



Writing Policy

Rationale

This policy describes our practice in the teaching of writing; it is defined by current national guidance on best practice, in-service training, staff discussion and professional judgement.

Our approach to teaching of English is multi-faceted, incorporating oracy, drama, real contexts and high-quality literature. Our priority is to create fluent writers (and readers) with all the skills and knowledge they need to be confidently literate in life.

We want all children to leave Spire Junior School with a life-long reading habit and a love of books because reading will improve their vocabulary, inspire them creatively and improve their ability to write well.

Skills needed for writing are taught within real contexts wherever possible and teachers plan creative and relevant links to their class topics as a stimulus.

Intentions

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2014). To support our teaching of writing, staff link texts and genres to the wider curriculum to fully immerse the children and develop an ownership and understanding of the context to which they are being asked to write about. The teaching of writing is flexible and class teachers apply their own creativity to cover the objectives stated in the National Curriculum.

Teaching and Learning

Teachers plan sequences of lessons to build towards a longer writing outcome that is linked to reading, drama and other shorter writing tasks.

In the first, third and fifth term, children will base their writing about real-life experiences, activities they have completed in school, poetry or topical events and news.

In the second, fourth and sixth term, children will base their writing, which will mainly be narrative writing at this point, on their class text. This means they will have had a term's worth of exposure to the text and a deeper understanding of the genre necessary before applying the writing.

Teachers model writing skills and the use of phonics and spelling strategies in shared writing sessions. Guided/specific writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended independent writing sessions at the end of a unit; applying their taught skills to an unsupported piece of writing.

Key Skills

- Learn to write independently and with enthusiasm.
- Learn to use language to explore their own experiences and imaginary worlds.
- Learn to change the way they speak and write to suit different situations, purposes and audiences.
- Read a range of fiction, non-fiction and poetic texts and respond to these with writing. These should also form the basis of the children's writing.
- Explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).
- Apply the Spelling, Punctuation and Grammar skills they have been taught to their writing, as well as within their SPAG lessons and assessments.

In order to ensure children have exposure to writing about different text types, a whole school genre overview is in place to support the planning of writing and encourage writing a broad range of texts.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Totals
Year 3/ Year 4	Non-chronological report Descriptive writing Letter	Diary Poetry - through a door Narrative	Newspaper reports Poetry with an animal persona Persuasive writing - visiting another country	Recounts Adventure narrative Science week Instructions	Shape poetry Narrative from another culture Non-chronological report	Descriptive writing in a fantasy setting Playscripts Newspaper reports	F=7 NF=8 P=3
Year 5	Poetry - Tudors, Henry VIII Historical letter - persuasive Descriptive writing - setting	Diary Balanced argument Narrative with an historical setting	Newspaper report Discussion text Poetry - narrative	Descriptive writing Narrative from another culture Instructions - Science week	Guide book / tourist brochure Arts biography	Mystery narrative Play script Poetry - morals and meanings	F=8 NF=6 P=3
Year 6	Non-chronological report Narrative poems Descriptive writing - setting	Diary Narrative writing with historical setting Instructions - recipes	Newspaper report Persuasive writing Poetry - metaphorical Poetry - Haiku	Adventure narrative from another culture Recount Brochure - Science Week	Information text (PSHE) Autobiography	Narrative writing with flashbacks Playscripts Poetry - free verse - time at Spire	F=6 NF=8 P=4

Lesson structure:

1. At the beginning of any lessons being recorded in books, children will put their date (Monday 1st January 2024) and LI (LI: To describe settings, character and atmosphere)
2. Children will complete a '6 in 6', which will be made up of six punctuation and grammar (PAG) questions. These will be based on the knowledge and understanding that the children have already been taught, or are focusing in during that week.
3. Next, the class will go over their Top Ten words from our Word Power list. Monday will include the teaching of this new vocabulary, then the remainder of the week will be

recap and revisiting using a range of activities. The words on the screen should be colour-coded **verbs in red**, **Nouns in blue**, **Adjectives in green** and adverbs in black.

4. Writing lessons will vary in nature, depending on the genre and focus of the lesson. Over a unit of writing, it would be typical to see:
5. A WAGOLL (What A Good One Looks Like) being read and annotated.
6. The use of a genre toolkit within the lessons.
7. The teaching and learning of PAG principles which would support that genre.
8. Word, sentence and text level reading, writing and analysis.
9. Modelled writing by the teacher, including handwritten work to model our handwriting policy.
10. Shared writing between the teacher and the class, as well as group and partner writing.
11. Independent writing, some of which will be assessed.
12. Chance for children to edit and improve their work at a word, sentence and text level.
13. Self-assessment, peer-assessment and teacher feedback are an integral part of our Writing lessons at Spire. This should be ongoing throughout the lesson, as well as at the end of the lesson to help mark work.

