

Woodthorne Primary School  
Writing Policy 2022-2023  
S Jones [English Lead]



## Rationale

Our intent is that every pupil at Woodthorne will become a confident, competent writer and develop their own authentic writing voices. Writing gives children a way to effectively communicate with others: to share their ideas, thoughts, emotions, cultural identity and express who they are. Through a text-rich writing curriculum, we will expose children to new worlds, experiences and ideas, expanding their vocabulary and their horizons. Our choice of texts will introduce pupils to a cultural and social context beyond those they are familiar with and provide opportunities for children to study an extensive range of books ensuring that by the time children leave us they are able to access the more complex texts expected of them at secondary school.

Writing is a key life skill which enables children to express themselves, communicate with others and access other areas of the curriculum. It is a complex process which requires motor skills to manipulate pencils and pens, a command of sentence and text structure, grammar and punctuation, an ability to edit and evaluate both their own and others writing, a knowledge of how spoken language translates to the written word, an awareness of purpose and audience across different genres and involves a competency in spelling and handwriting.

## Values

Our core values are **Courage**, **Ambition**, **Respect** and **Excellence**.



Our **ambitious** English curriculum is designed so that children will gain the skills they need to become accomplished writers, enabling them to be **courageous** in expressing themselves clearly and confidently for a wide range of purposes. Our children will learn to listen to one another and **respectfully** critique and feedback on each other's learning with understanding. This will be embedded through carefully planned opportunities for oracy and peer assessment within each writing cycle.

All children will be provided with meaningful contexts and purposes to achieve **excellence** in writing across the curriculum. We aim to provide an environment for language development and written work, which is stimulating and is characterised by high expectations of success so that the fullest potential of each individual child may be realised. As competent, confident writers, Woodthorne pupils will have the power to make their own voices heard, to influence others and to influence the lifelong love of learning in others.

## Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language (Prime) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2014) (Updated June 2020).

## Personal Development

Through a combination of fiction and non-fiction units, children are able to develop as writers throughout their learning journey. During their time at Woodthorne, all pupils are given opportunities to write for a wider audience by entering local and national competitions, communicating to parents and/or the whole school, create writing to share with other year groups/classes, send writing to a 'specialist' for critique etc. Visits from local authors, theatre companies and English subject advocates in our feeder high schools and local community aim to inspire and motivate our children to really love writing.

## Organisation and Planning

Writing lessons are taught for one hour per day, 5 days per week as part of a two weekly writing cycle. An assessed piece of independent writing is created at the end of each two week cycle.

Long term plans are created outlining the writing focus, the linked text or stimulus and the extended writing outcome. From this, writing cycle planning documents are created where the 10 lessons within the learning sequence are coherently planned out. Writing skill coverage is also tracked on this document to ensure a progression of skills and a fair, in-depth coverage of all writing skills throughout the year.

