



Writing Policy

Together we succeed

Reviewed: October 2022

Writing at Shelley First School

The overarching aim for Writing at our school is to promote high standards of procedural accuracy, compositional flair and imaginative storytelling, with a good command of the written word. We will develop the children's love of writing through: widespread reading of high-quality texts, across all aspects of the curriculum; expert, direct modelling and scaffolding of the teaching of writing; and presenting the children with varied, engaging writing opportunities daily. Shelley children will be inspired to become independent, life-long enthusiasts of writing, with the skills required to become active and valuable members of the local, national and international community. This, in turn, helps build a rich curriculum where intent and implementation leads to the impact and improved outcomes for children.

Intent

At Shelley First School, we want all children to be able to confidently communicate their knowledge, ideas and emotions through their writing and reach their full potential. Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They progress onto a text based English Curriculum (Read to Write) and Read Write Inc. Spelling once they can read with accuracy and speed.

Our aims are to:

- Guide and nurture each individual on their own personal journeys to becoming successful writers.
- Provide exciting writing opportunities and experiences that engage and enhance all pupils.
- We want all children to acquire a wide vocabulary and to be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.
- We want all children to have a solid understanding of grammar and apply it effectively to their writing.
- We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- We believe that all children should be encouraged to take pride in the presentation of their writing, in part by developing a legible, cursive, individual handwriting style by the time they move to secondary school.
- We want every child to have a good knowledge of phonics to springboard children to becoming fluent writers.
- To plan a progressive curriculum to build upon previous teaching, with regular assessment to ensure each child's needs are met to reach their full potential.

Implementation

At Shelley, all staff work hard to ensure that children have a love of books and literature and we're very proud that so many of our children enjoy reading and that reading has such a high priority in every area of our school. This love of reading feeds directly into our school aim to engender a love of writing. Shelley's uses the 'Read to Write' model to support this.

From Reception to year 5, writing is taught through the Read to Write programme. These lessons sit alongside Read Write Inc. Phonics in reception. This programme integrates reading, writing, thinking, and spoken language in all activities, to ensure the daily development of

children's comprehension and wider literacy skills. At the heart of The Read to Write is the enjoyment of and engagement with a variety of texts. Pupils are encouraged to take their own meaning from each text, becoming independent and critical thinkers.

Read to Write (Literacy Counts) provides high-quality teaching of writing through high-quality literature. From Reception to Year 5, these detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum.

At Shelley First a sequence of Writing Lessons looks like this:

- **Immersion in a text** (3-6 days)- the children being fully immersed in the book that they are studying; learning challenging, genre-specific vocabulary and phrasing; understanding the rhythm of the text type they are engaged with; understanding the effects that writers are trying to create in their writing.
- **Analysis** (3-4 days) - in-depth, word, sentence and text-level analysis of a text and the impacts that a writer attempts to create on their reader
- **Planning** (2-3 days)- planning their own writing through ideas gathering, discussion and finding further exemplar texts
- **Writing** (4-5 days)- initial drafting, editing to make improvements and experiment with structure and finally, writing/publishing across a range of genres

The 'Read to Write' sequence also provides contextualised spelling, grammar and punctuation; wider reading for the wider curriculum; curriculum enrichments for all year groups; model texts linked to writing outcomes and a wealth of supporting resources.

Impact

Writing is assessed throughout the year using both formative and summative assessment through Sonar Tracker.

Both formative and summative assessment is used by class teachers and the SLT to inform future planning, teaching and learning. Progression in writing is mapped through the 'Read to Write' progression maps and these are used by staff to inform future planning and assessment. Wherever possible, children are the first to assess their own learning and to support peer assessment. The teacher uses all of these different assessments to inform reports to parents and the next class teacher at the end of the year. Through feedback and constructive marking with 'next steps' and 'modelling' where appropriate. Teachers leave next steps in books when marking to ensure that children know exactly what they need to do next to make progress in their writing and children are encouraged to respond to this in purple pen.

The impact of our writing curriculum is that our children have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

Shelley's Long-Term Plan for Writing

High-quality texts are used throughout our English lessons and, where possible, link to other curriculum areas. From one book study (and the study of exemplar writing), the children will complete many short, written pieces, where they practise specific objectives based on their learning objective, and two lengthier written outcomes.

