



## Writing Policy

### Aims

- Ensure progression of writing skills across the Academy including sentence structure, vocabulary, grammar and punctuation.
- Teach essential, transferable writing skills in meaningful contexts, inspired by exciting, shared experiences, quality texts, visual resources and cross-curricular topics.
- Develop a clear understanding of the structure and language features associated with different text types of writing.
- Model a high standard of writing to secure high expectations and inspire writers.
- Ensure children are taught and recognise the range of purposes that writing can have, e.g. inform, instruct, persuade or entertain.

### Planning

- The Yearly Text Types Overview 2023-2024 (Appendix A) outlines the text types that should be delivered throughout the academic year, for each year group, to ensure coverage of the curriculum.
- The Recommended Texts document (Appendix B) lists the texts that should be used in each year group to teach the text types; there are multiple copies of the texts available in school.
- A Long-Term Plan (Appendix C) should be completed each year, and updated termly, detailing spelling focus, genre/text type, purpose and texts.
- A Weekly Plan should include: text type focus, learning outcomes, learning objectives, GAPs activities, main teaching & activities, differentiation, success criteria and spelling focus. This could be completed on the Academy English Unit Planning Proforma (Appendix D).
- Year Group teams should also identify which writing assessment criteria will be taught and assessed throughout the writing unit and where spelling words studied may be included when producing their extended written pieces.

### Teaching and Learning

- The writing text types are taught explicitly, in detail, as shown in the Yearly Text Types Overview 2023-2024.
- High quality texts, shared experiences and cross-curricular topics are used to challenge, enthuse and engage children.
- Oracy activities are built into each unit of work to enable children to develop the language and sentence structures they need, orally, before then using them in their writing.
- There is a clear progression in the teaching of writing which includes:
  - ✓ Introduction of the quality text the unit is based on
  - ✓ The Creative Hook to motivate the children
  - ✓ Text type, audience and purpose that is established and shared (TAP)
  - ✓ Familiarisation of the text type through reading
  - ✓ Identification and analysis of structure and language features of the text type
  - ✓ Explicit teaching of vocabulary
  - ✓ Sentence composition
  - ✓ Modelled writing
  - ✓ Shared writing
  - ✓ Supported composition



## Writing Policy

- ✓ Guided writing
- ✓ Independent writing

These aspects are explained below.

- A form of modelled/shared and guided writing should be a regular feature of lessons.
- The writing process includes planning, drafting, proof-reading, editing, redrafting and publishing. It could be, at times, not all these elements are delivered, but it must not consistently be the same part that is omitted each time.
- Writing diagnostics are used at the start of each term, when a new text type is being introduced or if a text type has not been taught for a long period of time, to decide what skills need to be taught.

### **Text Type, Audience & Purpose (TAP)**

This is a vital part of the writing process. Therefore, the following points need to be carefully considered:

- Text Type, e.g. recount, explanation, adventure
- The audience for the writing – who is it for?
- The specific purpose of the writing, linked to text type, e.g. to entertain, to persuade, to describe.

### **The Creative Hook**

Begin each unit with a hook to motivate the children, which is linked to the recommended texts for the unit. For example, this could be, in Y5, a message in a bottle, found in Dead Man's Cove, asking for help or, in Y4, a letter from Hogarth asking for instructions on how to capture the Iron Man.

### **Familiarisation of the Text Type through Reading**

Examples of the text type (recommended texts for narrative or high-quality examples prepared by the teacher for non-fiction) are read carefully and the children explore the vocabulary and deepen their understanding through questioning and discussion. This may involve:

- Analysing who wrote the text, what did they need to know to do this and why did they write it.
- Comparing sentences or paragraphs and discussing which is most effective and why.
- Sequencing – splitting up sentences, paragraphs or even whole texts for children to reassemble – this helps confirm the organisation of language.
- Improving – providing weak sentences or paragraphs and the children have to improve them.
- Annotating – reading paragraphs carefully and annotating them, searching for different features or commenting on impact.
- Focused vocabulary work relating to the text type.

### **The Structure and Language Features of the Text Type**

During this section of the unit, there are two key aspects that the teacher has to ensure happen:

- Understanding the underlying structure of the text through the simple device of Boxing Up,
- Recognising and understanding the language features that help to make the writing effective and collecting these.



## Writing Policy

**Boxing Up** involves the children using a problem-solving approach to see if they can identify how the text is organised and box it up into grids accordingly. It helps pupils first understand the structure of a text and then use a similar structure to plan their own writing.

The teacher will create a two-column grid with as many rows as there are paragraphs or sections in the text that is being analysed. They then involve the pupils in identifying what the heading would be for each section – usually the first sentence in a paragraph will support with this. For example, in a piece of non-fiction writing, if a paragraph starts with, ‘Lions have a limited diet’, then the rest of the paragraph will be about the diet of lions. In a story, if the first paragraph starts with, ‘Chloe was the youngest member of her family’, then the rest of the paragraph will introduce the main character and her family. The children work in pairs to identify the structure of the text. Then a boxed-up grid may be drawn that will act as a planner for their own writing. Examples of ‘Boxing-Up’ can be seen in Appendix E.