Woodthorne Primary School		Writing process			
Class and Teacher: Year 3 RM and FW		Cycle Length: 2 weeks		Context and Genre:	
Sequence of Learning <i>Write pieces to follow these steps as a minimum (more may be added if necessary)</i>					
1	2	3	4	5	6
Interest	Initiate	Investigate	Skill 1	Skill 2	
Hook and purpose	Talk/Writing/Sequencing & prog.	Evaluate text type	Explicit teach and application	Explicit teach and application	
6	7	8	9	10	
Skill 3	Invent	Invent	Impress	Impress	
Explicit teach and application	Structural/planning/tech sequencing	Shared write and continuation	Independent write and edit	Independent write and edit	
Working at ARE: Skills					
Use some of the right language for the genre	Write compound sentences using more than one clause including at least conjunctions (e.g. <i>and</i> , <i>but</i> , <i>if</i> , <i>so</i> , <i>yet</i> )	Use different forms of sentences – statements, questions, exclamations and commands	Use expanded noun phrases with pre modifiers, post modifiers and prepositional phrases	Use different ways to open sentences (e.g. <i>by</i> and <i>ad</i> words)	Express time, place and cause by using Conjunctions, Adverbs, Prepositions
Begin to be able to write formally (choosing contraction use)	Use appropriate adjectives that suit my writing	Use the determiners 'a' and 'an' correctly	Capitol Letters, Full Stops, Punctuation marks, Question Marks	Apostrophe: Singular possession, Some Plural possession, Omission/Contraction	Inverted commas: Direct speech
Show some evidence of extended writing (several paragraphs)	Use dialogue with verbs other than 'said'	Use subordinate clauses within sentences to add extra detail using subordinating conjunctions (e.g. <i>because</i> , <i>after</i> , <i>before</i> , <i>though</i> , <i>while</i> )	Use pronouns to avoid repetition	Use pronouns to avoid repetition	Commas to separate items in a list for clarity (subordinate clauses)
Describe setting, characters and plot using my ability to describe at this time!	Use figurative language metaphors and similes in my descriptions	Use the determiners 'a' and 'an' correctly	Capitol Letters, Full Stops, Punctuation marks, Question Marks	Apostrophe: Singular possession, Some Plural possession, Omission/Contraction	Inverted commas: Direct speech
Begin to use mixed sentence lengths for effect (longer for build up, shorter for detail)	Use dialogue with verbs other than 'said'	Use subordinate clauses within sentences to add extra detail using subordinating conjunctions (e.g. <i>because</i> , <i>after</i> , <i>before</i> , <i>though</i> , <i>while</i> )	Use pronouns to avoid repetition	Use pronouns to avoid repetition	Commas to separate items in a list for clarity (subordinate clauses)
Use figurative language metaphors and similes in my descriptions	Use dialogue with verbs other than 'said'	Use subordinate clauses within sentences to add extra detail using subordinating conjunctions (e.g. <i>because</i> , <i>after</i> , <i>before</i> , <i>though</i> , <i>while</i> )	Use pronouns to avoid repetition	Use pronouns to avoid repetition	Commas to separate items in a list for clarity (subordinate clauses)
Use dialogue with verbs other than 'said'	Use subordinate clauses within sentences to add extra detail using subordinating conjunctions (e.g. <i>because</i> , <i>after</i> , <i>before</i> , <i>though</i> , <i>while</i> )	Use pronouns to avoid repetition	Use pronouns to avoid repetition	Commas to separate items in a list for clarity (subordinate clauses)	
Use subordinate clauses within sentences to add extra detail using subordinating conjunctions (e.g. <i>because</i> , <i>after</i> , <i>before</i> , <i>though</i> , <i>while</i> )	Use pronouns to avoid repetition	Use pronouns to avoid repetition	Commas to separate items in a list for clarity (subordinate clauses)		
Form the perfect form of verbs	Use present and past tense correctly, including some irregular verbs (e.g. <i>dig</i> , <i>flow</i> , <i>bring</i> )				

