




## Writing Policy

**April 2021**

Signed by Chair of Committee	
Print Name	Jeanette Kirkby
Date	April 2021
Date of review	April 2022

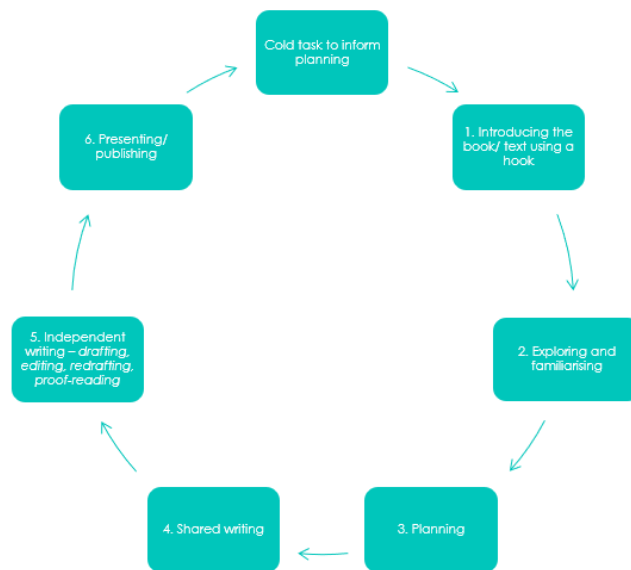
# Rise Park Primary and Nursery School Writing Policy

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### Intent

As a school, we believe that creating a **passion** for English is vital in ensuring our children are given the best life chances. Cultivating this interest and enthusiasm will ensure that children's love of writing will extend far **beyond the English lesson and even the classroom**, and allow them to build on their skills independently through a real curiosity and thirst for knowledge and improvement.

We believe that the greatest writers are also the greatest readers. We therefore pursue a cohesive approach to the teaching of English, where writing, reading and spoken language all feature in lessons planned around a core text. Lessons are planned using the structure below:



Pupils are 'hooked in' and then immersed in the text through **reading, discussion, drama and games**. **Rich, structured talk** is planned, with vocabulary as a focus. Children are encouraged to seek out new vocabulary and apply it in lessons through speaking and then writing. This focus supports our aim to **diminish the vocabulary gap** for our most disadvantaged pupils.

The exploring and familiarising phase also includes visualisation and art work which contribute to an **immersive classroom environment**. The working wall becomes a representation of the learning journey, and also acts as a visual aid, supporting pupil independence.

**Teachers will act as role models** in their enthusiasm for both writing and reading by keeping up to date with current children's literature. They will also communicate high expectations **for standards of presentation**, encouraging pupils to take pride in how their work is presented.

### Pupils at Rise Park Primary and Nursery School will:

- acquire a deep understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage, through exploration of a variety of text types including non-fiction, fiction, poetry and play scripts;

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; elaborating and explaining clearly their understanding and ideas;
- become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate;
- build their vocabulary through both implicit and explicit teaching;
- take pride in how their work is presented.

The Governing Body, play an active part in the development of writing provision across school. They undertake regular monitoring visits, where leaders are held to account. They also receive regular updates on both provision and pupil performance, through reports and presentations from the SLT at governors' meetings.

## **Implementation**

### **Subject Organisation**

#### **Foundation Stage 1**

Pupils in EYFS1 access discreet daily phonics sessions in mixed-ability groups. The focus at this stage is on phase 1 of the Letters and Sounds programme, which aims to develop pupils' speaking and listening skills ready for blending and segmenting. The Early Talk Boost intervention also supports this work, and targets identified pupils in speaking, listening and attention. Handwriting is developed and improved through activities to develop pupils' fine and gross motor skills, including daily 'dough disco.' Intervention groups with the sports specialist also focus on these skills for targeted pupils. Pupils learn a 'letter of the week' and this is sent home to begin introducing letters and sounds. Individual name writing packs are also accessed daily, and are differentiated with letter patterns for pupils who require them. Planned, focused writing activities take place regularly with an adult, where writing is modelled and supported by the adult where required. In addition to this, writing opportunities are planned throughout the continuous provision, with links made between indoor and outdoor areas. Examples of great writing are celebrated using the 'star writers box'.

