



Nether Stowey CE VC Primary School

Writing Policy

2021 - 2023

Approved on behalf on the Governing Body:

(Chair of Governors)

Approved on behalf on the School:

(Head Teacher)

Intent

At Nether Stowey Primary School, we strongly believe that English is a significant life skill that is essential to participating fully in society. We aim to develop the abilities of all children in our school to communicate their ideas effectively in speech and in writing.

We aim to develop the following in all children:

- a strong command of written and spoken English;
- an interest in words and their meanings;
- a good understanding of grammar and punctuation and how to apply these in their own writing;
- a fluent handwriting style;
- the confidence to produce high quality writing;
- the powers of imagination and creativity.

To achieve this, we will:

- provide a language rich environment;
- develop a love of books;
- teach the basic skills of writing – spelling, handwriting, grammar and punctuation – so that children can then focus on content and creativity in their writing;
- teach writing lessons daily;
- promote confidence in children to express their views and opinions both orally and in writing;
- identify pupils who require additional support and intervene at an early stage.

At Nether Stowey Primary School we
know that writing is taught best when:

- it is based around quality texts
- links to the rest of the curriculum
- it has real purpose and audience
- captures the children's interests
 - builds on reading into writing
 - teaches grammar in context
- gives time for children to review and reflect

Foundations for Writing

Mark Making

The process of learning to write begins in the Early Years Foundation Stage before children are physically able to write. Teachers in the EYFS provide a rich play-based learning environment where children represent their thoughts and feelings in different ways. Adults model drawing and writing to develop understanding of the difference between the two. As children begin to understand that 'marks' can have meaning, they become more purposeful in their own 'mark making'. These marks will communicate their ideas, express their feelings and develop their imagination and creativity. Interactions with adults help to understand the child's mark making. Over time, supported by quality phonics teaching, children develop their awareness of the sound to symbol relationship which in turn progresses into writing separate words. Adults in Early Years underpin this process, from initial mark making to writing words and sentences, with high quality talk.

Handwriting

From Year 1 handwriting is taught using the Nelson Handwriting scheme and prepares children to write fluently. Children have focussed handwriting lessons each week to introduce and practise new letters and new joins. Children who find handwriting difficult are given targeted support, such as Pegs to Paper Intervention. In their own writing, adults model the correct handwriting that is expected of children. Displays in class and around the school are also used to model the handwriting expectations.

In Foundation Stage, children experience a range of play activities to help develop their gross and fine motor control. Letter formation is taught using Little Wandle Letters and Sounds.

Spellings

Spellings are taught weekly to cover all the words set out in the National Curriculum, along with any words that may be linked to the class topic. When teaching spellings, teachers develop children's understanding of the related morphology (eg root words, prefixes and suffixes) and etymology (word origins). During the week, children practise their spellings and are given opportunities for children to use the words in context. Children are also expected to practise their spellings at home.

Oracy

We understand and acknowledge that within the teaching of writing, the role of oracy cannot be underestimated. Teachers plan for opportunities to discuss, role play and develop their ideas orally before committing to writing. We know that children who are unable to 'say their sentence' are highly unlikely to be able to write it.

Implementation:

Planning for Writing

Over the academic year, children are taught to write in a variety of forms at appropriate age-related expectations.

Genres of Writing

At Nether Stowey Primary School children will produce a range of writing. Examples of these include Narrative, Non-Chronological Reports, Letters and Instructions. (see Appendix A for Whole School Genre Overview) The same sequence of learning is used for (see Appendix B for Sequence of Teaching & Learning) for all genres although the immersion phase might be shorter for some non - narrative genres.

Text Selection

The teaching of writing is underpinned by high quality texts. Children are exposed to a quality text which will engage them whilst exposing them to vocabulary, language structures and author intentions which will enable them to develop their own skills as a writer. These texts should provide coverage of the genres and writing styles required by the National Curriculum for English. We ensure that our texts link to other areas of the curriculum and long term plan.

When selecting the texts, the teachers consider the makeup of the children in the year group as well as what will motivate and inspire them to write. Teachers have a bank of high quality books that link to their topic, which they may wish to use. (See Appendix C for Suggested High Quality Texts 2021)

Long Term Planning

As a school we have mapped out our curriculum for the next three years (See Appendix D). Each writing unit links to our long term curriculum plan. Teachers use the Whole School Genre Overview (see Appendix A) to plan the three different writing units per half term.

