Writing Policy
2023-2024

Headteacher: Simone Harrison

English Lead: Belynda Jones

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Adopted by Advisory Board:	

Writing Policy

Rationale

This policy reflects the school's aims and objectives in relation to the teaching and learning of Writing. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the National Curriculum which sets out the rationale for teaching each area of the English Curriculum and specifies the skills that will be developed for the majority of pupils in each year group. This document is the outcome of consultation and review undertaken by the English subject leader with the staff. At Farndon Fields Primary School we use the new National Curriculum for English (2014) as the basis of our English teaching and learning programme.

Our Mission

Our vision is for Farndon Fields to be a high achieving, vibrant learning community in which children are nurtured, motivated and have outstanding expectations for themselves and others.

Our Values

Nurture, Inspire, Learn, Succeed

Intent

The overarching aim for the teaching of English at Farndon Fields is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:
- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both 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.

At Farndon Fields, we aim for our children to become independent and creative writers. We encourage them to write clearly and with confidence over a range of genres, for specific audiences and purposes. Throughout their writing, we place great value on the importance of accurate grammar, punctuation and spelling as well as the development of correct letter formation and neatly presented handwriting. Through our English curriculum, we aim to nurture in the children a love of literature and language, and the confidence to continue to write throughout their lives.

Implementation

Within our school, writing is taught daily in English lessons as well as being consolidated throughout the wider curriculum (such as history, geography, and science).

Our writing units are planned using the 'Banquet' approach. The banquet approach grew from the idea that children need lots of 'food' in order to write effectively, confidently and independently. We have streamlined the banquet into a starter course, and then a meat course. Following these two courses, they are ready to begin the planning and writing stages.

Writing Progression Maps:
Our Writing Progression Map indicates which skills need to be taught in each year group. It includes the national curriculum statements for writing. Each row represents a different term: 1st row, Autumn; 2nd row, Spring; 3rd row, Summer. There is some flexibility with when the skills are taught (e.g. if teachers feel a particular skill should be taught sooner or later due to a particular genre where a skill would suit perfectly), although the order suggested allows skills to be taught in a logical order so should be broadly followed.

It is a helpful reference tool when planning; it is clear to see what knowledge the children have previously learnt and see where they are going in future years.

Genres:

As they progress through the school, children will learn to write for different genres: to inform, to entertain, to persuade and to discuss. We use Michael Tidd's framework for this which indicates which genres are suitable for different age groups.


	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

Long Term Plans:

Each year group has a Long Term Writing Plan which sets out the writing units for the year, linking with the class topics for each term. The plans ensure there is a range of purposes and appropriate genres covered. They also identify when each skill from the Writing Progression Maps is covered (if they are in bold, they are being taught for the first time that academic year; if they are not in bold, it is an opportunity for consolidating the skill).

These Long Term Plans are a working document, so when/if changes are made, the plans are updated.

In Autumn, the first writing unit for the whole school is based on the same stimulus (often a picture or wordless picture book) provided by the English Lead and the genre is a description. This allows the opportunity to consolidate the basic skills from the previous year and gives teachers an idea of where each child is at.

Long Term Planning – Writing

Please note:
- The genres you teach should be taken from the Michael Tidd purposes for writing grid.
- You should be covering all the 'purposes' for you year group.
- Remember you do not have to cover every genre as they can be spread over two years.
- Your Text, Sentence, Word and Punctuation skills should be taken from the Writing Progression Maps – bold for the new skills, non-bold for the ones which will be consolidation.

Year 5	Genre (with brief description)	Purpose	Rich stimulus (text?)	Text	Sentence	Word	Punctuation
Autumn - Planet Earth	**Description** Whole school focus	Writing to entertain	Quest stimuli		• Confidently use a range of conjunctions of subordination and coordination.	• Make careful selection of specific nouns	• Embed use of apostrophes for contractions and possession (inc. plurals)
	Biography Warm - Tim Peake **Hot** – another astronaut Buzz Aldrin Neil Armstrong	Writing to inform		• Develop confidence in using paragraphs by changing place, time and action (and linking ideas across paragraphs).	• Introduce relative clauses beginning with: who, which, that, where, when • Confidently use a range of conjunctions of subordination and coordination	• Introduce relative pronouns (who, which, that, where, when)	• Parenthesis (using commas, brackets, dashes) • Embed use of apostrophes for possession
	Advertising **Hot** – Own imaginary planets (teacher model Planet Sogud)	Writing to persuade	Atlas Adventures	• Use a wider range of devices to build cohesion within a paragraph (For example: then, after that, this, firstly).	• Confidently start sentences in a range of ways, including P.I.L.E.S	• Indicate degrees of possibility using modal verbs (e.g. might, should, will, must, etc.) or adverbs (perhaps, surely, etc.)	•
	Narratives Warm - Fight scene in Beetle Boy (Chapter 3) **Hot** – Own fight scene	Writing to entertain	Beetle Boy – M.G. Leonard	• In narratives, thoughtfully describe settings and characters to reveal mood/ atmosphere.	• Develop sentences, when writing dialogue, using W.A.V.E. (i.e. while/ whilst, as, -ing verb, emotion)		• Consolidate the use of full punctuation for direct speech – i.e. Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella. Or use end punctuation within inverted commas, e.g. The conductor shouted, "Sit down!" • Embed use of apostrophes for contractions and possession (inc. plurals)
Spring - Home from Home	**Poetry (kennings)** Warm – Anglo Saxons **Hot** – Vikings (See ppt on sharepoint in Y5 folder)	Writing to entertain		•	•	• Ensure greater confidence in using a range of figurative devices (e.g. M.A.P.O.S. – metaphor, alliteration, personification, onomatopoeia, simile) for effect	• Begin to use hyphenated words for description • Apostrophes – possession

