



Writing Policy

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Policy: Curriculum

Governors: No



Writing Policy

This Writing Policy is implemented from Reception– 6. Children in Years 1 – 6 study the National Curriculum and the Children in EYFS access the Early Years Framework and complete adult lead tasks which is then followed by continuous provision.

Our Whole School Curriculum Intent

At Finlay, we intend to teach a curriculum that is engaging, relevant and purposeful to all learners. We ensure that our curriculum allows all pupils to achieve and succeed in line with National expectations. We aim for our curriculum to allow all children to develop their knowledge, skills and understanding in line with the National Curriculum (Key Stage 1 and 2) and the Early Years Framework (Pre-School and Reception)

In addition to this, we have identified five core values which are integral to the learning experiences we provide for all of our children. We therefore aspire for our curriculum to allow pupils at Finlay Community School to leave with a **SMILE**: Social Awareness, Mental and Physical Health and Wellbeing, Independence, Life Skills and Excellent Aspirations.

1. Intent:

At Finlay, we teach the National Curriculum. As mentioned in the National Curriculum Framework, high-quality teaching should “teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them”.

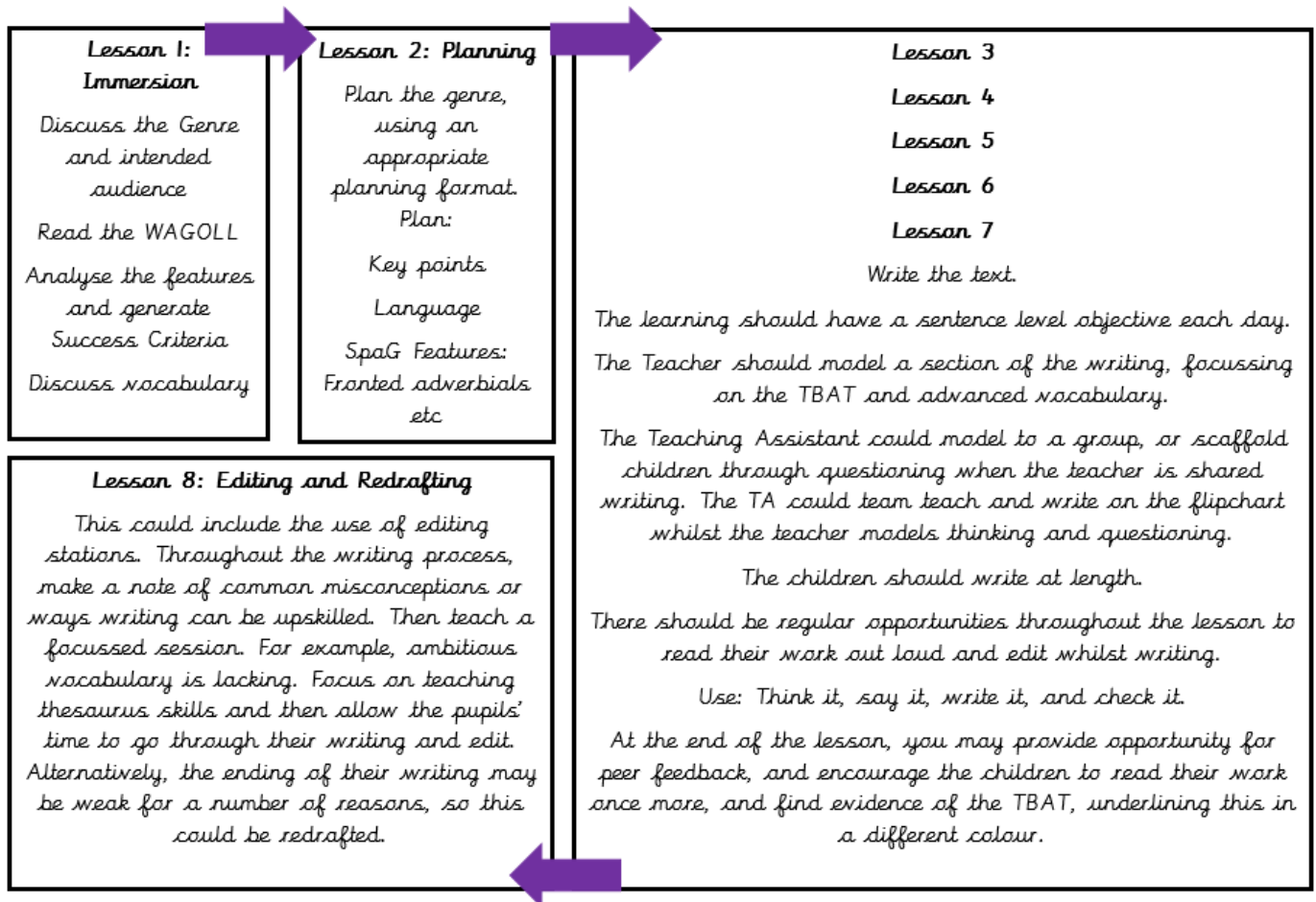
We intend for our children to become enthusiastic and motivated writers, who are confident in writing for a variety of genres. We aim for our writing lessons to provide children with the opportunities to develop: sentence structure, vocabulary, grammar and for a range of purposes. Each class has access to age appropriate Vocabulary, Punctuation and Grammar posters which are displayed in every classroom. We want our children to be to extend their writing knowledge and be able to write confidently. We feel that this links to our SMILE values as it allows our children to develop life skills that allow them to achieve and succeed in later life.