Medium Term Planning

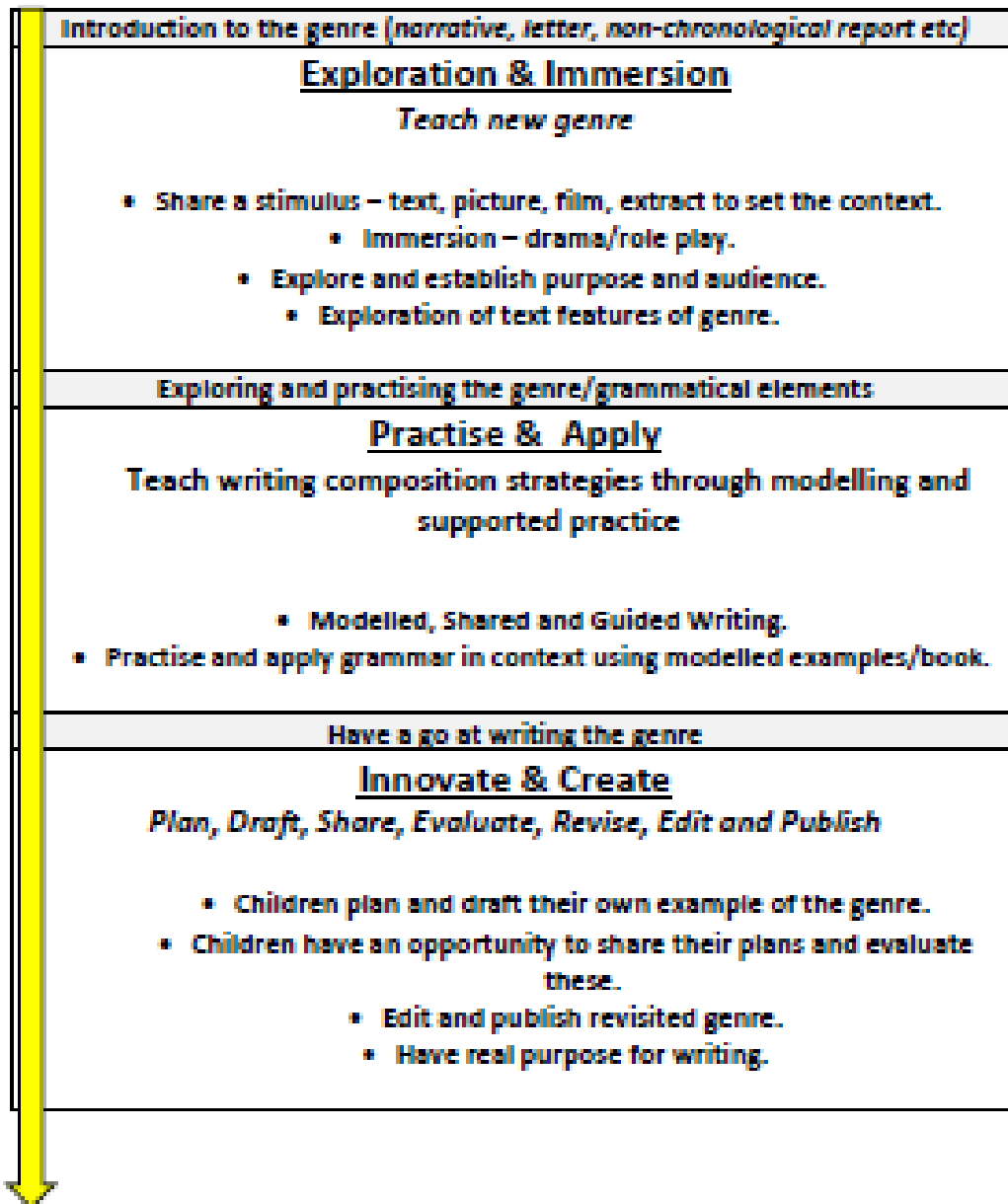
Before detailed weekly planning, teachers complete a medium term planning flow chart for the chosen texts. Within this the following are planned:

- Chosen text
- Writing Genre
- Audience and Purpose
- Key Language and Vocab
- Links to Reading National Curriculum
- Cross Curricular Links
- Editing Focus

See Appendix E for an example of a Medium Term Planning Flowchart.