A typical Shelley Writing lesson looks like this:

1. Begin with a 'sentence accuracy' writing task to practise and embed the key objectives in writing for the current year group or preceding year group. This supports our intent to create procedurally accurate writers. The Teacher will always model what is expected in this and then give a contextual prompt for the children to give a written response
2. A 'hinge task' that links back to the previous day's learning – this could be a summarisation of a shared text, discussion and task around a skill learnt in the previous lesson, an editing task of previous writing with a teacher-guided focus or a knowledge re-cap task based on an area of grammar previously taught
3. Shared Reading task – the children will read from the Vehicle text, exemplar text or associated text. These text types are of high-quality writing and have been selected to inspire and support the children in their own writing and offer fantastic models of writing
4. Direct teaching of a writing skill or direct teaching, and discussion, of how to identify and process the techniques used by a writer. The teacher will highlight where this skill is used by a writer in a contextualised, high-quality example text, and then will model this to the children, explaining their thought processes as they model. The children may be asked for ideas to 'help' as the teacher models this
5. Apply and develop skills – the children will then work with their peers or independently to apply the new skill in contextualised writing or apply it to the chosen example text. In most lessons, the teacher will work with a group of children in guided writing, supporting children to develop identified writing skills that will progress their learning
6. Evaluate and Assess – the children will evaluate their own, or a peers, writing and development of skills from that lesson, making edits to their work

All writing work is completed in English books and children are encouraged to constantly reflect on, and be inspired by, previous work when they write. This way, the children build up a bank of writing knowledge and skills that they can use across the full range of genres studied. Working Walls are used, and added to, daily to display new knowledge and skills and as a reference point for exemplar writing that can be used to support the children's own writing. These are reviewed during the 'hinge task' so that skills and knowledge are built upon sequentially to aid progression.

See our school website for the Read to Write Progression Documents for each year group to see how children progress through writing skills and knowledge across our school

Writing in EYFS

In EYFS, our children develop English skills through the 'Read to Write' scheme. They develop language skills through speaking and listening, which then feeds through to writing. The children develop complex vocabulary that is used to increase their own writing skills and their ability to communicate effectively.

How the English curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils

We have designed our curriculum to meet the needs of all our pupils in line with the school key priorities.

All class teachers know who their disadvantaged and SEND pupils are and can target them for specific questioning, support and resources in lessons. Learning opportunities within Writing lessons cater for all needs and are kinesthetic, visual and auditory. Pupils can also be targeted for TA support and there are also opportunities for children of different abilities to work together. Our school SENCO offers advice and support which enables teachers to plan activities that meet the needs of all children.

We recognise the fact that we have children of differing writing ability in all our classes and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty
- Supporting children in guided writing tasks
- Providing a range of challenges with different resources
- Using additional adults to support the work of individual children or small groups (where possible)
- Incorporating high order questions that apply to critical thinking to extend the most able children in reading and writing
- All planning explicitly states the way that confident readers and writers will be challenged and how less secure children will be supported to learn

We teach Writing to all children. Through our teaching of writing, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment through Sonar tracker against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Some children may use Adult Support in lessons, either 1:1 or in small groups, in order to access tasks set with confidence and to dispel any barriers to their learning. Where reading or writing may be of difficulty to a child, alongside adult support, children may use writing frames, cloze procedures, guided writing, overwrite tasks or word banks of key vocabulary that may be needed. Children may also have the use of technology to record their responses, where written recording may cause a difficulty. All barriers to learning are addressed in order to allow all children to access and achieve in all areas of Writing

Spelling

In order to ensure coverage of the statutory requirements for the National Curriculum, we follow Read Write Inc. Spelling use the resources provided to support the relevant spelling rules for each year group. Spelling lessons take place daily in each classroom (once the children have completed the phonics programme) for 10-15 minutes. These lessons build upon their phonics knowledge to break words down, identify tricky patterns and apply spelling rules to root words.

Children take home weekly spellings which apply to the spelling rule they have been learning in school. There are weekly tests to assess the progress that children are making towards these spellings.

Handwriting (see Shelley's Handwriting Policy for further information)

Vocabulary Enrichment

We aim for Shelley children to have a wide and varied vocabulary that they can use in a multitude of contexts, both orally and in writing. Subject specific vocabulary is taught daily through English, Maths and across the whole of the wider curriculum. Children will also be taught more generic, multi-contextual vocabulary that will allow them to access much higher-level texts (newspapers, text books, journals, encyclopaedia's etc) through our Words of the Week activities. Each year group has key vocabulary to be taught across the curriculum – these can be found in the subject specific areas on our school website. The children will hear these words daily being used and will be encouraged to use them in both speaking and writing.