



Writing Policy

November 2022

Intent

The framework for setting out the aims of our programme of education, including the knowledge and understanding to be gained at each stage

Why do we teach what we teach?

At Walnut Tree Walk we understand that writing is not just a technical process. To become a writer, you must firstly want to communicate your ideas, then think about what those ideas might be and also have the confidence and motivation to engage in the act of writing. Our literacy curriculum enables children to develop skills to communicate effectively.

We recognise the importance of developing children's speaking and listening skills across the curriculum. Children are actively encouraged to express themselves verbally through paired and group work, class discussions, presentations and performances. We know that these speaking and listening skills provide the foundations needed to succeed in all areas of the English curriculum, including writing.

Our English curriculum revolves around key texts so that the valuable experience of learning through real books and high-quality literature is deeply embedded in the way children learn to read and write. Throughout the school, teachers plan a wide range of activities linked to these books to ensure that the technical skills needed for writing are given a purpose. Spelling, punctuation, grammar and phonics are taught explicitly as well as through texts.

Children are encouraged to write creatively, often inspired by the texts they are reading in class, and the quality of writing produced is a real strength of the school. In the Early Years and Key Stage One, the children will work from a large number of texts. In Key Stage Two, the children will spend longer on each rich and challenging text, studying the books, characters and stories in more detail.

Our intent:

1. For all children to become coherent and proficient writers who can adapt their language and style across a range of genres and contexts.
2. For all children to have the confidence to experiment with a growing vocabulary in order to consciously make adventurous word choices throughout their writing.
3. For children to develop their own unique writing style which demonstrates their creativity and imagination.
4. To use high quality texts as a stimulus for writing.
5. To develop pupils' understanding and competence when using the taught spelling and grammar rules from across the primary curriculum.

Implementation

The means of translating that framework over time into a structure and narrative within our school

What do we teach and when?

What do Writing lessons look like at WTW?

EYFS

Exciting stories are central to all our learning in the Early Years. A new text is introduced each week and children learn that stories are fun, engaging and stimulating from an early age. The books are explored through role play, hot-seating and circle time discussion which provide continual opportunities for the children to develop their speaking and listening skills. Children are encouraged to complete one directed task each week supported by their teacher. This allows them to respond to the text and communicate their ideas. Children will apply their growing phonic knowledge, beginning to write simple cvc or ccvc words and moving towards writing simple sentences when they are ready.

Throughout the day, children are given many opportunities to develop their mark making and writing skills across the curriculum and within their learning environment. They will explore writing and mark making using a range of materials such as pencils, pens, chalks, paints, crayons, sand and shaving foam both indoors and outdoors.

KS1

A diverse range of texts provide a focus for many of our writing lessons. Each text typically lasts between one and three weeks, depending on the interests of the class and the activities planned. The texts link to the wider curriculum topics and allow children to develop a love of stories. Teachers plan a sequence of engaging and exciting activities from the text which support children to develop their oral and written communication.

Role play and drama lessons allow children time to gather and rehearse their thoughts and ideas as well as providing an opportunity to develop and extend their sentence structure and vocabulary before writing. Writing tasks across the week allow children time to apply their growing phonological knowledge to their written communication. Children will write for a variety of purposes and across a range of genres. Each week will have a SPaG focus so that children develop the necessary technical writing skills across the KS1 curriculum. When texts are not used as a stimulus, teachers introduce other starting points for writing, including poems, videos, drama, real life experiences or art.

Writing sessions may include modelled writing, shared writing (using ideas from the class to complete a group or whole class task), scaffolded writing (using a supported writing structure), guided writing (allowing adults to support learners' with particular writing objectives) and independent writing, in order to support different children's needs.