Short Term Planning

The following diagram provides an overview of the process we follow when we plan a writing unit. The length of a writing unit will be different across year groups and across genres. Generally a Narrative Unit will take about 3 or 4 weeks, whilst a Non – Narrative may be shorter than this.



Exploration and Immersion Stage

The unit starts with the children being ‘hooked’ into the text through immersive experiences. This might include an engaging experience before reading the book, for example a treasure hunt to find a monster, reading a letter sent to them, exploring the contents of an abandoned suitcase. The classroom environment can also be used to immerse the children in the story, for example role play stations, puppets, interactive display etc. Within this stage the children may engage in role play and drama to help understand characterisation and language. This is also an opportunity to generate interest in the overall purpose and audience for the writing they will be producing

that term. This might take the form of a class story book in the reading corner or a poetry performance video for the school website.

Practise and Apply Stage

Within this stage the children learn writing composition and grammar through modelling and supportive practise from the adults. This is the stage where children will take part in modelled, shared and guided writing, working on the skills needed in order for them to produce their own piece of writing.. For example, in character description they might identify powerful adjectives, the use of similes and metaphors, appropriate character names etc. This phase includes, over a series of lessons, explicit teaching of the skills and explicit teaching of new sentence structures and grammar. Taught grammar lessons ensure that pupils cover the requirements of the National Curriculum within the context of the writing that they are producing.

Innovate and Create Stage

Within this stage children plan, draft, share, edit and publish their writing. Children have opportunities to edit their writing, with support from peers and adults. They use purple polishing pens to edit their writing. With editing and improvement, the children can publish their writing to make it accessible for their intended audience. Children's work will be published on our class Writing Walls or it may be published in a class book, journal or display.

Impact

Feedback:

In line with practice across all subjects, teachers provide immediate feedback to children during the lesson. Teachers use green stamps to mark where verbal feedback has been given. Teachers review children's books and adapt/refocus their teaching for the next lesson. This is particularly important as it provides the focussed teaching that can ensure that all children have the opportunity to become proficient in the new skills.

Assessment

At the end of each unit of work, pupils complete an independent writing task. This piece will show progress and the children's ability to independently apply the writing skills and grammar techniques taught that unit. These writing tasks are in English Books and at least one piece from each half term is displayed on the class Writing Wall.

