

Writing Policy

Staff Responsible:	**Mrs R. Callan**
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Teaching and Learning in Writing

Subject Identity: Writing

Fingerprint Statement

Writing focuses on developing written language for meaning, communication and expression**.** Through the use of class novels, model and mentor texts, pupils will build an understanding of how the written word is crafted to entertain, persuade or inform a reader. Pupils will understand authorial intent and use their own developing vocabulary and grammar skills with precision to create purposeful texts.

Core Concepts and Themes

Writing Is rooted in the use of language to construct meaning, communicate ideas and participate fully in culture and society.

The key concepts are:

- Language – spoken and written language as a system for meaning
- Reading – comprehending, interpreting and responding to texts
- Writing – crafting texts for purpose, audience and effect
- Meaning – making – constructing and interpreting meaning across texts.

Together, these concepts support pupils in developing an understanding of how to use the written word effectively to communicate with others.

Disciplinary Ways of Thinking

These foundations are brought together through **textual thinking**, which represents the disciplinary approach of the subject. Pupils are taught to craft meaningful outcomes by **applying key ways of thinking that authors use**, analysing high-quality mentor texts to understand how language choices, structural design, and grammar impact the reader.

To write effectively, pupils learn to balance the mechanical rules of writing with creative choices:

1. Transcription (The Mechanics)

- **Spelling accurately**: Using phonics, rules, and word patterns to spell words correctly.
- **Handwriting fluently**: Developing neat, joined, and fast handwriting.
- **Using punctuation**: Applying correct punctuation marks to structure sentences clearly.

2. Composition (The Artistry)

- **Analysing mentor texts**: Looking closely at expert writing to learn tips and tricks.
- **Matching audience and purpose**: Changing tone and words to suit the reader and goal.
- **Planning ideas**: Mapping out thoughts and layouts before writing.
- **Drafting content**: Turning spoken ideas into written sentences.
- **Choosing powerful words**: Selecting vocabulary that creates a specific effect.
- **Proofreading and editing**: Checking work to fix mistakes and improve the final piece.

Writing develops pupil's ability to use written language purposefully to communicate ideas and express meaning.

Teaching and Learning Documentation

To ensure clarity, consistency and effective communication across all subject areas, key documentation is developed by the Subject Leader and shared with relevant teaching staff. This documentation includes:

1. Subject Policy
2. Curriculum Rationale
3. Unit of Study Overview
4. Knowledge and Skills Overview
5. Writing Cycle
6. Working Plan

Collectively, these documents outline the intent, coverage and implementation of the core curriculum subject, supporting high-quality teaching and ensuring a coherent and progressive learning experience for all pupils.

Subject Leadership Documentation

Subject Leaders are responsible for monitoring and evaluating the effectiveness of their subject throughout the academic year. To ensure this is carried out systematically and with impact, the following key documentation is maintained and reviewed regularly:

1. **Subject Audit**
   An annual audit is completed to evaluate the overall effectiveness of the subject. This includes a RAG rating to identify strengths and areas for development, and to inform priorities for the year ahead.
2. **Subject Action Plan**
   A focused three-point action plan is developed, informed by both the School Development Plan and outcomes from the subject audit. This outlines clear next steps to support ongoing improvement and raise standards within the subject.
3. **Learning Enquiry**
   As part of the school's monitoring cycle, the Learning Enquiry process ensures a robust evaluation of the subject. This includes a range of activities such as book looks, learning walks, planning and resource checks, pupil voice and staff voice. Findings are collated, shared with relevant staff, and used to inform subsequent actions and next steps.

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, every 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. This will be linked, where possible to the topic of the first writing cycle.

The teaching of each subsequent writing cycle is, where possible, planned around wider curriculum subjects or texts, which are selected to ensure exposure to quality literature for each genre.

Each term, there will be 3 writing cycles, lasting around 4 weeks, covering a range of texts for entertaining, persuasion and informing. Mid way through each unit, pupils will complete a 'short burst write' to consolidate understanding of a previous genre, or to support the final piece for the unit. The short burst writing and the final piece will be re-drafted in part. In year 6, as writing stamina and skills application develop, the children will work on 3-week cycles.

During the course of the year, each year group will complete a poetry unit, based on either a particular poet or style of poem.

Lesson Content

To support the development of a secure foundation in writing, key lesson components have been established alongside teaching proformas to ensure consistency and clarity in delivery across classes.

Key components of each lesson include:

- punctuation and grammar skills, lessons will begin with a SpaG starter activity, which will continue to embed the PVPG statement, It's a full independent clause, with a subject and a verb and makes sense on its own, so we add a full stop and go back and add a capital letter.'
- The: **G**enre
  Audience
  Purpose
  Effect of each piece of writing will be identified alongside the children.
- **Key vocabulary –** Relevant and focused vocabulary for the lesson is 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.

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 S-Plan has been developed (see below).

Ribbon Writing S-Plan

1.The Model Text

Before writing, pupils need to "own" the text:

* **Text Mapping**: Translate the model text into a visual, hand-drawn map. Pupils use this map to retell the story or non-fiction piece orally, often with actions.
* **Reading as a Writer**: Deconstruct the text by highlighting key grammatical features (e.g., expanded noun phrases, fronted adverbials) and effective vocabulary choices.
* **Magpie Ing**: Collect ambitious vocabulary, phrases, and sentence structures from the model text on a working wall to use later in writing.

2. Teaching Skills

* Use the model text to explore writing techniques.
* Identify examples in mentor texts.
* Deliver explicit skills teaching, modelled by the teacher and then applied in shared and independent writing.
* Apply new and previous skills in a short burst write (midway through the unit).
*Redraft the short burst write to improve quality.

