letters with a range of materials including, paint, chalk, in sand etc.

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English.

A variety of resources are used to encourage the development of the fine motor control which is essential for good handwriting. These include playdough, cutting, threading and tracing.

Writing in Key Stage 1 and 2

Writing will be taught via three main methods.

Writing

Through shared writing the teacher will model the writing process with the children. This may include:

- Demonstrating planning strategies (e.g., story maps, writing frames, the use of story bags)
- Using a familiar text as a starting point for writing
- Teaching the structural characteristics of a particular text type
- Teaching the purpose and use of punctuation
- Modelling higher level sentence construction

Guided Writing

During guided writing the teacher will 'guide' learners in the art of writing. Example approaches used may include:

- Giving feedback on previously composed independent writing
- Demonstrating a specific stage in the writing process
- Teachers and TA's may work with individuals and small groups before, during or after the lesson

Independent Writing

During independent writing the children compose without direct teacher support. As children move through KS2, they will be expected to write regularly and at increasingly greater length, developing crucial writing stamina alongside other skills.

Grammar and Punctuation

Grammar and punctuation is taught throughout the whole school in line with the 2014 National Curriculum. Year groups will be taught grammar within literacy sessions, within explicit grammar sessions and via discussion in reading sessions. Grammar is taught in an interesting and fun way and the children are encouraged to play with words and aspects of grammar. Such enjoyment will create confident writers who will include new grammar skills within their everyday independent writing. Children will practice their grammar skills each week using Grammar Hammer booklets. Punctuation pyramids are displayed in each classroom.

Assessment for Learning

The purpose of assessment for learning is to ensure that children are involved in their own progress and are motivated to improve their work. Assessment for learning takes place through the setting of lesson objectives/targets, through questioning, and through reviewing children's writing, as a class, 1-1 during pupil conferencing or in written marking. At all stages, children will be encouraged to reflect on their progress and whether they have met set targets. They will be involved in supportive peer assessment as well as in self-assessment.

Opportunities for children to focus on feedback may occur at the beginning of the following session or during a small group or whole class teaching session.

Positive reinforcement is conducted through the use of house points, stickers, stamps, individual comments, being on Gold, being chosen as the week's star writer and oral praise

Assessment and Record Keeping

Across school children complete regular pieces of independent writing, this work is assessed against National Curriculum writing exemplification, Key performance indicator statements and local exemplification materials.

To ensure that our writing assessments are reliable and consistent across the school, we provide regular opportunities for teachers to discuss, standardise and moderate their judgements with other colleagues.

We also hold yearly moderation meetings with other schools in the Bosworth Partnership Group [BEP] which give teachers further help to moderate work, clarify the interpretation of particular assessment criteria, share good practice in gathering evidence, and identify needs for further professional development.

Information gathered via this assessment process is kept by the class teacher to aid planning and also passed onto the Head teacher and Literacy Coordinator [when requested] to allow monitoring of progress in writing. Children's writing progress is recorded and tracked on Target Tracker

Literacy and Information Communication Technology

ICT is used as an integral part of our literacy teaching and learning. We believe that:

- A balanced writing curriculum will include opportunities for children to read and write through ICT as well as written texts. The IWB provides a range of opportunities for stimulating literacy teaching and learning
- The use of ICT can stimulate reluctant readers and writers
- Children are given the opportunity to record or publish their writing on Seesaw to share with home
- Word processing is a valuable tool to enable children to redraft, revise and present their work
- Computer activities can provide excellent opportunities for discussion and reflection
- Children should have the opportunity to keep up to date with current advances in technology and methods of communicating eg: blogging on the school blog.

Differentiation

We offer every child access to the English curriculum at the appropriate level.
Differentiation in writing can occur by outcome (the quality of the piece produced), by task or by support (either from an adult or through resources, such as sentence prompts or writing frames). Children's individual writing targets also provide a key source of differentiation, allowing children to focus on their own key next steps as developing writers. Pre-teaching sessions and same day intervention is also used.
We ensure that children who experience difficulties with any aspect of writing are identified quickly and additional support provided. This may lead, in certain circumstances; to a child being placed on the special needs register.

More-able children will be identified and enabled to progress at a level appropriate to their ability. Their success will be celebrated by, for example, attending gifted & talented writing workshops.

Equal Opportunities

At Sheepy Magna Church of England Primary School, we celebrate diversity.
Many bilingual children bring to their writing a great depth of appreciation of language and an ability to use it flexibly and creatively. This will be encouraged, supported and celebrated.
We recognise that children for whom English is an additional language may have specific and important needs that must be addressed, including access to bilingual resources. The development of vocabulary, as well as sentence structure, is of enormous importance, and visual support for developing understanding is essential. Our teachers and support staff may work 1-1 or in a very small group with EAL children on particular aspect of writing development (e.g. tenses).