Woodthorne Primary School		Writing process			
Class and Teacher: Year 3 RM and FW		Cycle Length: 2 weeks		Context and Genre:	
Sequence of Learning <i>Write pieces to follow these steps as a minimum (more may be added if necessary)</i>					
1	2	3	4	5	6
Interest	Initiate	Investigate	Skill 1	Skill 2	
Hook and purpose	Talk/Writing/Sequencing & prog.	Evaluate text type	Explicit teach and application	Explicit teach and application	
6	7	8	9	10	
Skill 3	Invent	Invent	Impress	Impress	
Explicit teach and application	Structural/planning/tech sequencing	Shared write and continuation	Independent write and edit	Independent write and edit	
Working at ARE: Skills					
Use some of the right language for the genre	Write compound sentences using more than one clause including at least conjunctions (e.g. <i>and</i> , <i>but</i> , <i>if</i> , <i>so</i> , <i>yet</i> )	Use different forms of sentences – statements, questions, exclamations and commands	Use expanded noun phrases with pre modifiers, post modifiers and prepositional phrases	Use different ways to open sentences (e.g. <i>by</i> and <i>ad</i> words)	Express time, place and cause by using Conjunctions, Adverbs, Prepositions
Begin to be able to write formally (choosing contraction use)	Use appropriate adjectives that suit my writing	Use the determiners 'a' and 'an' correctly	Capitol Letters, Full Stops, Punctuation marks, Question Marks	Apostrophe: Singular possession, Some Plural possession, Omission/Contraction	Inverted commas: Direct speech
Show some evidence of extended writing (several paragraphs)	Use dialogue with verbs other than 'said'	Use subordinate clauses within sentences to add extra detail using subordinating conjunctions (e.g. <i>because</i> , <i>after</i> , <i>before</i> , <i>though</i> , <i>while</i> )	Use pronouns to avoid repetition	Use pronouns to avoid repetition	Commas to separate items in a list for clarity (subordinate clauses)
Describe setting, characters and plot using my ability to describe at this time!	Use figurative language metaphors and similes in my descriptions	Use the determiners 'a' and 'an' correctly	Capitol Letters, Full Stops, Punctuation marks, Question Marks	Apostrophe: Singular possession, Some Plural possession, Omission/Contraction	Inverted commas: Direct speech
Begin to use mixed sentence lengths for effect (longer for build up, shorter for detail)	Use dialogue with verbs other than 'said'	Use subordinate clauses within sentences to add extra detail using subordinating conjunctions (e.g. <i>because</i> , <i>after</i> , <i>before</i> , <i>though</i> , <i>while</i> )	Use pronouns to avoid repetition	Use pronouns to avoid repetition	Commas to separate items in a list for clarity (subordinate clauses)
Use figurative language metaphors and similes in my descriptions	Use dialogue with verbs other than 'said'	Use subordinate clauses within sentences to add extra detail using subordinating conjunctions (e.g. <i>because</i> , <i>after</i> , <i>before</i> , <i>though</i> , <i>while</i> )	Use pronouns to avoid repetition	Use pronouns to avoid repetition	Commas to separate items in a list for clarity (subordinate clauses)
Use dialogue with verbs other than 'said'	Use subordinate clauses within sentences to add extra detail using subordinating conjunctions (e.g. <i>because</i> , <i>after</i> , <i>before</i> , <i>though</i> , <i>while</i> )	Use pronouns to avoid repetition	Use pronouns to avoid repetition	Commas to separate items in a list for clarity (subordinate clauses)	
Use subordinate clauses within sentences to add extra detail using subordinating conjunctions (e.g. <i>because</i> , <i>after</i> , <i>before</i> , <i>though</i> , <i>while</i> )	Use pronouns to avoid repetition	Use pronouns to avoid repetition	Commas to separate items in a list for clarity (subordinate clauses)		
Form the perfect form of verbs	Use present and past tense correctly, including some irregular verbs (e.g. <i>dig</i> , <i>flow</i> , <i>bring</i> )				

Teachers are not required to complete short term or daily lesson plans for writing. Teachers use the writing cycle planning document to develop lesson slides and materials. Crucially, the coherence in the long term plans and writing cycle planning ensures that the teachers' focus can be on deploying their teaching expertise at the level of the implemented or enacted curriculum. See the Teaching and Learning Policy for more.

## EYFS

Our EYFS curriculum has been formulated using the statutory framework for the early years foundation stage (effective September 2021), the non-statutory guidance set out in Development Matters (July 2021) and Birth to 5 Matters by Early Education (2021). In the EYFS at Woodthorne, our intent is to create a balance between adult initiated learning and following our children's interests. We endeavour to make learning active, hands on and- most importantly- exciting by following each class' area of curiosity.

Children begin their journey from non-writers to writers alongside their phonics sessions, where children learn how to accurately form individual letters. Children are encouraged to hear sounds they know in words in order to make phonetically plausible attempts at writing them. A detailed outline of this process can be found in our 'Non-writers to writers' policy.

## Assessment

A constant cycle of assessing, monitoring, target setting and pupil feedback are instrumental in supporting children's writing development.