Identifying key **language features** that might be useful for when the children write their own version of the text type is a crucial step in the writing process – ‘stealing’ good ideas. Underlining and highlighting are useful techniques as children search for the basic ingredients of the text type such as linking phrases or descriptive devices. These features should be added to the ‘Steps to Success’ for the particular text type. In this manner, the ‘Steps to Success’ can be co-constructed with the children, listing the features needed to make this type of writing effective. Examples of co-constructed ‘Steps to Success’ can be seen in Appendix F.

### **Explicit Teaching of Vocabulary & Sentence Composition**

Specific lessons are taught to support children to develop their use of new vocabulary and different sentence structures that they will use in their independent writing.

### **Modelled Writing**

The teacher ‘thinks aloud’ the thought processes and development of ideas as a writer. They have complete control over the writing and make explicit the structure, language features, vocabulary choices, spelling, punctuation and grammar, as appropriate. This should be displayed on the working wall to support pupils’ learning. The teacher models handwriting expectations at all times and writes using joined handwriting. A ruler is used when modelling in the same way that children are expected to use one when completing their work. The teacher models what to do when a mistake is made, encouraging a growth mind-set but maintaining good presentation. Each class has a visualiser which could be used to support the modelling process.

### **Shared Writing**

This is a collaborative approach; pupils contribute their ideas and thoughts for the teacher to select the most appropriate. The teacher needs to give reasons for the choices made.

### **Supported Composition**

The children work in pairs to provide the next sentence of the text. This may follow from either modelled or shared writing.



## Writing Policy

### **Guided Writing**

Pupils are grouped by writing ability according to AfL and individual targets; groups should be flexible. The teacher works with each group in rotation so that every child partakes in guided writing regularly. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process as opposed to writing a complete piece. Tasks may include the processes of planning, drafting and editing pieces of writing. Teachers will identify a target for each group to work on based on an assessment of their individual needs and previous writing. Teaching Assistants are also expected to take guided writing groups when appropriate.

### **Independent Writing**

All children are given opportunities to independently apply their understanding of the text type in a range of contexts, for example, when teaching diaries, a pupil might be given the opportunity to independently write a personal diary, a diary in role as a main character or a diary of an explorer. This is vitally important if children are to develop their skills as writers within different text types. The writing process should include planning, drafting, proof-reading, editing, redrafting and publishing. It could be, at times, not all these elements are delivered, but it must not consistently be the same part that is omitted each time.

### **Opportunities for Writing**

Pupils are given the opportunity to write a substantial amount at least 3 times per week. Daily writing opportunities take place in EYFS and build up across the academy. This will be evident in their English books. In addition, pupils are expected to complete longer, sustained pieces of writing in their topic books regularly. These pieces of writing, along with daily formative assessments, are used to assess the pupil's attainment and progress in writing.

### **Spelling**

In Y2, the *Little Wandle Letters and Sounds Revised* phonics programme will lead into daily spelling sessions based on English Appendix 1 of the National Curriculum 2014, as detailed below for KS2.

#### **KS2**

- Spelling has a daily session to explicitly teach either spelling patterns, rules or word lists using the Review-Teach-Practise-Apply structure. Additionally, these spellings should be incorporated into the current English unit, where appropriate.
- Spellings must be taken from the QPA Spelling Scheme, which accurately reflects English Appendix 1 of the National Curriculum 2014, including spelling rules and patterns as well as word lists.
- In every classroom, a spelling display will show the spelling focus and the words being taught for the week.
- Weekly spellings can be sent home for parents to support their child in practising the words.
- The spellings will be assessed at the end of the week and the results recorded to track progress.

## Writing Policy

### Grammar Sessions

- Grammar sessions are delivered at the beginning of English lessons. These link to the text type being taught and feed into the main teaching session.
- Vocabulary, Grammar and Punctuation skills, taken from the Writing Progression document, Pixl QLA and English Appendix 2 of the National Curriculum 2014, are explicitly taught. Teachers should refer to the National Curriculum 2014 English Glossary for further support.
- The grammar focus is displayed on the working wall.
- Additional grammar and punctuation opportunities should be included in English lessons and link to the 'Steps to Success' for the text type being taught.

### Pen Licenses and Handwriting

- We use and model joined handwriting across the academy. Pupils are introduced to correct letter formation and pencil grip. We model letter formation from EYFS to prepare pupils for joining.
- Children will be taught handwriting using the WriteWell handwriting scheme, which had four stages:
  - Stage 1: Shape
  - Stage 2: Space, size and sitting on the line
  - Stage 3: Stringing together and slant
  - Stage 4: Speed and style
- In the WriteWell handwriting scheme, the four stages are cumulative: each one builds on previously learnt knowledge and skills. Each developmental stage is covered in detail, ensuring learning is embedded before children move on to the next stage.
- Regular handwriting sessions are timetabled to teach new skills and allow children to practice – at least 3 per week.
- All staff will write and model this style to promote good presentation.
- Once a pupil's handwriting meets the expected standard and there is substantial evidence that writing is of a consistent size and neatly joined, a pen may be issued by the class teacher.
- Black handwriting pens must be used for writing in books. Purple Polishing pens should be used where children are proof-reading and editing.
- Pens are supplied by the academy and should be used at all times to ensure consistency in presentation.

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