3. Planning

* Use agreed planning formats.
* The teacher models planning first.
* Move to a shared plan, then an independent plan.
* Children must use their plans to support writing, evidenced through annotations and highlighting.

4. Shared Write

* The teacher works with pupils to create a shared write.
* Discuss layout and how to apply skills from model and mentor texts.
* Identify what can be magpie and included.
* Children contribute ideas orally or on whiteboards.
* Key ideas are recorded to support independent writing.
* Ensure clear links to plans.

5. Independent Write

Completed on a double-page spread to allow space for the redrafting process.

KS1

* Writing often closely follows ("hugs") the shared write.
* Children adapt elements using their own ideas and plans.

KS2

* Children write independently using:
  1. Teacher modelling
  2. Their plans
  3. Working wall toolkits
  4. Skills practice from previous lessons

6. Redrafting

Completed next to the original, so that process can be seen. KS1

* Teacher models redrafting using the shared write.
* Children improve or change one paragraph.

KS2

* Children independently redraft a paragraph.
* Focus on improving:
  1. Vocabulary
  2. Sentence structure
  3. Reader engagement

7. Editing

Children check and improve their work.

* Focus on accuracy (grammar, punctuation, spelling).
* Ensure clarity and effectiveness of writing

8. Publishing

* Children present their work for a chosen audience.
* Reinforces writing for a purpose.
* Builds pride and motivation in final outcomes.

During a writing cycle, children will:

1. **Study a carefully-chosen model text** 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 skills identified in the writing working plans, children work on developing and applying grammatical and punctuation skills **in context**. The model text and further mentor texts support children in understanding how a writing carefully uses grammar, structure and vocabulary to engage the reader. They should learn how to use and then select the vocabulary and grammatical structures to create a desired effect on the audience. These skills may be practised in sentence level and then short burst writing activities. The short burst write, may be in a genre previously taught, to help to embed skills. Children will complete the short burst write on a double page spread, so that re-drafting of a sentence / paragraph (depending on age) an me recorded.

3. **Planning.** Children are taught how to plan effectively, using proformas appropriate to the genre. Staff model how a plan is used when composing their own writing and children are expected to show a clear link between their plan and writing.

4. **Shared Writing.** Linked to the core and mentor texts studied in class, 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, as children should be confident in independently writing.

5. **Independent Writing.** Children to produce an independent plan and piece of writing. At key stage 1, this may 'hug' the model text tightly.

6. **Redrafting.** Improving their writing to meet the goals of the audience and purpose for their writing.
   - flesh out initial ideas with details and examples or combine sentences for effect.
   - Adding / changing / removing words for effect

   The revising stage is important and cognitively demanding; pupils should therefore be given plenty of time to craft their work and should not be rushed to complete the whole text. Writing tools such as checklists may be useful to scaffold this cognitively demanding act.

7. **Editing.** Editing involves identifying and correcting errors in grammar, punctuation and spelling. Pupils will need support to edit their own and others' writing. Teachers may prompt pupils to deal with inaccuracies with increasing independence, such as using editing symbols that are common across the school. Regular editing stops during the process of drafting may make this task more manageable for them. At this stage, children will edit in black pen.
   When children respond to teacher's marking and feedback (via 1:1 conferences, whole-class or peer feedback) they 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.

8. **Publishing.** Children should 'publish' one piece of writing each term. This could be in a range of ways:
   - Reading their work to their peers or other classes.
   - 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.

Performance and Learning Evidence

The systematic collation of evidence is essential in supporting pupils' learning and enabling effective monitoring of teaching and learning by subject leaders and senior leaders. To ensure Writing learning is captured consistently and meaningfully across the school, the following approaches are in place:

- Reception – phonics books, Earwig and floor books are used to capture shared learning experiences, discussions and outcomes throughout Play 2 Learn sessions.
- Year 1 – Individual Writing books and Earwig are used to document both collaborative and individual learning.
- Year 2 > 6 – Individual Writing exercise books are used alongside Earwig and Testbase termly assessments to provide a comprehensive record of pupils' knowledge, skills and progression over time.

Please note: Earwig is an online platform used to capture and store evidence of learning, including class discussions, activities and outcomes. It supports the documentation of pupils' developing knowledge and skills across the curriculum.

Assessment

As per our Marking and Feedback policy, adults are encouraged to use ongoing formative assessment throughout the entire writing cycle, ensuring proactivity and responsivity to the needs of all children. Feedback may be delivered verbally or in written form and should support pupils in making progress within the lesson and over time.

After each writing cycle, teachers use Air Ed to moderate writing and aid with assessment, this is a tool to support, not replace teacher judgement. Staff combine all assessment data and knowledge to produce a TA in writing twice a year. This is inputted to Arbor, using the following grading:

Stage	Descriptor	Characteristics
B (Equivalent to previous 2/3 scoring)	**Beginning** to develop current year group expectations	Children are in the early stages and just starting to develop their understanding. They need adult support and guidance and may struggle to apply learning independently.
E (Equivalent to previous 3/4 scoring)	**Embedding** current year group expectations	Understanding is embedding and skills and techniques are becoming more independent. They still need guidance and plenty of practice but are gaining confidence and control.
S (Equivalent to previous 4/5 scoring)	**Secure**ly demonstrates current year group expectations	Children are able to apply the year group expectations with confidence and some control.
H (Equivalent to previous 6 scoring)	Deeper understanding of current year group expectations (**High Attainer**)	Children have secured and mastered the year group expectations and are working at a deeper level. They demonstrate this consistently across different contexts.

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 objectives or in collaboration with the Assistant Head for Inclusion.