



Nether Stowey CE VC Primary School

Writing Policy

2024 - 2025

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

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

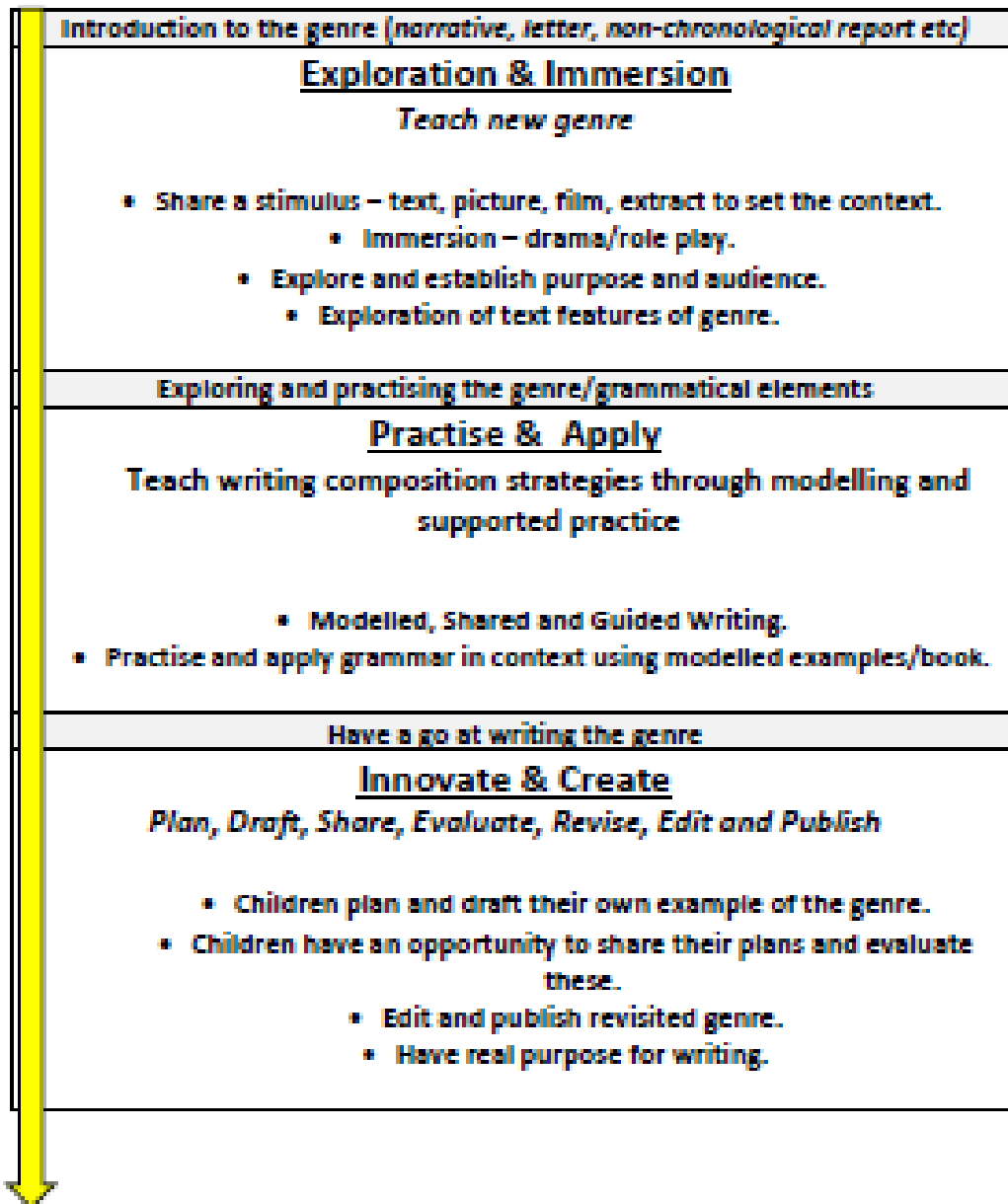
Before detailed weekly planning, teachers complete a medium term planning flow chart for the chosen texts. Within this the following are planned:

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

See Appendix D 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 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 – High Quality Book

Suggestions 2021



Book Suggestions – 2021 2022

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Oak YR/1	Marvellous Me Tom Percival series: Perfectly Norman/ Mescha Makes Friends/ Tilda Tries again /Ruby's Worry Hello Friend; Rebecca Cobb Super Duper Me Jabari Jumps Little Why Anna Hibiscus Sometimes I Feel... My Many Coloured Days The Same but Different too The Great Big Book of Families No Matter What	Circle of Life Story books about lions and tigers: Arlo Lion who couldn't sleep Augustus and His Smile The Lion Inside How to Hide a Lion Hungry Lion Tiger who came to Tea Poetry: Counting Lions	Rainforests Great Kapok Tree Actual Size Rainforests in 30 seconds (Y3) Pongo Mad about Monkeys Rainforest – Helen Cowcher One day on our Blue Planet	Trad Tales – Princess and the Pea Versions by Rachel Isadora Matha Gresham Mini Grey Caryl Hart Real Princess – mathematical tale Juliet Stevenson	Hall of Fame Fantastically Great Women – Kate Pankhurst Hidden Figures Little People Big Dreams set	Inventors The Most Magnificent thing Mrs Armitage on wheels plus others Dotty Inventions – Roger McGough How to Make a Bird Three Cheers for Inventors – Marcia Williams
Holly Y1/2						
Ash Y2/3						
Willow Y3/4	The Stone Age to the Iron Age Stone Age Boy Stone Age Bone Age Stig of the Dump Terry Deary: Stone Age Tales	Electricity Literacy Shed: Powerless The Iron Man Until I met Dudley How does a lighthouse work? PB Hello Lighthouse	Rambling Romans Roman Rescue Roman on the Rampage – Jeremy Strong	States of Matter Burn by Darcy Pattinson Charlie and the Chocolate Factory What's the Matter? Shirley Duke 13 Storey Treehouse Series	Britain's Settlements by Anglo Saxons and Scots Princess who hid in a tree Beowulf: Usborne King Alfred in Somerset (SIM)	Living Things and their Habitats (Endangered Animals) Poetry: The Lost Words Jackie Morris (planning available) Animal Magic-Lz Brownlee Forgotten Boats Matt Sewell
Maple Y4/5	What was Britain like in the stone age? Wolf Brother	Author Study Roald Dahl? Michael Morpurgo?	Rambling Romans Boudicca Focus: Queen of Darkness Tony Bradman Double page in Great Women who made History	Exploring Scientists and Scientific Advancements PB Ada Twist Scientist series The Barnabus Project The Mischiefers Books for Topics list	Anglo-Saxons and Scots – settlements and kingdoms: place names and village life Freedom for Bran – teaching guide available Anglo Saxon Boy Beowulf: Michael Morpurgo	Healthy Diets Broccoli Boy Gut Garden
Beech Y5/6	Ancient Britain (Stone Age to Iron Age) Wild Way Home	Murder Mystery Murder Most Unladylike by Robin Stevens	Rambling Romans My Story Roman Invasion by Jim Eldridge	All the Fun of the Fair The Boy who Swam with Piranhas – David Almond PB The Midnight Fair	Scrilllating Scientists Women in Science Ground breaking Scientists PB Marie Curie and her daughters The Secret Dragon – Ed Clarke	Amazing Authors Somerset Tsunami by Emma Carroll

