



# Writing Policy

<b>Staff Responsible:</b>	<b>Mrs R. Callan</b>
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# Teaching and Learning in Writing

## Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Policy
2. Curriculum Rationale
3. Unit of Study Overview and Knowledge and Skills Overview (Year group planning overviews)
4. Writing Cycle
5. Genre Coverage
6. Writing Vision

Together, this documentation collates the coverage and implementation of each of the Core Curriculum Subject Areas.

## Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation is established and updated regularly.

1. **Subject Audit** – An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. **Subject Action Plan** – A three-point action plan is derived from School Development Plan priorities and the subject audit to establish next steps as we continue to strive to improve each subject area.
3. **Learning Enquiry** - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice. All findings are collated, feedback is shared and next steps are actioned.

## Delivery of Writing

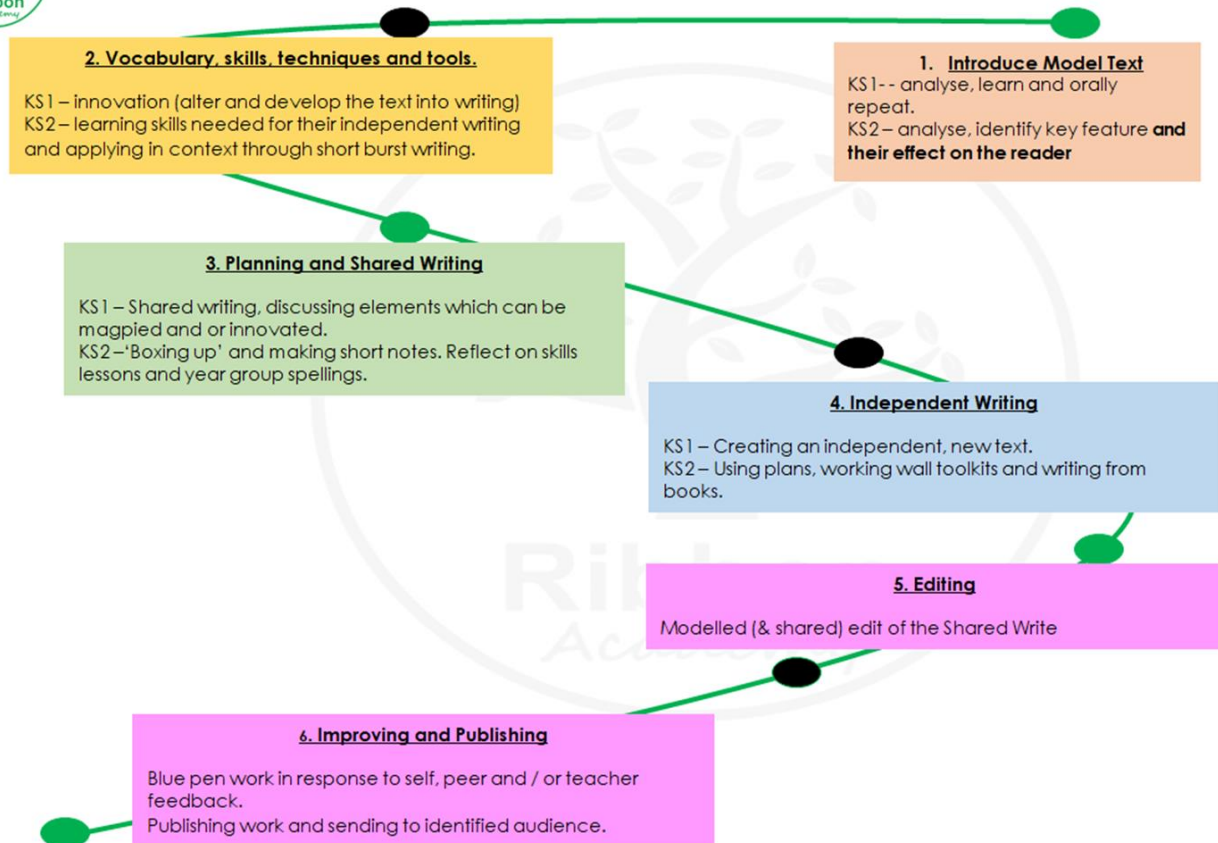
The Writing Plan for each year group, clearly maps out the knowledge and skills to be taught across the year. At the beginning of each year, each Year group will complete a unit to embed grammar and punctuation skills following the Place Value of Punctuation and Grammar Scheme, prior to beginning composition units. Teaching is planned around a half termly class novel, carefully selected to ensure exposure to quality literature. The written text, wherever possible, will be linked to this or the wider curriculum subjects. Each term, there will be 3 or 4 writing cycles, each lasting around 3 or 4 weeks, covering a range of texts for entertaining, persuasion and informing. In years 3 and 5 the cycles will be of 4 weeks to allow for new skills to be taught and applied. During the course of the year, each year group will also complete a poetry unit, based on either a particular poet or style of poem. Therefore, over the course of a year, children should produce between 9 and 12 pieces of (independent) extended writing.

