

Version control: V2			
Date approved	July 2021	Review planned	Sept 2022
Signed/...../..... Gwen Kelsey, Chair of Governors			



Writing Policy

Our intent

“I can shake off everything as I write; my sorrows disappear, my courage is reborn” – Anne Frank

At Longford Church of England Primary School, our aim is that our children will become authors with a love of the craft of writing. To achieve this, we have developed a sequential approach to our teaching combining the knowledge of different genre and their associated text features with a clear understanding of appropriate use of the grammar and punctuation needed to ensure comprehension by the reader.

The focus within each unit is to teach and practise the skills children need and to then apply them in writing activities which inspire children to have a love of being a real author as opposed to simply being a writer.

The writing experiences we develop are inspired by immersing children in curriculum linked, high quality reading texts and real life experiences (see Long Term Curriculum Plan), enabling children to see both the purpose and importance of their writing, as well as encouraging them to take pride in what they produce.



Our Aims:

- To ensure that pupils are given the tools to become both effective and efficient writers who are able to write appropriately for a variety of audiences.
- To assist pupils in acquiring the knowledge and skills to communicate effectively within a range of contexts
- To assist pupils to become aware of and appreciate the skill of writing and the opportunities it can provide.
- To provide experiences for children which ensure their writing serves a real purpose which they can observe and take pride in.
- To ensure the children develop a rich and varied vocabulary through regular reading practice (see 'Reading Policy'), providing them with a wealth of resources to transfer into their writing.
- To teach the importance of punctuation use and correct grammar within writing and how this clarifies meaning.

For the teaching of Writing we intend to:

We at Longford Church of England Primary School strongly believe that in order to develop into an enthusiastic, independent and committed writer, it is critical to develop an understanding of text through being a reader (See Reading Policy). A child who loves reading will be able to transfer their experiences into their writing both in terms of the flow of language and the richness of vocabulary.

We have developed a whole school approach with strands integrated through the curriculum topics, focusing on different genre to be used throughout discrete writing sequences. This approach develops the knowledge and skills to be able to write with accuracy for purpose and reflects National Curriculum expectations.

Our curriculum is developed around a series of high-quality texts ~~that are~~ used to develop children's appreciation, understanding and analysis of literature (see Curriculum Policy)

Units of writing will focus on implementing a range of approaches to teach skills and strategies over both Key Stages. Each week a range of skills and features will be practised, although individual lessons will focus on specific features, based on teachers' knowledge of the children's needs, gathered through assessment, as well as the features required for the final outcome.


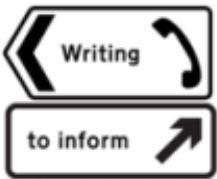


1. Implementation – genre types to be taught:

Throughout each year we have grouped the different genres types in writing into four strands of purpose:

- **Writing to entertain**
- **Writing to inform**
- **Writing to persuade**
- **Writing to discuss**

These have been integrated into our long term curriculum plan & frameworks in order to expose children to each of them through well linked reading, writing and curriculum learning sessions.

Within each strand of purpose we will focus on the associated different text types and their features, along with the appropriate punctuation and grammar rules. For example, when studying the topic of WW2, one extended piece of writing UKS2 would complete is a newspaper report on the War. This will involve writing to both inform and discuss.

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

As each genre is focused on, we will ensure children have a clear understanding of the specific text features at an age appropriate level. This will be achieved through:

Analysis of high-quality text to identify text features and layout.

Discrete teaching of text features and layout

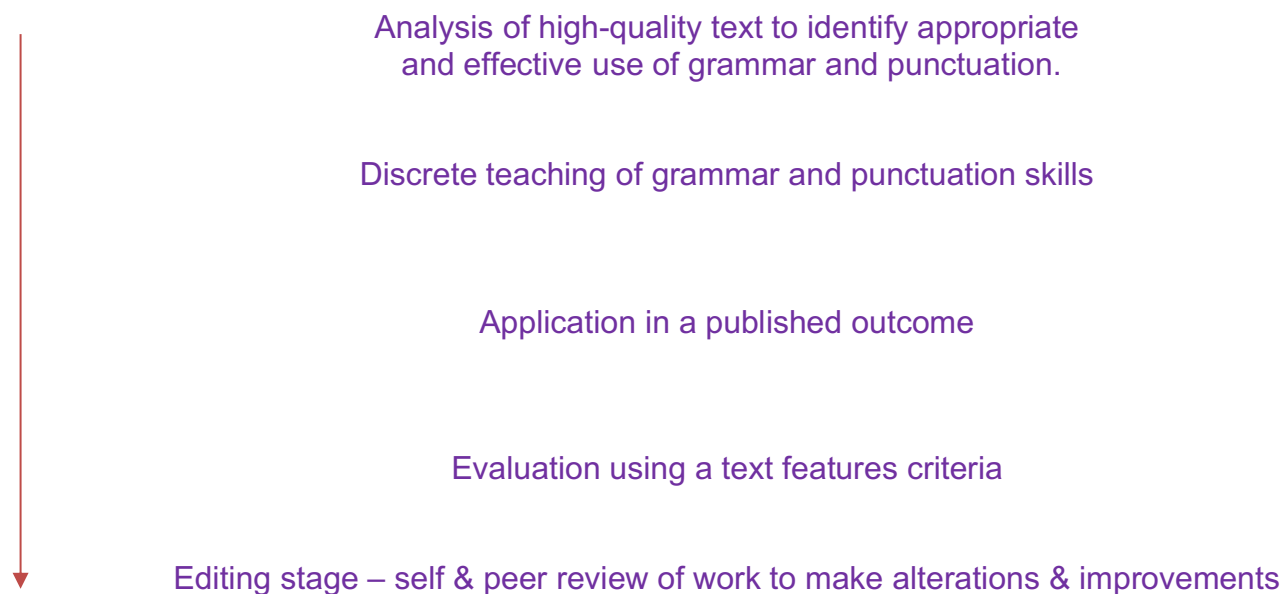
Application in a published outcome

Evaluation using a text features criteria

Editing stage – self & peer review of work to make alterations & improvements

2. Implementation – Grammar, Punctuation and spelling features to be taught:

During each discrete genre unit we ensure children have a clear understanding of the relevant grammar & punctuation knowledge and skills which will be required in the final published outcome at an age appropriate level. This is achieved through:



No-nonsense Spelling

From Year 2 onwards, once all phases of Phonics have been covered, children move on to learning the statutory spellings & rules for their year groups. This is delivered through use of the 'No-Nonsense' spelling programme, which provides teachers with a half-termly plan of spelling rules and strategies to be taught. Plans are modified and taught based on the needs of the children in each class in order to engage all learners.

3. Implementation –handwriting & publishing to be taught

Handwriting:

Discrete lessons to teach handwriting are ongoing throughout the year in Key Stage 1 using the school handwriting style (see Appendix 1)

Children will be taught letter formation with leading and exit flicks from EYFS and will move onto cursive script when the teacher assesses they are ready. Our aim is that all children will have mastered cursive script by the end of Year 3.

In Key Stage 2, all writing journals have handwriting guidelines and children use these until it is felt that:

1. their handwriting is consistent for letter size
2. their letter formation is accurate

Teachers monitor and identify handwriting targets for pupils and initiate additional practice through their feedback in line with the schools marking policy (see 'Marking Policy').

When the two criteria are met consistently children are moved onto conventional lined paper for all writing work. The importance of this stage of development is highlighted by children having their lined books presented by the Headteacher.

Presentation

Required standards for presentation within books will be actively taught and promoted across all year groups, with expectations increasing each year (See Staff Handbook). At the beginning of each school year, teachers will ensure that the high standards expected of each child are made clear for the age group in question, by modelling and sharing examples of the same high standards of presentation and layout. (See 'expectations in books' & 'writing exemplifications'). Book scrutinies will be carried out to ensure that expectations are maintained across all classes and to identify any areas where improvements could be made.

High Quality Modelling

As an introduction to each extended piece of writing, teachers will model the standard expected by providing a high quality example. The teacher will demonstrate the thoughts and ideas that should go into writing the piece of text, gathering ideas and suggestions from the children and providing them with the opportunity to observe a quality piece of writing being constructed and the process of how it is carried out. Once completed, the modelled example will be analysed and important features highlighted, so that all children understand what to include and what will be expected in their own writing.

Publishing – All work beforehand is in books

At the end of a unit of writing, when all editing and corrections have been made, children will make a final published copy of their outcomes. This copy will be published in a way that is attractive and appropriate for the genre and leaves the child with a sense of pride in their achievement.

The integrated writing sequence

Each unit of writing will have a genre specific focus and relevant grammar and punctuation elements. The overall sequence will provide learning for each of these and will result in an opportunity for the children to apply them in their own outcomes, published to high standards.

Each sequence will draw on the analysis of text and shared reading sessions and include discrete text and grammar specific lessons. These will then be applied in the crafting of a final outcome which will follow a **Plan - Draft – Edit – Publish sequence.**

Each sequence will be planned over a number of weeks, but the length of the sequence will be dictated by the genre in question and the amount of content required.

Genre text and layout sequence	Grammar and Punctuation sequence
<p>Analysis of high-quality text to identify text features and layout.</p> <p>Discrete teaching of text features and layout</p> <p>Application in a published outcome</p> <p>Evaluation using a text features criteria</p>	<p>Analysis of high-quality text to identify appropriate and effective use of grammar and punctuation.</p> <p>Discrete teaching of grammar and punctuation skills</p> <p>Application in a published outcome</p>
Application and Publishing Stage	
<p>Plan a piece of writing in which skills learnt can be applied</p> <p>Produce a piece of writing</p> <p>Evaluation using a criteria</p> <p>Edit this piece through supported analysis</p> <p>Publish a final copy independently</p>	

Impact

Progression in writing involves children using the appropriate skills and strategies with greater independence and confidence, without explicit reminders about what to do. Confident independent writers know what sort of specific text features to apply to the particular task in which they are engaged. They also:

- Develop their ideas through a deliberate selection of phrases and vocabulary, based upon the text type in question.
- Develop an understanding of the impact their writing has on the reader and what can be done to improve this (e.g. using synonyms to improve vocabulary).
- Use a range of punctuation and grammar accurately and are able to explain their use.
- Accurately apply subject specific vocabulary within their writing, this being taught alongside the wider curriculum topic.
- Develop their personal literacy skills so that they are articulate in the spoken word and thus able to transfer this into their writing.

Appendix 1

Example of a three week block of English lessons in the lead up to a Diary Entry extended piece of writing (to be taught alongside Geography & History where subject content is taught).

Monday	Tuesday	Wednesday	Thursday	Friday
Discuss text type & Look at modelled example, highlighting features	Past tense – different forms	Formal v informal language	Conjunctions & paragraphs	Shared Reading - Anne Frank's diary
Monday	Tuesday	Wednesday	Thursday	Friday
Pronouns & inverted commas	Diary vocabulary	Emotions	Opinions v fact	Shared reading – Anne Frank's diary
Monday	Tuesday	Wednesday	Thursday	Friday
Return to looking at modelled example & generate success criteria from this. Plan	Independent writing of diary entry	Independent writing of diary entry	Peer & self-editing before redrafting	Final publication after marking by teacher

Appendix 2

Add a published piece and examples of how it builds up.