Warm and Hot Writes:

	The warm write (imitate)	The hot write (innovate)
Why are they important?	They allow the teacher to explicitly model how to plan and write. The children are exposed to seeing how the skills they've learnt can be effectively imbedded in a piece of writing. They then have the opportunity to apply the same skills for themselves.	This provides the children with the opportunity to develop independence and further enjoyment with their writing. It allows the children the space to 'show off' what they have learnt over the unit. It provides the class teacher valuable assessment opportunities – which children have demonstrated confidence with the skills, which children need further consolidation.
Do they all write about the same thing?	Yes. They all might retell the same story, or all write about the same event or animal with small tweaks here or there.	No. Their writing will follow a similar structure to the warm write, but they will have the freedom to change aspects of it. E.g. if writing a story, they might change the characters, or the setting, or the 'problem'.
How does the planning stage differ?	The warm plan is very scaffolded, with lots of talk and teacher modelling.	The hot plan is less scaffolded. They can refer back to the warm plan and the resources on the WW. (Some children may still need basic scaffolding).
How does the 'write' stage differ?	The teacher models writing at the start of most writing sessions – deliberately including the skills, making purposeful errors and modelling Think, Say, Write and Check.	There is little or no modelling. Children can refer back to their warm writes for inspiration.

Creative Writes:

In KS2, after completing a banquet, the children have an opportunity for a creative write. These writes are designed to foster children's creativity and enjoyment of writing. It allows them further opportunity to use the range of writing skills they have learnt. They will generally take two lessons: 1st lesson to look at a stimulus (e.g. image / video) and develop ideas; 2nd lesson to write. The class may be given a specific genre to write in, or they may be given freedom to choose their own genre.

The stimulus chosen might be linked to the class topic, or they might be based on particular interests of the class.

The flow of the Banquet:

STARTER
- Lesson/s to engage the children in the new unit, providing the purpose and audience of the write.

MEAT
- New writing skills are taught. WAGOLLs (What A Good One Looks Like) may be looked at as good examples.
- The STAR structure (Show, Teach, Apply, Reason) is used when teaching new skills.

WARM WRITE
- The children will be supported to plan their warm write. In KS1 this is done through story-mapping. In KS2 we use IPEELL planning grids (Introduction, Point, Elaboration, Ending, Links, Language).
- After seeing teacher modelling, the children write their warm writes.
- Opportunity for proof-reading and editing will be given.

HOT WRTIE
- The children have time to make choices about their hot write and plan these.
- The children write, then proof-read & edit their hot writes.

PUBLISH
- For some units, the children might publish their hot writes – for example, writing them up in neat for a display, sharing their writing with another year group or recording themselves read it aloud on a site like Flip Grid.

Working Walls:

English Working Walls include a display board and often a washing line. It shows the journey of the unit and can be added to during the lesson. Children are encouraged to look back at the Working Wall to support them in their learning.

Spelling

In EYFS and Year 1, spelling is taught within phonics lessons.

For Years 2-6, spelling is taught 3 times a week for around 20-30 minutes each session. They have a spelling test each week. We use the Spelling Shed scheme to guide the teaching of spelling. Teachers annotate the plans with adaptions for children who need this.

Previously taught spelling rules are identified throughout the week in other lessons where appropriate; this helps to embed spelling rules. Links to spelling is often made in Latin lessons as many of our words originate from the Latin language.

As part of their homework, children in Years 1-6 are set spellings to practise on Spelling Shed.

Nessy (an online platform) is used for children who are not secure in their phonics and not at the expected standard in their reading or/and spelling. It will be used regularly throughout the week in school and might be used at home when appropriate.

Handwriting

It is important that every child learns to form lower case letters and capital letters with the correct formation, size and orientation. We follow the 3 stages that RWI use for teaching letter formation. In Stage 3, children learn to join their letters. This is introduced in Year 2 when the children have secured Stages 1&2.