- Assessment of writing is on-going, carried out by teachers both formally and informally during lessons. The results of such assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Formative assessment is on-going and forms part of every lesson, which is then used to inform teacher's planning.
- Pupils are involved in regular self and peer assessment throughout the writing cycle where they will evaluate and edit writing, assessing the effectiveness of his/her own and others' writing with reasoning.
- Teachers provide feedback to pupils on a daily basis, either in written or verbal form. This feedback focuses on how the success criteria have been achieved and ways that their writing could be improved. **Green** highlighter is used to celebrate 'wow' moments in writing or where evidence can be seen of the success criteria being met. **Orange** highlighter is used where improvements can be made e.g. up-levelling of vocabulary, repetition of sentence starters etc. **Pink** highlighter is used to identify basic spelling or grammatical errors that should then be corrected by the children in most cases. (See marking and feedback policy).
- Teachers use Assessment Sheets at the front of each English book to record and measure children's progress and attainment in Writing. The school English Subject Lead and Senior Leadership Team monitor progress and attainment throughout the school by sampling and moderating children's work, consulting through pupil voice and analysing data as per the school Monitoring Cycle.
- Moderation of teacher assessment is undertaken regularly for quality assurance and ongoing staff development. Woodthorne staff moderate Writing using national exemplification materials. In addition, pupils writing is also moderated by other teaching professionals in Perryhall Multi Academy Trust, by external English consultants and by Local Authority moderators.
- Those pupils following RWI programme are assessed using the RWI staged assessments. Assessments are then recorded on the RWI School Portal. These are monitored half termly by the Phonics Lead, English Subject Lead and SLT. Pupils are grouped for learning accordingly. Pupils will receive strategic 1:1 or small group support if need is identified.
- Pupils' progress in writing is discussed with parents twice a year at Parents' Evening and as part of the yearly in-depth report to parents.

## Our Approach to Writing

Writing is taught as a 2 week (10 lesson) cycle (with the odd exception of a slightly shorter or longer cycle depending on weeks in a term, length of texts etc). These 10 lessons are broken down into the following sequence:

1. Interest
2. Imitate
3. Investigate
4. Skill 1
5. Skill 2
6. Skill 3
7. Invent
8. Invent

9. Impress

10. Impress

Please find an outline of each lesson below:

### Interest

- Begin with the end in mind'
- Engage interest- fascinate the children, create excitement/mystery
- Share example text/stimulus/lots of examples of text type in different contexts
- Share what they will be creating as their final outcome- create real outcomes where possible i.e. real audience, real purpose. Make it meaningful
- Establish the purpose for writing e.g. to entertain, to inform, to persuade, to discuss
- Opportunity to share initial reaction to text- share thoughts, feelings, questions. Generate interest. Ask questions. What are they going to need to know more about to write their piece effectively?
- Begin to imitate the text- read out loud, add actions, paired/whole class

### Imitate

- Text mapping- story map/visual sequence
- Oral rehearsal to internalise model text- actions, performance, 'off-by-heart'
- Echo reading- whole class/pairs/small groups
- Vocabulary focus- word association, vocabulary dominoes, 'never heard the word', charades
- Deeper understanding of the text through Imitation games:
  - - Character graph
  - - Role on the wall
  - - Freeze frame
  - - Writing in role
  - - Cut up story
  - - Retell
  - - Wondering
  - - Story momentos
  - - Pause a story

### Investigate

- Identify features of the text type
- Engage with the text as reader- identify emotions/feelings/reaction/comprehension
- Engage with the text as a writer- structure, language, audience, purpose, grammatical features
- Explore several different examples of the text in different contexts e.g. persuasive leaflets, newspapers, diary extracts etc.
- 'Box it up' 'Analyse it' 'Plan toolkit' 'Co-construct success criteria' 'Magpie wall' 'Text puzzle' 'Text comparison' 'WABOLL/WAGOLL'

### Skill 1, 2 & 3

- Explicitly taught skill taken from writing skills document
- Opportunity to answer 'SPaG-type' questions in relation to explicitly taught skill
- Opportunity to rehearse the skill followed by application to a paragraph of writing

### Invent

- Structure/map out/sequence/plan final piece of writing
- Edit/create story map in pairs to make changes to the original or create their own to reflect new context of writing
- Use post its to edit then recreate story map/flow chart/ideas sequence
- Use pictures/toys/images/plain strips of paper to create new sequence
- Flowchart/mind-map
- Oral rehearsal of new sequence (re-imitate)