For more information regarding our writing intent, please see Finlay Community School Writing Intent Document: <https://www.finlayschool.co.uk/subject-progression-and-overviews>

2. Implementation:

2.1: What does a unit of work look like in Writing?

The children will focus on one text type over a two week block. The unit of work is structured into key components: immersion, planning, writing, editing and redrafting. Within each half term, the children have opportunity to complete an independent writing assessment.



During the writing part of the unit, the children will focus on an objective related to sentence level or grammar. This allows teachers to directly teach children the required skills to be able to write a varied and coherent piece of writing.

2.2: What texts do the children write when?

Class teachers are encouraged to use a wide range of texts in writing so children are exposed to different genres, layouts and styles. Teachers are also encouraged to link their writing to other curriculum areas where possible. Cross curricular writing in foundation subjects can include writing up science investigations, descriptions of locations (geography), and historical descriptions – people and places (history).

Text types include but are not limited to:

- Biographies and autobiographies
- Book/film reviews
- Newspaper reports
- Poetry
- Non-fiction, factual pieces of writing: Non-chronological reports.
- Leaflets



- Diary entries

- Explanation texts

- Letter writing

- Play scripts

- Recounts

- Story writing

As a school, we have created a

long term plan for writing to ensure that a variety of genres are covered across the year.

Spring 1 (6 weeks and 3 days)	Narrative Retelling and writing a fairy tale – Little Red Riding Hood	Narrative Retell the story of Ruby's Worry in the 1 st person	Narrative Catch It (Literacy Shed animation)	Narrative Retelling the story: Escape from Pompeii	Newspaper Report 3 Little Pigs (Literacy Shed)	Narrative The Alchemist (Literacy Shed video)	Narrative Francis writing: description (Shorter unit) (Literacy Shed)
	Narrative Retelling and writing a fairy tale – Jack and the Beanstalk	Diary Entry Finlay Bear's adventures based on postcards he has sent	Fact File (Non-Chronological Report) Meerkats (shorter unit)	Newspaper Report Icelandic volcano eruption and flight disruption 2010	Alternative Traditional Tale – Narrative Writing a narrative with an twist – Red Riding Hood/ Jack and the Beanstalk	Letter – Informal The Alchemist (Literacy Shed video) Letter from Nicholas to his son or wife (Shorter Unit – 4 lessons)	Narrative Francis story (Literacy Shed)
	Narrative Retelling and writing a fairy tale – The Three Billy goats gruff	Information Leaflet Things to do in Gloucester	Persuasive Leaflet Visit the United Kingdom: structured on the 4 capital cities	Explanatory Text How a volcano erupts (3 lessons: WAGOLL and planning, writing for 4 lessons)	Persuasive Letter Plastic pollution letter to an MP	Persuasive Leaflet Holiday brochure to visit Brazil	Narrative Diary entry from Francis' point of view
	Independent Writing Assessment: Simple sentences about a chosen fairytale – Cinderella Write short sentences with words with known sound-letter correspondences, using a CL and full stop Begin to use CL, finger spaces and full stops in independent writing	Independent Writing Assessment: Diary entry – Finlay Bear's adventure to another place	Independent Writing Assessment: Fact File of an animal the children have learned about	Independent Writing Assessment: Explanatory text – how an earthquake happens/ how a tsunami happens	Independent Writing Assessment: Alternative Traditional Tale Narrative	Independent Writing Assessment: Holiday brochure to visit Rio de Janeiro	Independent Writing Assessment: Narrative – alternative ending for Francis/ what happened next

2.3: How do we ensure progression within the curriculum?