Handwriting is initially taught daily through phonics lessons. Year 1 – Year 6 continue to have regular handwriting lessons, the frequency determined by the need of the class.

Vocabulary

Vocabulary lessons happen once a fortnight in each class, for around 20-30 minutes. They introduce 3 new words from the Tier 2 category (these are not everyday words, and not technical words linked with science for example, but words that need to be specifically taught). The words taught in vocabulary lessons are referred to throughout the week.

Each classroom also has a 'Never Hear the Word' vocabulary chart in their classroom:
- Red – never heard of the word
- Yellow – heard of it but unsure of the meaning
- Green - understand the word and can explain its meaning

When classes meet a new word - which may have arisen from their class story, whole class reading text or in lessons – it is written on the chart and the word is explored. The word makes its way up the chart as children become more confident in its meaning and can use it in context.

Inclusion and Equal Opportunities (challenge for all):

We believe every child should have equal opportunity to achieve their full potential and access an ambitious and coherent curriculum that leads to deep learning, regardless of race, sex, gender identity, cultural background, disadvantage or Special Educational Needs or Disability.

If a child has a special educational need or disability, we do our very best to ensure we meet that child's individual needs. No child is left behind to struggle.

In writing lessons, the lower-attaining children will receive support in a variety of ways. This differentiation may be through: resources used, the difficulty of the task, questioning, support given and outcome.

Where appropriate, interventions are used to support children with their individual needs:
- DIPT spelling
- Nessy – dyslexic reading and spelling programme
- Colourful Semantics
- Phonics interventions – to support reading and spelling.

Across the broader curriculum, inclusive strategies and technologies are used to ensure pupils who have difficulty with writing are supported to access the wider curriculum, for example using the Clicker 8 programme or talk tins. For some children, using a laptop to type their warm/hot writes enables them to access the learning.

We aim to ensure that every child is challenged, including the higher attaining writers. Teachers model writing to the highest standard and children are encouraged to draw on what they have read for their own writing. They are also given precise feedback by teachers to help them reflect and edit their writing effectively.

Impact

Assessment

At Farndon Fields, we use a range of assessment tools to assess writing. Ongoing formative assessment happens daily and informs teachers of the immediate support their class needs or next steps for subsequent lessons. Summative assessments may also be used formatively, to identify gaps and plan future learning and teaching.

To help us make informed and accurate writing summative assessments, we triangulate a range of data:

- **Success Criteria slips:**

  After each warm and hot write there is self, peer and teacher assessment. The children identify what they need to practise, and the teacher identifies each child's next step.

Pupil Voice		Success Criteria	Peer Voice	Teacher Voice
☺ ☁		I have used compound sentences.	☺ ☁	☺ ☁
☺ ☁		I have used complex sentences.	☺ ☁	☺ ☁
☺ ☁		I have used parenthesis.	☺ ☁	☺ ☁
☺ ☁		I have used relative clauses.	☺ ☁	☺ ☁
☺ ☁		I have used paragraphs correctly.	☺ ☁	☺ ☁
What I need to practice…				
Next steps				

- **Teacher Assessment Framework:**

  Teachers complete the Teacher Assessment Framework grid for each hot write. These provide teachers with a clear criteria to see areas children need to develop in. They also give a clear indication if a child is Working Towards, At, or Exceeding the expected standard for the year group.

  Creative writes **are not** assessed against the Teacher Assessment Framework (TAF), unless extra evidence is needed for a particular assessment statement.

- **Moderations:**

  Over the year there are various moderations to ensure that teacher judgements are accurate. Some of these are at Farndon amongst teachers here, others happen with other schools in the trust, and others with schools in the local area (Rutland or Leicestershire).

Children are also given regular opportunities to write across the curriculum. Looking in the children's topic books also show how well the children can apply their writing skills in other contexts.

Teachers work hard to use any assessment to inform their future planning and the support that is then given to their pupils.

ROLE OF ADVISORY BOARD

The purpose of the Advisory Board is to ensure the implementation of the National Curriculum and to review the policy. Additional meetings may be held to discuss English priorities across the school and to gain an overview of the teaching and learning of English.

MONITORING OF POLICY

We are aware of the need to monitor and update the school's Writing Policy on a regular basis, so that we can take account of improvements made in our practice and to changes in assessments, materials and government requirements. We will therefore review this policy at least once a year. The members of staff with responsibility for Writing are Simone Harrison and Belynda Jones.

Reading throughout the school, and how it reflects this policy, will also be reviewed throughout the school year in the following ways:

- Advisory Board work scrutiny
- School Improvement Partner
- DSAT peer reviews
- SLT/staff work scrutiny
- KS2 internal moderation
- KS2 external moderation
- Moderation with other schools within DSAT
- Learning walks

REVIEW

This Policy will be reviewed in May 2024 (or sooner, only if national legislation / policy demands it).