



Abbots Ripton Church of England Primary School

English Policy: Writing

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Our church school creates a firm foundation where together, with God's help and with the help of others, we learn for life, achieve our best and grow in faith.

Purpose of Overall English Policy

- To create a shared love and passion for English.
- To enable every child to achieve their full potential.
- To establish and share high expectations of staff and pupils.
- To promote continuity and coherence across the school.

Aims of Policy

English has an important place in education and society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have the chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils to both acquire knowledge and to build on what they already know.

Here at Abbots Ripton primary School, we firmly support the core national curriculum aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for pleasure and information
- 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.

Expectations

By the time children leave our school, we expect them to communicate through speaking, listening, reading and writing, with confidence, fluency and understanding.

Teaching and Learning

In all classes, teachers are responsible for providing the opportunity to write for a range of real purposes and audiences. We firmly believe that this supports a love of writing, which is central to our approach. Children should have the opportunity to write a range of genres - both fiction and non-fiction - such as narratives, explanations and descriptions. There should be a suitable balance of fiction and non-fiction exposure in each classroom.

Reading and writing for pleasure are integral in our curriculum; writing opportunities are to be inspired by high quality literature and film. Through close links with Guided Reading, teachers are to develop the pupils' ability to 'read as a writer'. Children should draw knowledge from the wide range of texts and stories that they have been exposed to.

The English Overview document supports the planning of writing and the development of both fiction and non-fiction opportunities. This document also contains recommended written outcomes and concisely links the relevant SPaG content to different genres of writing. These documents can be accessed by teachers on Staff Share.

Writing is to be planned and taught in three distinct phases. These phases are adapted across the school to suit both the age and experiences of the children.

Phase One: Immersion

This is the exploration into a new genre or stimulus. Exciting and engaging opportunities are to be provided for the children, including real-life contexts/scenarios and role play; the children engage in a variety of discussion, drama and debate. They will actively engage with a new genre of writing, exploring WAGOLL texts ('what a good one looks like'); key features of each genre are identified and a writer's toolkit is often generated by the class.

Phase Two: Rehearsal

Children are to rehearse relevant text-type features which have been identified in the first phase of writing. This is through a range of application activities, where children explore both language and layout features, which are age-appropriate, within the context of the text type. This may include the rehearsal of expanded noun phrases if the children are writing a story in phase three.

Phase Three: Planning, Writing and Editing/Redrafting

Following the rehearsal of features, children now plan, write and edit/redraft their own version of the text type. Editing/ redrafting is taught regularly throughout the writing process and also in an age-appropriate way. For example, the teacher modelling aloud, guided editing, peer editing and self-editing.

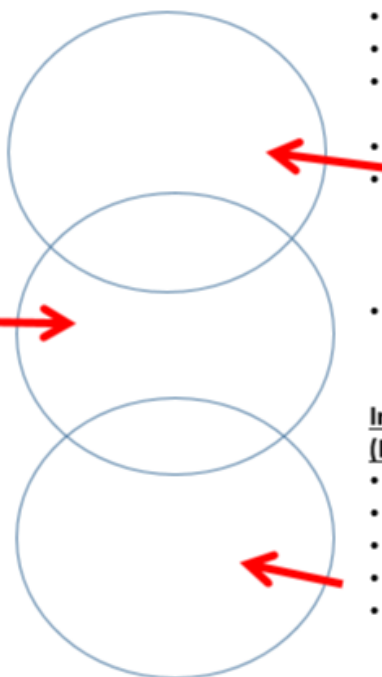
At least once a half term, children should have the opportunity to publish their written work. Examples could be in the form of a double-page spread, an online blog, a written piece for a display in the classroom or sending and receiving real letters.

A pictorial breakdown of the phases of writing is shown below. This structure is to be adapted to suit both the age and needs of the children in each class. The teacher is responsible for this planning process, with the support of the English Subject Lead.

The Phases of Writing

Rehearsal (Phase 2)

- Explore some of the features that were identified in Phase 1 – use the toolkit that the children have generated.
- Spend several lessons rehearsing and practising those features – guided writing, shared writing etc. Lots of word play and the celebration of 'risk taking'. You would then expect to see these features from the toolkit appearing more independently in Phase 3.
- Timely feedback and support provided.



Immersion (Phase 1)

- Looking at a text-type.
- Read, read and read...!
- Drama and role play.
- Hands-on, practical activities.
- Exploring the topic.
- Comparing and contrasting different examples of the written text-type.
- Generate a toolkit (success criteria) with the children.

Independent Writing (Phase 3)

- Plan and draft
- Write
- Re draft
- Edit
- Children to assess their work against the toolkit they created.

Writer's Toolkit

All classes should generate (in an age-appropriate way) a class-created toolkit. Typically, this is utilised in Phase 1 of writing and is then reflected upon throughout the writing process. Children should use the Writer's Toolkit to assess their targets and goals when writing. An example of a Writer's Toolkit is shown to the right.

Grammatically specific terminology must be shared at all times (see Curriculum Overviews for age-appropriate SPaG content). For example, the language of 'fronted adverbial' and 'subordinate clause' must be taught and shared with the children.