We have created a progression of genres document to ensure that there is progression within genres from EYFS through to Year 6. For example, story writing is taught from EYFS through to Year 6 and it is important to ensure that the text is progressive.

Narrative – Writing to Entertain		Purpose		Types	
Children write many different types of story through KS1 and KS2. Although most share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write a particular narrative text.		To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge		Narrative types are developed throughout the school	
Year Group	Narrative Styles/Organisation	Vocabulary	Sentence Features/Story Language	Grammatical Features	Punctuation
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the story spoken and then written	Once upon a time Happily ever after The end	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Traditional tales Fairy tales Familiar settings Well-known stories Science-fiction Fantasy	Year 1 ambitious vocabulary used Range of size adjectives used: big, small Range of colour adjectives used: red, blue	Use of simple sentence structures. Size adjectives big, small, enormous, big, bigger, biggest Emotion adjectives sad, angry, cross, happy Pronouns I, she, he, they Prepositions up, down, into, out, to, onto Time references once upon a time, one day, happily ever after	Noun Consistent Past tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters Exclamation marks Capital letter for start of sentence, names, personal pronoun – I
	Clear beginning and end using story language e.g. Once upon a time, One day, In the end. Ideas grouped together in chronological order Problem and simple resolution	Range of emotion words used: sad, angry, cross Pronouns: I, she, he, they Conjunctions: and, but, then Prepositions: up, down, in, into, out, to, onto Time conjunctions: first, then, next Once upon a time One day Happily ever after			
Year 2	Adventure Fables Humorous Dilemmas	Year 2 ambitious vocabulary used Time conjunctions: after, after that, at that moment, by the next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon.	Simple adverbs to express how to do an action Noun phrases to describe Story Language Adverbs suddenly, quickly, slowly, carefully, nervously,	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece	Full stops Capital letters Exclamation marks Capital letter for start of sentence, names, personal pronoun – I Apostrophe for contraction

In addition to a genre progression guide, we have also created a progression of knowledge, skills and understanding document that is in line with the National Curriculum requirements. This is available to view within the intent guide. The statements in this progression document are in line with the statements available on Target Tracker, so that this can be evidenced during summative assessments.



2.4: How is writing taught? What does this look like in the classroom?

Children are taught using a ‘Whole Class’ teaching model: this is the same as what is used in Maths and Reading.

At the start of a new genre of text, children are provided with a high-quality WAGOLL – an example of ‘What a Good One Looks Like’. This is an example of what the children will write by the end of the unit. Examples of the week’s objectives can be found in the WAGOLL and are referred to daily. Children spend the immersion lesson unpicking the WAGOLL and finding high quality vocabulary that they can then use within their writing.

Each group receives modelling every day, where a shared write is completed with the children. The content of this includes sentence structure, upskilling and shows how the objective can be used in the context. Teachers actively ‘think aloud’ the writing process during this part of the lesson.

Along with the WAGOLL, children are given a Success Criteria, which contains all of the objectives that will be covered. At the end of each session, the children tick the boxes for which objectives they have met. A success criteria can be a useful tool when editing and redrafting work.

Monday 5- September – Thursday 15- September

TBAT Describe a Setting and a Character

Context: The Dream Giver

Success criteria	Child	Teacher
Composition:		
I can describe the time of day and where the Dream Giver is		
I can describe how and when the Dream Giver arrives at the orphanage and ticks off the address.		
I can describe how the Dream Giver enters the room and how he cracks his egg onto different objects.		
I can describe what happens when the Dream Giver cracks the egg onto the little boy's book		
Genre:		
Figurative language to describe		
Paragraphs - change of paragraph when talking about a different topic, or there is a change in time or location.		
Third person - The Dream Giver, he, the boy		
No Excuses:		
Capital letters (including for proper nouns - Dream Giver, Kensington Avenue.)		
Full stop at the end of sentences		
READ your sentences as they make sense (Think it, say it, write it, check it)		
Powerful adjectives to describe (use a thesaurus to upskill your language choices)		
Spell most words correctly		
Legible joined handwriting		
Write a line, miss a line		
Objectives to include in my writing:		
Exponential noun phrases punctuated with a comma (the transparent, delicate wings fluttered in the breeze)		
Fronted adverbials for manner punctuated with a comma (Cautiously, the Dream Giver perched on the window sill.)		
Fronted adverbials for place punctuated with a comma (Inside the orphanage, the children lay sleeping.)		
Subordinating conjunctions to join clauses - AWHITERUS (The mysterious creature moved stealthily across the room, whilst trying hard not to land on the crackling floorboards beneath him.)		
Relative clauses to add information, punctuated with commas or brackets (feeling restless, the young boy, who was tucked up in bed, tossed and turned, completely unaware that the delicate egg was still resting on his chest.)		

