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# WRITING POLICY

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WOLSEY HOUSE PRIMARY SCHOOL



HEADTEACHER: MRS H.M. KING  
CHAIR OF GOVERNORS: MR M PEATFIELD

## Writing Policy

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)

We believe English has 'a pre-eminent place in education and in society. It is a subject in its own right and the medium for teaching; for pupils, understanding language provides access to the whole curriculum. Through being taught to write and speak fluently, pupils learn to communicate their ideas and emotions to others; through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, spiritually and socially. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.' (The National Curriculum in England (DfE) 2013)

### Intent

At Wolsey House Primary School our ambition is to give children the best education which develops a lifelong love of learning. We want our children to be engaged, enthusiastic and resilient learners who are able to control and manipulate the mechanics of reading and writing in order to communicate their thoughts, feelings and ideas effectively and have a clear understanding of others'.

Writing is an essential part of our curriculum and all children from Foundation Stage to Year 6 are provided with a great range of opportunities to develop and importantly apply their writing skills across the curriculum. It is our intention that children develop a clear understanding of the writing process and to establish themselves as an author with a clear voice.

Through our use of high quality texts, we foster children's interest in writing giving them a clear audience and purpose. Children are taken on a writing journey which builds their knowledge of writing for context and purpose. The progressive curriculum builds on prior knowledge from previous years allowing the children to explore a variety of genres. The writing continuum builds in the crucial skills of planning, drafting and re-drafting their writing. Grammatical skills and spelling structures are linked to the writing genre studied and underpin the writing process.

We will broaden our children's exposure to high level vocabulary and build opportunities for the new vocabulary to be used in context and in other areas of the curriculum. We want our children to apply their understanding of vocabulary and grammatical features within and across the English curriculum.

Our children learn how to understand the relationships between words, word meaning, implied meaning and figurative language within writing lessons, whilst ensuring that children are supported in their spelling strategies.

Children are taught to control their speaking and writing consciously using correct Standard English and understanding the importance of this.

## **Implementation**

These aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Teachers use KTC phonics program, Pie, Corbett's Talk4Writing and the Model, Teach, Apply initiative. Where appropriate, cross curricular links are made with themes taken from the Big Picture and the identified 'Sticky Words' are embedded and transferable across the curriculum.

Our curriculum closely follows the aims of the National Curriculum for English 2014. The national curriculum for English 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
- 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; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## **Impact**

As a result we have a staff who are equipped with the confidence, skills and resources to tailor the curriculum to the needs of our learners. We have children who are positive about writing and are proud to share their written work. They value and praise each other and can identify strengths and next steps in their own and each other's writing. They have an awareness of the audience and a clearly defined purpose for writing and can articulate what that is. Our children are authors.

## **Teaching and Learning of Writing at Wolsey House Primary School**

A quality Literacy curriculum should develop children's love of reading, writing and discussion and at Wolsey House we aim to inspire an appreciation of our rich and varied literary heritage. We want to foster a love and a habit of reading widely, often and for pleasure. Reading rich and varied texts is crucial for effective writing. We recognise the importance of promoting a culture where children take pride in their writing, can write clearly, effectively and accurately and can adapt their language and style for different audiences and purposes. We want to inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning. Children need to develop secure knowledge in writing which follows clear progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

The Talk for Writing approach, developed by Pie Corbett, enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

### **Baseline assessment and planning – the 'cold' task**

Teaching is focused by initial assessment; an interesting and rich starting point provides the stimulus and content. The aim of this is to see what the children can do independently at the start of a unit, drawing on their prior learning. Assessment of their writing helps teacher to establish what to teach the whole class, different groups and adapt the model text and plan. Targets can then be set for individuals.

### **The imitation stage**

The teaching begins with a creative hook which engages the pupils, often with a sense of enjoyment, audience and purpose. Writing challenges provide a sense of purpose. The model text is pitched above the pupils' level and has built into it the underlying, transferable structures and language patterns that students will need when they are writing. This is learned using a 'text map' and actions to strengthen memory and help students internalise the text. Activities such as drama are used to deepen understanding of the text.

Once children can 'talk like the text', the model, and other examples, are then read for vocabulary and comprehension, before being analysed for the basic text and language patterns, as well as writing techniques or toolkits. All of this first phase is underpinned by rehearsing key spellings and grammatical patterns. Short-burst writing is used to practise key focuses such as description, persuasion or scientific explanation.

### **The innovation stage**

Once children are familiar with the model text, the teacher leads them into creating their own versions. A new subject is presented and the teacher leads children through planning. With younger children, this is based on changing the basic map and retelling new versions. Further up the school the children use boxed-up planners and the teacher demonstrates how to create simple plans and orally develop ideas prior to writing. Ideas may need to be generated and organised or information researched and added to a planner. Shared and guided writing is then used to stage writing over a number of days so that students are writing texts bit by bit, concentrating on bringing all the elements together, writing effectively and accurately for a clear purpose.

