



**Welholme**  
Academy

# Writing Policy

## DEFINITION

Writing is a way to communicate ideas, thoughts and spoken language by making marks (letters). You can make these marks on paper or using a computer.

**Date produced – April 2022**

# **Intent**

## **Purpose of Study**

The programmes of study for writing at Welholme are split into two areas:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

As a school, we recognise the importance of developing pupils' competence in these two dimensions.

It is our intent that children are inspired by high-quality literature and a range of stimuli, which makes readers engage with and enjoy writing. Writing for a variety of purposes and audiences, the children apply progressively more complex skills to communicate ideas fluently and with interesting detail in a range of genres. Effective composition involves organising ideas for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Every writing lesson is treated as an opportunity for vocabulary development, and there is a strong emphasis on the children developing a repertoire of words which enable them to extend detail and description. Writing at Welholme is well-organised and structured and includes a variety of sentence structures. We aim for all our children to have excellent transcription skills to ensure that their writing is well-presented and punctuated and spelled correctly using their knowledge of spelling patterns and rules. Throughout the writing process, our children will edit and redraft their work, responding to feedback from teachers and peers.

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

## **Aims**

The teaching of Writing at Welholme Academy aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- develop a positive and enthusiastic attitude towards writing, which will nurture a life-long love of writing
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- have opportunities to explore a variety of different genres and to be exposed regularly to high quality texts, providing a model for pupils to aspire to.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- have the ability to self-assess by reflecting on the quality of their writing, encouraging them to construct informed opinions and implement strategies to improve their own work.

# Implementation

## Organisation

As a school, we follow 'The Write Stuff' approach to deliver our writing lessons, which is designed to bring clarity to the mechanics of writing.

"The Write Stuff" follows a method called "Sentence Stacking" which refers to the fact that sentences are stacked together chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. Within each genre studied by the children, they will learn to sentence stack, focusing on the style of the author and impact of words and sentences most appropriate for that particular genre. All genres covered within writing sessions are those as taken from the Genre Overview on our Writing Progression Document. Within each writing lesson, pupils learning is 'chunked' into three distinct parts for a writing lesson; initiate, model, enable.

1. **Initiate** section – through the use of a stimulus, pupils are immersed in a rich language discussion and activities to provide a wealth of vocabulary to aid their writing.
2. **Model** section – the teacher models a sentence that outlines clear writing features and techniques.
3. **Enable** section – the children write their sentence, following the model.

Children are challenged to 'Deepen the Moment' which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk.

"The Write Stuff" uses three essential components to support children in becoming great writers known as the three zones of writing :-

- IDEAS - The **FANTASTICs** uses a child friendly acronym to represent the nine idea lenses through which children can craft their ideas.
- TOOLS - The **GRAMMARISTICs**. The grammar rules of our language system and an accessible way to target weaknesses in pupils grammatical and linguistic structures.
- TECHNIQUES - The **BOOMTASTICs** which helps children capture 10 ways of adding drama and poetic devices to writing in a vivid visual.

Throughout the writing process, children edit and redraft their work in response to feedback from their teacher and peers. Children are challenged to 'Deepen the Moment' which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk.

## Resources

At Welholme Academy we understand the importance of first-hand experiences for our children and visits are encouraged where possible. All teaching staff have been trained in the Write Stuff Approach, which we are implementing across the school – starting in FS1. All classrooms are equipped the resources required to ensure fidelity to the writing approach.

## **SEND**

All children at Welholme Academy will access quality first writing teaching and are taught age appropriate objectives which are set out in the subject overview document. To enable all children to achieve their potential in writing, scaffolding and support is used appropriately.

All children at Welholme Academy have access to quality first teaching in all areas of the curriculum which enables them to take part in a broad and balanced curriculum.

Teachers have high expectations of all children. Inclusive and high-quality teaching is delivered to the whole class in writing with bespoke support and interventions carefully planned for groups or individuals where needed.

In order to develop knowledge and skills in writing some children may need extra intervention or provision. Interventions, additional support, resources and scaffolds are put in place to ensure the children reach their goals and learn in the best possible environment and any barriers to writing are minimised.

Support in writing can be in the form of one to one or small group but the needs of the child and how they learn best are always considered first and foremost. Working closely with peers in mixed ability groups enables the children to work inclusively and to support each other. Parallel to this we believe firmly that a child should develop independence skills in writing as soon as possible. Opportunities are provided to enable this and any support given to a child / children will be short term and reviewed regularly.

## **Impact**

### **Assessment**

Informal assessment is on-going and forms part of every lesson, feeding into teacher's planning. 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 the next steps. The marking for each independent piece of writing, of which there are two every half-term, is designed to enable the children to develop their editing skills and build their independence in assessing and evaluating the effectiveness of their own work.

Summative assessment is carried out every term to indicate if a child is working towards, at or above age-related expectations. Teachers meet with the headteacher and assessment lead termly to discuss the progress of children within their class. At the Pupil Progress Meetings, areas of need are identified and next steps are agreed.

Children are assessed against the relevant National Curriculum statements for writing, which are listed in the subject overview document.

### **Safeguarding & Child Protection**

Miss Glasby is the Designated Lead teacher with responsibility for Safeguarding, Child Protection and Looked After Children. Mr Chamberlain is the Deputy. If anyone has any concerns about the care or welfare of a child, they should refer to Welholme Academy's Child Protection Policy on our school website [www.welholmeacademy.com](http://www.welholmeacademy.com) or speak to one of the Pastoral Team.

## **Equalities**

At Welholme Academy we value all children and adults equally. The ethos of our school supports the development of self-respect and self-esteem in all children, staff and the community it serves. School and Trust staff are committed to running an equitable and inclusive school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation and social circumstances.

## **Monitoring and Evaluation**

Writing is monitored using an annual cycle of planning, teaching and book scrutiny. Following this, feedback is given to all teachers so that good practise can be shared across school. Questions are posed to highlight areas for development and if necessary changes to practise are made. This is constantly reviewed in lessons and future enquiries. Any findings and suggestions are shared with the Senior Leadership Team with the aim of improving teaching and learning in writing throughout the school, and the writing subject lead will work in conjunction with year groups to ensure areas for development are highlighted and acted upon.

**Produced by: Rachael Crompton**

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