#### **Foundation Stage 2**

As pupils enter F2, they continue with daily phonics sessions, where they further build their blending and segmenting skills in mixed-ability groups. All pupils work within the same phonics phase. Specific gaps in pupils' knowledge are addressed through daily 'keep up' 1:1 intervention sessions for the bottom 20% of pupils. The middle 30% also access additional phonics keeps-ups. All pupils either read or write a 'sentence of the day' in addition to their phonics session, which aims to help consolidate their phonics work and comprehension skills.

Planned, focused writing activities take place regularly in small groups after modelling and input from the teacher on a Monday. This is always linked to the current topic. Handwriting is taught using the Letterjoin programme, and pupils practise this daily. In addition to this, writing opportunities are planned throughout the continuous provision, with links made between indoor and outdoor areas.

#### **Key Stage 1**

In Key Stage 1, daily discrete phonics sessions continue and are taught in mixed-ability groups. Pupils again work on the same phase and specific gaps in pupils' knowledge are addressed straight away through daily 'keep up' 1:1 intervention sessions. Handwriting is taught and practised daily, with links made to the current work in phonics. Pupils have daily, mixed-ability English lessons with an emphasis on cross-curricular links and writing for purpose. Quality texts form the focus of all topics, and writing tasks and taught skills are embedded within the context of the texts used. English skills are developed across the curriculum through pupil writing books and cross-curricular writing tasks. The year group writing non-negotiable checklists are also used throughout the day to ensure that standards of writing are consistent across all curriculum tasks. Writing intervention programmes are fully embedded to build on the targeted planning already in place.

## Key Stage 2

In Year 3, pupils who have failed to reach the expected standard in the phonics screening test are closely monitored and targeted through phonics intervention. These pupils are expected to reach the required standard during Year 3. Personalised support is put in place for individuals who do not reach this standard. Daily English Lessons continue throughout Key Stage 2, as in the previous key stage. These sessions include the teaching of the Key Stage 2 Spelling objectives. As with all Key Stages, intervention programmes are in operation across the Key Stage. These are regularly reviewed and monitored to ensure maximum impact.

## Whole-School approaches

### Purpose for writing

This is a model of teaching writing built around the idea of longer blocks focusing on fewer things. It uses four writing purposes. Rather than trying to teach children 10 or more different 'genres' or 'text types', it is better to focus on what those types have in common. This results in a focus on four main types of writing across KS1 and KS2: Writing to entertain; to inform; to persuade; and to discuss. This approach aims to enable 'deeper' learning and greater retention of taught skills.

The four purposes for writing being taught across KS1 and KS2 are:

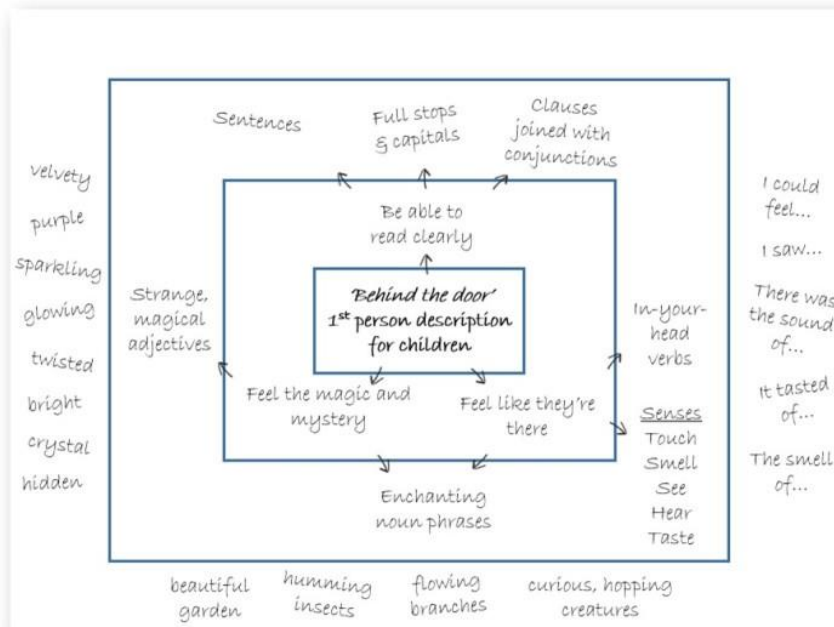
- to entertain
- to inform
- to persuade
- to discuss

**Text types** are mapped out for years 1 - 6 within this approach, to ensure consistency and progression of knowledge and skills:

Year group						
1	<u>Entertain</u> Story writing Comic books	<u>Inform</u> Instructions Recount	<u>Entertain</u> Description Poem	<u>Inform</u> Information text - pop-up book? Recount	<u>Entertain</u> Story	<u>Inform</u> Postcards - recount Information text
2	<u>Entertain</u> Medicine description Short story	<u>Inform</u> Diaries and letters	<u>Inform</u> Postcards - recount NCR	<u>Entertain</u> Story	<u>Inform</u> Diary entries from different characters' perspectives	<u>Entertain</u> Setting description Story
3	<u>Entertain</u> Story description	<u>Inform</u> Instructions Leaflet	<u>Entertain</u> Setting description Poem	<u>Persuade</u> Leaflet Letter	<u>Entertain</u> Story	<u>Inform</u> Recount NCR
4	<u>Inform</u> Letters Journal entries	<u>Entertain</u> Myth Setting description	<u>Entertain</u> Mystery Story	<u>Persuade</u> Speech Letter	<u>Inform</u> Newspaper report Explanation	<u>Entertain</u> Poetry Description
5	<u>Entertain</u> Setting description Story	<u>Persuade</u> Teddalk Adverts	<u>Inform</u> Formal letters Newspaper reports	<u>Inform</u> Police report Biography	<u>Entertain</u> Story based on one of the mini stories	<u>Discuss</u> Newspaper review
6	<u>Inform</u> Newspaper report Diary entry	<u>Entertain</u> Character description Horror story	<u>Inform</u> Diary entry Letters	<u>Entertain</u> Sequel writing Setting description	<u>Persuade</u> Formal letters and adverts	<u>Discuss</u> Lion King and volcanoes discussion

### Box Planner/ vocabulary

As part of the purpose for writing approach, teachers are expected to use the 'box planner' within a unit of work so that children are aware of their audience and the purpose for their writing. This ensures a focus on the 'key ingredients' of the purpose, and useful vocabulary. This should be evident on the classroom display. See example below:



The vocabulary collected/ generated should be defined and discussed, sometimes prior to reading to enable all pupils to access the core text. Pupils in Key Stage 2 are also expected to collect this vocabulary in their own personal vocabulary book.

### Writing non-negotiables

These ensure a minimum expectation in each year group for staff and pupils. They are a list of the writing elements that are expected all of the time. They move the focus in teaching and marking/ feedback away from the basics and onto more challenging aspects. They remind pupils of expectations and therefore encourage independence. They also encourage pupils to maintain high standards in writing across the curriculum. They should be stuck inside the front of all writing books and pupils should be able to talk about how they help them improve their writing. They should also be evident on all classroom displays and used in lessons.

### Peer-feedback walls

These are used to support pupils in giving each other quality feedback. This in turn equips them with the tools needed to assess their own writing and also fosters independence in making improvements to their own writing against an agreed success criteria. Peer/ friendly feedback walls are part of the classroom display for years 1-6.

### Hot and Cold writes

These are used to benefit all pupils, including the higher-attainers. Cold writes are a baseline piece and hot writes are the final outcome piece. They start in the foundation stage and year 1 with a termly cold write, which helps to sub-group the children and make sure that focused tasks are built around the current needs of each pupil. The rest of the school complete a half-termly cold write for each writing purpose. Detailed notes are made on the outcomes of the cold write and subsequent work is planned around the outcomes.

Challenge for every pupil is therefore possible at every stage of the learning. Hot writes show progress made for staff and pupils. Each term a hot write should be copied and placed in pupils' records of achievement.

### **Rainbow Grammar**

The Rainbow Grammar approach to teaching grammar and punctuation is a systematic, whole-school approach to teaching sentence accuracy and variety, as a driver for improving the quality of children's writing. This approach takes the eight most common grammatical structures in English, and represents these with eight colour blocks. Using practical and visual learning techniques, children investigate how these colour blocks can be combined to create the rich array of sentence structures in the English language. Rainbow grammar skills are taught as part of English lessons in years 1-6 regularly, and its principles are used and applied by pupils in every piece of writing, both in English lessons and across the curriculum. Classroom display should include the age-appropriate colours and definitions from years 1-6.

### **Handwriting**

Handwriting is taught discretely for at least two twenty minute sessions each week in LKS2; at least once weekly in UKS2; and daily in KS1. Taught objectives are then revisited and practised throughout the following week. The Letterjoin handwriting scheme is used across school from F2 to Year 6, to ensure consistency and clear progression of skills in line with The National Curriculum.