### **Independent application and invention – the 'hot' task**

Eventually, children move on to the third phase, which is when they apply independently what has been taught and practised. Students are guided through planning, drafting and revising their work independently. It is essential to provide a rich starting point that taps into what students know and what matters so that their writing is purposeful. Writing may be staged over a number of days and there may be time for several independent pieces to be written.

## **Year 4 - 6**

### **Model, Teach, Apply**

As the children progress through our school they will head towards greater independence and so from year 4 children follow the Model, Teach, Apply strategy from the Closing the Gap initiative, meaning that they have greater ownership of their writing.

There are three main steps to this strategy: Capturing ideas, familiarization with the text and teacher demonstration leading to modeled, shared and independent writing. Some examples of the strategies used for the steps are outlined below.

### **Capturing ideas**

- Introduce hook- the quality text.
- Pre-teach key vocabulary
- Book zip, using only the front and back cover, predict what the book might be about. Focus on the blurb to generate questions. Fiction or non-fiction?
- Shared reading to predict, clarify, question and summarise and to read for meaning.
- Use scanning to answer specific questions from the text as quickly as possible.
- Internalise / learn the text using the dictogloss approach.

### **Familiarisation with the text**

- Explore sentence structure.
- Teach the use of the relevant grammatical structure/s required. Year group specific and linked to NC expectations.
- Use thesauri and clines to broaden the range of children's vocabulary
- Box up the text and display on the working wall with conjunctions, vocabulary and ideas gathered during this phase.
- Introduce hook for writing. For example, one section of the book hasn't been written – can the children write it? Watch video clips to support understanding of a different part of the world. Take notes to build into plan for their writing.

### **Teacher demonstration – modelled and shared writing**

#### **Teacher scribing – guided and supported and independent writing**

- Revisit success criteria and writer's toolkit.
- Model planning own version using a boxed up planning. Children to repeat for their own version of the text. A few children would write a similar text to the original text but most children would be innovating on the original text to a greater degree.
- Teacher to model own version of the text. Move into shared writing to develop the text further.
- Children to repeat for their own version of the text. Within Guided Writing, teacher to work specifically with children on identified next steps that fit within the writing genre.
- Children are supported to proof read and make changes where appropriate.
- Support the children to return to success criteria to edit and evaluate their own work.

We use a wide variety of quality texts and resources to motivate and inspire our children through Reading Comprehension Sessions, Shared Reading and writing lessons. These texts or extracts form the model that the children can pick apart to identify the ingredients for writing. As our children have followed the Talk for Writing strategy, they are familiar with this technique and are able to pick out grammatical features, language choices and the level of formality required to complete the task.

Our children are then taken on a writing journey where they are given plenty of opportunities to practise the grammatical structures, vocabulary or sentence structures that they will use in their writing. The teaching follows

this sequence: read as a reader and comprehend; read as a writer and analyse; teach and apply new skills; write; edit and proof-read; mark; reapply in other context.

The children are given the opportunity to write independently, for a clear audience and with an identified purpose, allowing them to use the learned skills. Each year group follows the writing continuums and builds on prior learning.

### Curriculum Planning and Organisation

Planning is inclusive and differentiated to meet the needs of all our learners including those children who have been identified as having additional learning needs or who have English as an additional language. Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise and they receive regular internal and external CPD.

### Assessment

The on-going writing journeys allow teachers to regularly and immediately formatively assess children’s writing and teachers are then able to adapt plans to meet the needs of the learners in their class. Children’s writing is teacher assessed continually throughout each year and their progress is monitored on Target Tracker. Pupils who are making accelerated progress are stretched to challenge them and so their progress continues. Children who are not making expected progress are supported with interventions and the deployment of TAs to allow them to have areas in need of development within their writing addressed. STA exemplification material is used in years 2 and 6 to support teacher assessments as well as regular, valuable internal moderation meetings. We work collaboratively and productively within a Triad of schools and meet regularly to moderate writing and share good practice. In 2019 the end of KS2 writing was externally moderated and all teacher assessment judgements were agreed meaning that our judgements are accurate.

**Named co-ordinator:** Jenny Bird

**Signed:** *J. Bird*

**Headteacher:** H.M. King

**Signed:** *Helen M. King*

Policy updated: **September 2021**

### Linked Policies

▪ Curriculum	▪ Teaching and Learning
▪ Differentiation	▪ Assessment
▪ Monitoring and Evaluation	▪ Self-Evaluation & School Improvement
▪ Special Educational Needs	▪ Gifted and Talented
▪ English as an Additional Language (EAL)	▪ Disability Non Discrimination