### Invent

- Shared Writing where teacher models the writing process- thought process, decision making, mistake making, redrafting and editing etc.
- Co-construct success criteria for final piece (not just a tick list of features and/or skills- include how you want to make the reader feel)
- Collaborative work- shared ideas and writing.
- Peer assessment and feedback- editing and improving

### Impress

- First part of independent writing opportunity
- Editing opportunities/pitstops/peer and/or self-assessment opportunities woven throughout independent writing
- No longer than 20 mins silently independent writing.
- Think creatively about how children can improve their work.
- Live marking to give instant feedback and inform edits. "Make sure this makes sense," isn't helpful. They thought it made sense!
- Proof reading= mistakes    Improving= making better
- 'Wobbly line spellings' 'Reading work out loud' 'Pit stops with specific focus' 'Editing stations' 'Fastest finger first'

### Impress

- Second and last part of independent writing opportunity
- Proof-reading starter with singular focus e.g just spellings, or just full stops etc
- Complete final 'polished piece' in appropriate format related to the initial hook and purpose.
- Ensure follow up gets completed e.g. emailing someone/sending letter off/displaying writing etc

### Handwriting

At Woodthorne, a high standard of presentation is modelled, encouraged and expected. We want all pupils to take pride in the presentation of their work. Handwriting skills are taught regularly and systematically through Nelson Handwriting Scheme.

Teaching of handwriting aims to ensure that children:

- Achieve a neat, legible style with correctly formed, joined letters
- Develop flow and speed
- Understand the need to develop a good handwriting style
- Produce the letters automatically in their independent writing
- Children at Key Stage 2 are aware that they need to balance speed and neatness to achieve a writing style appropriate to a task
- In school, teachers and teaching assistants model the joined 'Nelson' style of handwriting at all times: when writing on the board, marking books or on displays. Pupils will be taught how to sit correctly at a table when writing and how to hold a pencil correctly.

### Handwriting in EYFS

From Nursery, children are given opportunities to develop fine and gross motor skills to support handwriting through a variety of ways:

- Taking part in activities to develop gross motor skills such as air writing, pattern making and dancing.
- Completing exercises to develop fine motor skills such as mark making on paper, whiteboards, blackboards, sand trays and iPads.

In Reception, children are taught to form individual letters appropriately and accurately during Read, Write Inc sessions using pre-cursive handwriting. The order in which we teach letter formation follows Read, Write Inc. Set one sounds. Handwriting lessons focus on upper- and lowercase letters and the teaching of writing from left to right and from top to bottom. The letters are grouped in 'formation families' in the early stages of handwriting to support the children's understanding of letter formation.

### Handwriting in KS1

When children can form letters correctly, they begin to learn a joined style. This begins in KS1 once children are confident in forming their letters individually. Handwriting is taught twice weekly for 15 minutes, with opportunities for teacher modelling and pupils guided practice. Letters are taught systematically, with plenty of planned opportunities to revisit and practice prior learning.

### Handwriting in KS2

In Y3 and Y4, pupils continue learn and practice letter joins, learning all diagonal and horizontal strokes needed, through teacher modelling and guided practice twice weekly for 15 minutes. By KS2, pupils should begin to build up fluency and speed of handwriting. Once pupils consistently demonstrate well-formed legible handwriting, they will be given a pen for use during all lessons with the exception of Maths.

### Spelling

In EYFS and Year 1, our pupils follow a high-quality, systematic programme of daily phonics teaching through Read Write Inc. (see separate phonics policy). Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonic knowledge when spelling. From Year 2 onwards, pupils are taught the age related spelling content using the online 'Spelling Shed' Scheme. This

scheme of work meets the requirements of the 2014 National Curriculum and has a clear progression through blocks of teaching units across the year. It is engaging, interactive and supports our teachers with the teaching of spelling. Links are made to online homework activities. Spelling sessions are organised as follows:

- Year 2-Year 6- Twice weekly 15 minute spelling session
- Year 2- Year 6- Weekly homework on 'Spelling Shed'
- Learning in spelling lessons is reinforced and revisited during daily writing lessons

### **Review**

This English policy will be reviewed by the English Lead and the Senior Leadership Team in Sept 2022.