Assessment

We firmly believe in the power of immediate, personalised feedback, so much marking is done 'pen-in-hand' by teachers during lessons. Being next to a child and having a conversation in the moment about their work has far more impact than lengthy written feedback in many instances, so adults create classrooms where this dialogue is possible and powerful. Regular written feedback is still given after extended pieces of writing.

Writing
<ul style="list-style-type: none">• ☑First and foremost, pen-in-hand immediate marking takes place throughout lessons to move children's learning on.• ☑At the end of a piece of extended writing, the teacher marks each child's work according to the end of year expectations.• Where a child cannot access the year group expectations for their assessments, they will be assessed against the year group criteria at which they are working.• Years 3-6 take part in half-termly whole school writing assessments, with the same task given, but specific to each year groups topics, and marked during whole school moderation meetings. <p>Teachers to complete full writing assessment form for each child.</p>

Assessments

Term 1- Year group preference- must all do the same in the year group.

Term 2- Weeks 1 and 2- All to produce a diary.

Term 3- Weeks 3 and 4- all to produce a newspaper.

Term 4- Week 3- A piece of writing linking to British Science Week- see writing overview for your year group's genre.

Term 5- Y3/4/5 weeks 4 and 5, Year 6- week after SATS- Non-chronological report

Term 6- Weeks 3 and 4- Narrative writing

Supporting Individual Children

Children will be supported through the use of phonics to help them develop their writing skills. This will be across both their reading and writing lessons.

Children will have access to a variety of resources to help them with their writing. This will include use of the working wall, spelling or word mats, phonics sound cards and guided writing activities.

The whole-class teaching is designed to support all learners. This includes the delivery of shared write and whole class writing. Here, teachers will use a pattern of 'I do, we do, you do' as well as KAGAN activities to support the inclusion of all.

Left-handed children should sit to the left of right-handed children to avoid their arms bumping each other. Left-handed children should sit with their body and paper at a slant to the right. This enables them to see their pencil tip, prevents children smudging their work with their writing hand and allows the pencil to move more freely. Some children may also need to use different tools to support their handwriting development, for example; pencil grips, a sloping surface or a thick triangular pencil.

Marking and feedback

The continuous assessment for learning made by the class teacher will inform subsequent curriculum planning. As per our marking and feedback policy, most feedback will be given verbally on the work, with written comments only being used if these are deemed to be the most effective way of giving feedback in that lesson.

Children will respond to feedback in pink pen.

Equal Opportunities and Inclusion

At Spire Junior school we acknowledge our responsibility to provide a broad and balanced curriculum for all pupils irrespective of gender, ethnicity or ability. The following three principles will be applied to provide a more inclusive curriculum:

1. Setting suitable learning challenges;
2. Responding to pupils diverse learning needs;
3. Overcoming potential barriers to learning for individuals and groups of pupils.

All pupils, including those with special educational needs, undertake the full range of activities. We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. Teacher assessment determines the depth to which individuals and groups go during each unit of work.

Resources

Learning resources are kept in the resource and phonics rooms. All teachers are responsible for the maintenance and organisation of these areas, though the co-ordinator will do a general stock check annually.

Whole class texts are borrowed from Sheffield Library Services each term. It is the responsibility of the English coordinator to communicate requests to the library service, class teachers are responsible for all texts and resources borrowed and stored in their classrooms.

Handwriting

We use the Letterjoin Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing. This is an online scheme to which we subscribe for all children (<https://www.letterjoin.co.uk>) There is a separate handwriting policy document to support the teaching and learning of handwriting.

Roles and Responsibilities

The teaching of English is the responsibility of all teachers within the school. The head teacher and Writing lead has responsibility for ensuring that the policy is used and updated when necessary and for the effective teaching and learning of English throughout the school. The English co-ordinator has responsibility for overseeing the teaching, for the purchase of resources and for ensuring progression and continuity through monitoring, planning and assessment.

Review

This policy and the associated English curriculum will be reviewed by the co-ordinator and Headteacher annually and updated if required.

The needs of staff regarding the teaching of English, either expressed by the teachers directly or identified by the co-ordinator will inform the school development plan.