Each session begins with a warm-up and the learning objective is shared with pupils. Letter formations/joins are then modelled, and pupils are given the chance to practise letters/words prior to writing them in their handwriting books. This could involve air writing and/ or tracing letters. Links to spelling work are made wherever possible. Stamps and stickers are given to encourage pupils to apply these skills across the curriculum. The Letterjoin font should be used as much as possible on worksheets and displays.

### **Slim success criteria**

These are taken from the box planner 'key ingredients' within a unit of work, and focus on 3-5 elements of that writing genre. These elements are taught and practised as part of 'build-up' lessons and are then included in the success criteria (or writing checklist) which is given to pupils for their final piece of writing in a unit/ task. These are used for pupils to peer and self-assess their writing against and should be evident in books from years 1-6. The success criteria should be limited to 3-5 elements, to ensure that each writing task has a clear focus, and 'deeper' learning and therefore retention is achieved by pupils.

### **Spelling**

Spelling at EYFS and KS1 is primarily taught through coverage of the Letters and Sounds phonics programme. Spelling rules and their accompanying word lists are also covered from Year 1 onwards. Spelling is taught using progression from the National Curriculum – see Overview of spelling objectives (p59 of Curriculum 2014\*). At Year 1, the children focus on one key spelling a week, either related to the type of writing they are currently doing, or a non-phonetic high frequency word. Various games and activities are planned in order for the pupils to learn that word or set of words.

From Year 2 onwards, each week in English lessons, two or three sessions (10 – 20 minutes) will be spent on spelling, and for each unit the teaching sequence will be the same:

*\*Revisit, Explain, Use - \*Teach, Model, Define - \*Practise, Explore, Investigate - \*Apply Assess, Reflect*

The sessions and activities are used flexibly to ensure they meet the needs of children in each class. The Rising Stars Spelling Programme is used to ensure consistency and progression in use of resources.

All KS2 children have a Word Log, which they are encouraged to use regularly to support them with their spelling. The Word Log contains common words, listed in alphabetical order. There are also spaces for children to add their own words in accordance with the school marking and feedback policy. Curriculum 2014 provides statutory word lists for pupils. These include the common exception words in KS1 and the Year 3/4 and Year 5/6 word lists. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. We have divided these lists into spelling bookmarks which the children are given as homework to learn. Resources for learning these words at home are distributed at parent open evenings. Children practise spelling these words and they are then retested the following week.

\*find at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)



Children's progress through these word lists is closely tracked by class teachers, and information is sent through to a child's next class teacher to ensure a smooth progression through the lists of words. Teachers in Key Stage Two must test pupils on the whole-class spelling list at least every fortnight. Where pupils cannot access the whole-class list, they must be given a differentiated list taken from a lower year group. They may also only be expected to learn five of the words depending upon their individual need. Key Stage One pupils will have more personal lists, based on start of year 1 baselines. Weekly test times should be made available for all pupils, and evidence of weekly tests should be recorded in pupil spelling books.

### **Role of Subject Leader**

The subject leader is responsible for improving the standards of teaching and learning in writing through monitoring, evaluating and supporting the development of:

- pupil progress;
- provision of English;
- the quality of the learning environment;
- English policy;
- knowledge, skills and understanding of staff;
- the use of high quality resources;
- new initiatives in English;
- whole-school writing events

**Monitoring and Evaluation** will be carried out by the writing leader, alongside phase leaders and the SLT and governors. This will involve a range of activities in order to triangulate evidence, including: lesson observations; book looks; planning audits; and discussions with pupils and staff.

### **Review**

This policy will be reviewed in accordance with the policy review schedule.

### **Intended Impact**

- Pupils will have a positive attitude towards writing, and see themselves as writers.
- Pupils of all abilities will be able to succeed in writing across the curriculum and beyond, becoming confident and competent.
- Pupils will be confident in writing for a specific audience and purpose, and use the key ingredients of a range of text types with accuracy.
- Pupils will be ready and excited to write in any subject.
- All pupils will have a 'wealth of words'.
- Parents and carers will have a good understanding of how they can support writing at home.
- Pupils will make at least expected progress in writing.
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages.
- There will be no significant gaps in the progress of different groups of pupils.