Appendix A – Whole School Genre

Overview 2021 2022



English Long Term Plan – Whole School Genre Coverage – 2021 2022

	Autumn			Spring			Summer		
	7 weeks	7 weeks	7 weeks	7 weeks	6 weeks	5 weeks	5 weeks	7 weeks	
Oak Y1	Marvellous Me	Circle of Life	Rainforests	Princess and the Pea	Hall of Fame	Inventors			
	Y1 Narrative	Y1 Narrative	Y1 Narrative	Y1 Narrative	Y1 Narrative	Y1 Narrative	Y1 Narrative	Y1 Narrative	
	Y1 Instructions	Y1 Recount	Y1 Non Chronological Report	Y1 Instructions	Y1 Non Chronological Report	Y1 Recount	Y1 Recount	Y1 Poetry	
Holly Y1/Y2									
	Marvellous Me	Circle of Life	Rainforests	Princess and the Pea	Hall of Fame	Inventors			
	Y1 Narrative	Y1 Narrative	Y1 Narrative	Y1 Narrative	Y1 Narrative	Y1 Narrative	Y1 Narrative	Y1 Narrative	
	Y2 Narrative	Y2 Narrative	Y2 Narrative	Y2 Narrative	Y2 Narrative	Y2 Narrative	Y2 Narrative	Y2 Narrative	
	Y1 Instructions	Y1 Recount	Y1 Non Chronological Report	Y1 Instructions	Y1 Non Chronological Report	Y1 Recount	Y1 Recount	Y1 Recount	
	Y2 Instructions	Y2 Recount	Y2 Non Chronological Report	Y2 Instructions	Y2 Non Chronological Report	Y2 Recount	Y2 Recount	Y2 Recount	
Ash Y2/Y3									
	Marvellous Me	Circle of Life	Rainforests	Princess and the Pea	Hall of Fame	Inventors			
	Y2 Narrative	Y2 Narrative	Y2 Narrative	Y2 Narrative	Y2 Narrative	Y2 Narrative	Y2 Narrative	Y2 Narrative	
	Y3 Narrative	Y3 Narrative	Y3 Narrative	Y3 Narrative	Y3 Narrative	Y3 Narrative	Y3 Narrative	Y3 Narrative	
	Y2 Instructions	Y2 Recount	Y2 Non Chronological Report	Y2 Instructions	Y2 Non Chronological Report	Y2 Persuasion	Y2 Persuasion	Y2 Persuasion	
	Y3 Instructions	Y3 Recount	Y3 Non Chronological Report	Y3 Instructions	Y3 Non Chronological Report	Y3 Persuasion	Y3 Persuasion	Y3 Persuasion	
Willow Y3/Y4									
	Stone Age	Electricity	Romans	States of Matter	Anglo Saxons/Scots	Living Things & Habitats			
	Y3 Narrative	Y3 Narrative	Y3 Narrative	Y3 Narrative	Y3 Narrative	Y3 Narrative	Y3 Narrative	Y3 Narrative	
	Y4 Narrative	Y4 Narrative	Y4 Narrative	Y4 Narrative	Y4 Narrative	Y4 Narrative	Y4 Narrative	Y4 Narrative	
	Y3 Instructions	Y3 Explanation	Y3 Recount	Y3 Persuasion	Y3 Non Chronological Report	Y3 Letter	Y3 Letter	Y3 Letter	
	Y4 Instructions	Y4 Explanation	Y4 Recount	Y4 Persuasion	Y4 Non Chronological Report	Y4 Letter	Y4 Letter	Y4 Letter	
Maple Y4/Y5									
	Stone Age	Author Study	Romans	Scientists	Anglo Saxons/Scots	Healthy Diets			
	Y4 Narrative	Y4 Narrative	Y4 Narrative	Y4 Narrative	Y4 Narrative	Y4 Narrative	Y4 Narrative	Y4 Narrative	
	Y5 Narrative	Y5 Narrative	Y5 Narrative	Y5 Narrative	Y5 Narrative	Y5 Narrative	Y5 Narrative	Y5 Narrative	
	Y4 Recount	Y4 Letter	Y4 Instructions	Y4 Explanation	Y4 Non Chronological Report	Y4 Persuasion	Y4 Persuasion	Y4 Persuasion	
	Y5 Recount	Y5 Letter	Y5 Instructions	Y5 Explanation	Y5 Non Chronological Report	Y5 Persuasion	Y5 Persuasion	Y5 Persuasion	
Beech Y5/Y6									
	Stone Age – Iron Age	Murder Mystery	Romans	All Fun at the Fair	Scintillating Scientists	Amazing Authors			
	Y5 Narrative	Y5 Narrative	Y5 Narrative	Y5 Narrative	Y5 Narrative	Y5 Narrative	Y5 Narrative	Y5 Narrative	
	Y6 Narrative	Y6 Narrative	Y6 Narrative	Y6 Narrative	Y6 Narrative	Y6 Narrative	Y6 Narrative	Y6 Narrative	
	Y5 Chronological Report	Y5 Discussion	Y5 Recount	Y5 Explanation	Y5 Persuasion	Y5 Letter	Y5 Letter	Y5 Letter	
	Y6 Chronological Report	Y6 Discussion	Y6 Recount	Y6 Explanation	Y6 Persuasion	Y6 Letter	Y6 Letter	Y6 Letter	

Appendix B – Sequence of Teaching

Writing

Introduction to the genre (*narrative, letter, non-chronological report etc*)

Exploration & Immersion

Teach new genre

- Share a stimulus – text, picture, film, extract to set the context.
 - Immersion – drama/role play.
- Explore and establish purpose and audience.
 - Exploration of text features of genre.

Exploring and practising the genre/grammatical elements

Practise & Apply

Teach writing composition strategies through modelling and supported practice

- Modelled, Shared and Guided Writing.
- Practise and apply grammar in context using modelled examples/book.

Have a go at writing the genre

Innovate & Create

Plan, Draft, Share, Evaluate, Revise, Edit and Publish

- Children plan and draft their own example of the genre.
- Children have an opportunity to share their plans and evaluate these.
 - Edit and publish revisited genre.
 - Have real purpose for writing.

Appendix C

Appendix D