Impact

Writing in our school is progressive, challenging and planned to meet the needs of our children. We are ambitious and we strive for the best possible outcomes in writing for our children. Our curriculum provision is based on a book-study model and pupil feedback from recent National Literacy Trust surveys undertaken by the children tell us that our children are now more enthusiastic, independent and reflective writers across a wide range of genres. Assessments are carried out regularly enabling us to measure and monitor the impact of our writing curriculum provision in a timely manner. Regular target setting also results in children who are on track to being further challenged; and for those where this is not the case interventions have been put in place more promptly to ensure opportunities for progress.

Monitoring of the Policy

We are aware of the need to monitor and update the school's Writing Policy on a regular basis so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy at least once every two years.

Related documents

Handwriting Policy
Spelling Policy
Phonics Policy
Reading Policy

Appendix 1 - Writing Progression

	Y 1	Y 2	Year 3
Phonic & Whole word spelling	• words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound	• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones	• spell further homophones • spell words that are often misspelt (Appendix 1)
Other word building spelling	• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1	• learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1	use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practise these	• form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting
Contexts for Writing		• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning Writing	• saying out loud what they are going to write about • composing a sentence orally before writing it	• planning or saying out loud what they are going to write about	• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting Writing	• sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense	• writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings)

Editing Writing	• discuss what they have written with the teacher or other pupils	• evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation	• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors
Performing Writing	• read their writing aloud clearly enough to be heard by their peers and the teacher.	• read aloud what they have written with appropriate intonation to make the meaning clear	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary	• leaving spaces between words • joining words and joining clauses using "and"	• expanded noun phrases to describe and specify	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place)
Grammar	• regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I')	• sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co- ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demaracation • commas in lists • apostrophes for ommission & singular posession	• using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble)
Punctuation	• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	• using and punctuating direct speech (i.e. Inverted commas)
Grammatical Terminology	**letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark**	**noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma**	**adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')**

www.primarycurriculum.me.uk

Objectives reprinted under Open Government Licence

Writing Progression

Y 4	Y 5	Y 6
• spell further homophones • spell words that are often misspelt (Appendix 1)	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary	• use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	• use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting	• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task	• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task
• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	• noting and developing initial ideas, drawing on reading and research where necessary	• noting and developing initial ideas, drawing on reading and research where necessary
• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader
• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors	• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors	• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the languag of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors

• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility
• using fronted adverbials • difference between plural and possesive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion	• using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis
• using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including pucntuation within and surrounding inverted commas)	• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	• using hyphens to avoid ambiguity • using semicolons, colons or dashes to makr boundaries between independent clauses • using a colon to introduce a list punctuating bullet points consistently
determiner, pronoun, possessive pronoun, adverbial	**modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**	**subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points**

Objectives reprinted under Open Government Licence

The Writing Process

The following process provides a routine to follow, writing is not always a linear process and this is therefore a planning guide for teachers to ensure all areas are covered.

Please bear in mind that during each stage, modelling should be an essential part of each lesson, using the Initiate, Model, Enable planning (I do, You do, We do). Modelled writing should be available to the children throughout each writing unit.

Introduce the writing block, the purpose and audience to the children.

Read as writers - Look at and read a variety of mentor texts with the children identifying key language and features. Use WAGOLLs or write your own mentor texts.

Establish product goals and make a list with the children - product goals are the fea- tures and examples of great vocabulary that have been noticed in the mentor texts which the children will aim to include in their own writing.

Generating ideas - come up with a variety of ideas that you want to write about and your audience will enjoy reading about.

Planning - Create a plan ready for the drafting stage - In KS1 use story bags and sto- ry maps to do this to help children become familiar with these and avoid cognitive. overload.

Drafting - Invite children to write a small section each day, using their plan to guide them.

Revising - Teach children further skills which could add interest and value to their finished piece. Hold individual pupil conferencing sessions to support children and set targets. Encourage children to make changes to the composition in view of any feed- back and self - evaluation. How well have they met their product goals?

Editing - Making changes to writing to ensure accuracy. Children will need the editing stage modelled in the same way as the other aspects of writing. Invite them to work on one aspect at a time, spelling, vocabulary, punctuation (for example—correct speech punctuation)

Publishing - Children may need a number of sessions to publish their writing before presenting to their chosen audience. They may be hand written, illustrated, word pro- cessed, made into mini books, recorded or blogged etc.