Explanation Text Toolkit

Have I Included...?

<i>Layout feature:</i>	<i>I think...</i>	<i>My teacher thinks...</i>
<i>A title</i>		
<i>Introduction</i>		
<i>Sub headings</i>		
<i>Paragraphs</i>		
<i>Fact boxes</i>		
<i>Conclusion</i>		
<i>Chronological order</i>		

<i>Language/grammatical feature:</i>	<i>I think...</i>	<i>My teacher thinks...</i>
<i>Technical vocabulary</i>		
<i>Parenthesis</i>		
<i>Causal conjunctions</i>		
<i>Fronted adverbials</i>		
<i>Subordinate/relative clauses</i>		
<i>Formal tone</i>		
<i>Third person</i>		

Cross Curricular Writing

Writing opportunities are to be firmly fixed across all curriculum areas, not just in English. For example, children may apply their learnt skills in English by writing an explanation text in History. Cross curricular writing is planned in an age-appropriate way, with opportunities becoming more frequent and of a longer length across Key Stage Two.

It is imperative that teachers are careful to create opportunities for pupils to write in styles that they have previously experienced in English. Therefore, this will demonstrate a more independent application of learning and it will also support the assessment of writing.

Teachers are to carefully plan the writing opportunities across the curriculum using the Writing Overview Termly Plan. This can be accessed on Staff Share.

Spelling, Punctuation and Grammar

Punctuation and grammar is to be taught explicitly through all three phases of writing. Grammatical elements are to be carefully selected by teachers and will be taught in the context of the relevant genre of writing. (For example, using brackets and dashes in an instructional piece). Children should have the opportunity to identify, practise and use a range of age-appropriate grammatical elements and punctuation.

Phonics

In Early Years and Year 1, the resource 'Story Time Phonics' is to be used to teach individual phonemes and graphemes, which the children learn to apply in their daily lesson, to both reading and spelling.

It is a systematic approach, where phonics is taught in phases, each phase building upon each other.

Phase 2, 3 and 4 are to be taught in Reception, where children learn the phoneme for each grapheme. Phase 5, which covers the alternative sounds for each grapheme, is to be taught in Year 1 and reviewed throughout the academic year. Each phase also teaches common key words known as 'tricky words' which don't have a phonetic spelling.

The phonics programme supports early spelling by encouraging children to 'segment' each word into its individual sounds and to write the correct grapheme. Teachers should also use visual prompts to support their recognition of individual letters and sounds.

Assessment is to occur after each phase of phonics to check knowledge and application but should also be ongoing as children are heard to read, and supported to write in their lessons.

Spelling

In Years 2-6, spelling is to be taught using the Babcock: No Nonsense scheme of work. We teach spellings through an investigatory approach, where children should be encouraged to explore rules and patterns, including etymology.

Teachers are to plan in opportunities for children to participate in different sessions, including a guided spelling activity (to learn and investigate a rule) and a follow up activity (to apply the spelling rule taught).

Opportunities for learnt spelling rules to be applied in writing should also occur. Children are to frequently use dictionaries across the curriculum, which will support their understanding of spelling and word meaning.

Each class teacher has a copy of Babcock: No Nonsense, relevant for their year group. This resource can also be accessed on Staff Share.

Time Allocations

English Lessons: Daily approximately 1 hour.

Spelling: Approximately 3 sessions per week, 20 minutes.

Phonics: Daily, approximately 30 minutes.

Displays – Working Walls

Each class must have a working wall that reflects the current learning.

Displayed on the working wall could be:

- A word bank
- Annotated WAGOLL texts
- Examples of shared writing
- Key spellings
- GPS content which is relevant to the current writing process.

Around the classroom, it is also expected that age-appropriate scaffolds are displayed and in place for children to use. These are to be rotated and utilised when they are required. It is important that these do not simply become 'wallpaper'; they must remain purposeful for the children. For example, these resources could take the form of phonics mats and table-top writing prompts.

Displays – Writing

It is expected that writing will be celebrated in each classroom. This writing could be from any curriculum area; however, it must be in a prominent positive in the classroom so that it can be celebrated.

Handwriting

We have a separate Handwriting Policy, which should be referred to for full details.

Assessment

In each year group, the children's writing should be assessed with examples across the curriculum, not just in English. Teachers are to assess pupils' understanding against the criteria for their year group, using specific curriculum objectives.

For Years 1-6, each half term, teachers are to moderate each pupil's work using the relevant banded assessment criteria. These assessment documents can be located on Staff Share. Special attention should be paid to whether or not the pupils work is guided or independent; marking codes should be

used to assist this. *Further details can be found in the Marking and Feedback Policy.*

Across the school, assessment will also include the children's written work and observations made by the class teacher.

For spelling, teachers will look for evidence of children applying spelling rules in their written work; this will form a large part of spelling assessment. However, teachers may also use observations and information from discrete spelling lessons alongside this.



Ratification of Policy

English Policy: Writing

Presented to:committee

Policy ratified on:.....

Signed by:

Chair of Committee :.....

Chair of Governors:.....

Head teacher:.....