## Lesson Content

In order for pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences, the Ribbon Writing Cycle has been developed (see below).



## Ribbon Writing Cycle



During the writing cycle, children will:

1. **Study a carefully-chosen model text.** This could be from Grammarsaurus (and adapted, if needed) to ensure that all writing features from the knowledge and skills overview are included. Children will study the **audience** and **purpose** of the model text and which writing skills are used for **effect**.
2. **Study skills, techniques and tools.** Using the knowledge and skills overview, children work on developing and applying grammatical and punctuation skills **in context**. They should select the vocabulary and grammatical structures to create a desired effect on the audience. These skills may be practised in sentence level or short burst writing activities. The 'Can I' statement should refer directly to the reader. For example, instead of 'Can I use expanded noun phrases?' use 'Can I help the reader picture the scene by using noun phrases?'
3. **Planning and Shared Writing.** Linked to the core text studied in class (or stand-alone if an obvious link isn't applicable), children plan and complete a shared write. This is a whole-class piece of writing, where children share ideas and the teacher models how to turn a

plan into a piece of writing. As children move towards Upper KS2, the shared element of the writing cycle may not feature in all genres (only if required), as children should be confident in independently writing most genre types.

4. **Independent Writing.** Children to produce an independent plan and piece of writing.
5. **Editing, Improving & Publishing.** Children will edit and improve their own work and that of their peers, thinking like a writer to analyse and explain their choices. This may be supported through the use of editing prompts. At this stage, children will edit in black pen. Children will respond to teacher's marking and feedback. This could be done through 1:1 conferences or through whole-class or peer feedback. Children should correct grammar, spelling and punctuation errors in blue pen and there should be evidence of children rewriting a section of text to improve. This will most likely be to have greater effect on the reader. Children should 'publish' one piece of writing each term. This could be in a range of ways:
  - Reading their work to their peers.
  - Uploading their work to their Class Dojo portfolio.
  - Write up work using the correct layout (a leaflet, letter or double-page spread for non-chronological reports)
  - Meet up with another class to share work.
  - Perform their work, using the stage and recording.

Key components of each lesson include: -

- **'Why do we write' statement** – As each Writing lesson commences, children will be reminded of the reason for writing – “We write to inform or entertain the reader. Our writing should make the reader feel something.”
- **Reference to SPAG skills** – Children should practise a previously taught SPAG skill.
- **Key vocabulary** – Relevant and focused vocabulary for the lesson are shared, discussed and defined with support of teachers encouraging clear and purposeful discussion throughout.
- **Teaching Toolkit strategies** – Ensuring High Quality Teaching, our teaching toolkit strategies are employed where appropriate encouraging effective modelling, retrieval strategies, motivating teaching, accurate assessment and purposeful reflection from learners.

## Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence Writing effectively, the following strategies have been implemented: -

- Reception – phonics books and floor books
- Year 1 – Individual English books and Earwig.
- Year 2 > 6 – Individual English books, Earwig and PiXL termly assessments

**\*\*Please note:** - Earwig is an online storage system used to evidence in class discussions and activities that contribute to the evidence of knowledge and skills of our learners\*\*

## Assessment

As per our Marking and Feedback policy, adults are encouraged to formatively assess throughout the entire learning sequence, ensuring proactivity and responsiveness to the needs of all children. This feedback can be verbal or written feedback.

After each piece of independent writing, teachers update the GAP sheets with dates of the statements that have been met in the piece of writing. Staff combine all informative assessment data and knowledge to produce a TA in writing twice a year. This is inputted to Sims, using the following grading:



Teachers identify individual or whole-class errors / trends when marking writing. Whole-class trends should be addressed and evidence in books. Individual errors should be addressed through 1:1 conferences, or through afternoon interventions with a TLP and evidenced in books.

Additional Assessment Activities include:

- Staff participate in school writing moderation sessions throughout the year.
- Staff respond to this with Pupil Progress meetings with DHT&HT.
- Data analysis is provided for subject leaders and teachers.

Children 'working significantly below' national curriculum expectations are assessed using lower year group's GAP sheets, PKS Sheets or in collaboration with the SENDCO.