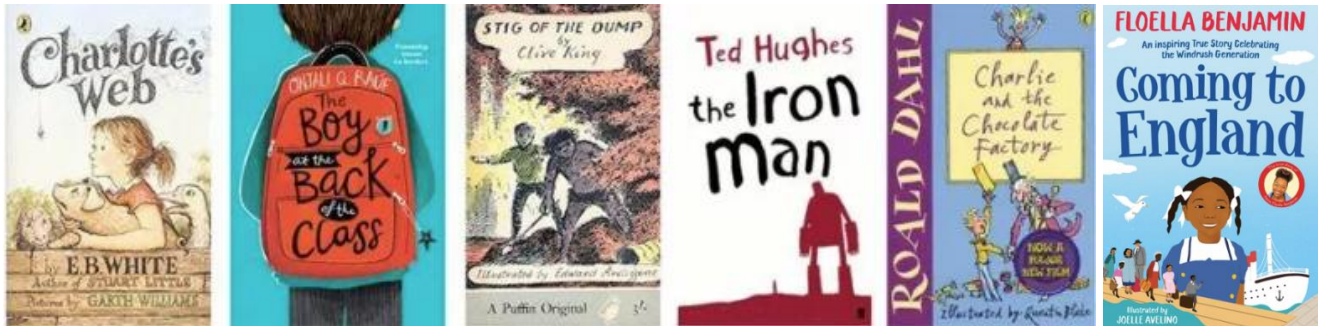
KS2

A large element of our KS2 English writing curriculum centres around key texts. Our key texts have been chosen to include high quality and challenging vocabulary that the children can engage with and that create rich writing opportunities as well as ensuring that they are good examples of classic and modern literature. They have also been chosen to link to curriculum topics where possible and to reflect the diversity of our school. Each term, the children will begin with a unit responding to their text, focusing on the key vocabulary, sentence and punctuation work that are the foundations for all writing across the year.

For the rest of the term, teachers will use a wide range of stimuli including other texts, videos, drama, music and art to inspire children to write for a range of purposes, across a range of genres. Each week will have a specific Grammar focus and follow a clear sequence of learning (Please see appendix 2 for the Grammar Teaching Overview). A minimum of two full writing tasks must be completed each week.

Our key texts and main genres studied in KS2 are as follows:

Year 3



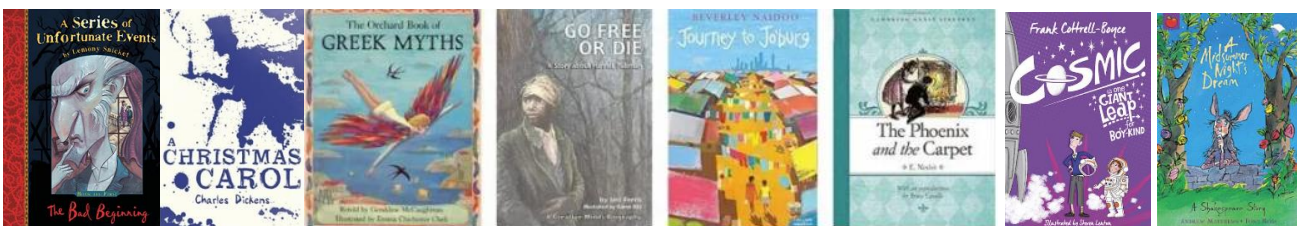
Genres studied: Play scripts, information texts, recounts, traditional poems, adventure and spooky stories, persuasive writing, performance poetry, fables, instructions and explanations, and humorous poems.

Year 4



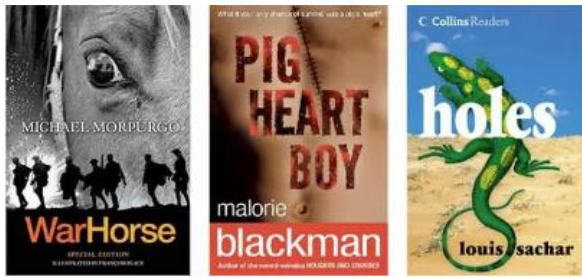
Genres studied: stories from imaginary worlds, mystery stories, stories with a dilemma, information texts, recounts, riddles, kennings, limericks and haiku poems, persuasive writing, instructions and performance poetry.

Year 5



Genres studied: stories with a flashback, Science Fiction, information texts, biographies and autobiographies, performance poetry, myths, recounts, discussion texts, classic poetry, persuasive writing and newspaper reports.

Year 6



Genres studied: history-based stories, information texts, biographies and autobiographies, classic poetry, recounts, instructions, discussion texts, classic poetry, persuasive writing and newspaper reports.

For details of the KS1 books, please refer to the school's scheme of work.

Vocabulary Work

In KS2, children also study targeted vocabulary work where they develop an understanding of different types of vocabulary and continually build up their number of known words. Once studied, the words are displayed in classrooms so that children can challenge themselves to include ambitious and interesting vocabulary in their own writing.

Impact

The means of evaluating what knowledge and understanding pupils have against expectations

How do we know it is successful and having positive impact?

Children are assessed throughout the year through formative assessment. Teachers give ongoing verbal feedback throughout lessons which ensures children are aware of their achievements as well as thinking about what might improve their work further. Feedback is also given through teachers' marking. Teachers will celebrate successes and may suggest a 'next step,' in a green cloud. Children will sometimes respond to this green cloud the following day, or will try to use this improvement throughout their following piece of writing.

In February and July, summative teacher assessments are carried out following the school assessment system. Before completing these assessments, teachers work in teams to internally moderate writing to ensure that judgements are accurate and consistent across the school.

See Assessment Policy for further details.

Date of policy:	September 21 (updated November 2022)
Date of next review:	September 23
Subject Leader responsible for Writing:	Sue Butcher