2.5: How is this recorded?

Every child has a Writing exercise book, to record their writing in. Our expectations include a date and TBAT at the start of each piece of work. This children also have a WAGOLL and Success Criteria stuck into their books for each genre of writing so that children can refer to these during each lesson. Work is marked/feedback is given and children are expected to respond to this in purple pen. The children also write a line, miss a line in writing to ensure they have sufficient space to edit and improve their work.

2.6: Classroom Learning Environments

Each classroom is required to have a Literacy display that relates to the current piece of writing. It should be presented to pupils as a ‘Writing working wall’. Age related SPaG vocabulary is also displayed in the classroom. Displays should be accessible to both teaching staff and the pupils and should be updated regularly to reflect pace of learning.



2.7: Handwriting and pen licences

From Year 1 onwards, cursive handwriting is implemented. From Year 1- Year 6, children are taught cursive handwriting alongside spelling. As children move through school, it is expected that children join each letter using the correct formation and joins. When handwriting is of a high standard, pen licences are awarded. Expectations for a pen licence are;

- Correct formation and joins for all letters
- Appropriately sized upper and lower case letters
- Punctuation to be placed accurately in sentences
- Handwriting to be consistent in all pieces of writing

2.8: Spelling

As a school, we use Spelling Shed to teach our spelling. The scheme of work gives an organised progression through the Spelling objectives outlined in the English National Curriculum.

The weekly spelling programme includes the following:

- A weekly lesson plan with printable resources
- Editable teaching slides
- Online assignments for the children to complete in school or at home.

As part of the children’s weekly homework, they are expected to engage with Spelling Shed three times a week.

We use a long term spelling plan to ensure there is progression and coverage of the National Curriculum spelling patterns.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'	Compound words and words with unstressed vowels	Words with the split digraph 'o_e'	Words where the digraph 'er' is stressed	Words where the digraph 'ou' makes an /ow/ sound	Words with the trigraph 'igh'
Week 2	Words with the /k/ spelt 'k' and 'nk' spelling pattern	Words with the digraphs 'ai' and 'oi'	Words with the split digraph 'u_e'	Words where the digraph 'er' is unstressed	Words where the digraph 'ow' makes an /ow/ or /oa/ sound	Words with the digraph 'or' and the trigraph 'ore'
Week 3	Words with the trigraph 'tch'	Words with the digraphs 'ay' and 'oy'	Words with the digraph 'ar'	Words with the digraphs 'ir' and 'ur'	Words ending in 'y' /ee/ and 've' /v/	Words where 'aw' and 'au' make an /ar/ sound
Week 4	Adding '-s' and '-es' to make plurals	Words with the split digraph 'a_e'	Words with the digraph 'ee'	Words with the digraph 'oo' /oo/	Words with the digraphs 'ue' and 'ew'	Words with the trigraphs 'air' and 'ear'
Week 5	Adding the suffixes '-ing' and '-ed'	Words with the split digraph 'e_e'	Words where the digraph 'ea' makes an /ee/ sound	Words with the digraph 'oo' /u/	Words where the 'ie' makes an /igh/ sound	Words where the trigraphs 'air' and 'ear' make an /air/ sound
Week 6	Adding the prefix 'un-' and the suffixes '-er' and '-est'	Words with the split digraph 'i_e'	Words where the digraph 'ea' makes an /e/ sound	Words where the digraphs 'oa' and 'oe' make an /oa/ sound	Words where 'ie' makes an /ee/ sound	Words with the digraphs 'ph' and 'wh'

2.9: Writing Interventions

As a school, we use a range of interventions, both for pre-teaching and for targeted intervention.

What might pre-teaching include?

- Generating vocabulary for the upcoming lesson



- Reading the WAGOLL – the relevant paragraph or the whole thing depending on the lesson and discussing meaning and decoding
- Bullet pointing key ideas for writing for the relevant paragraph
- Sharing examples of the TBAT and explaining what it is – e.g. Fronted Adverbials – and creating own mini word banks to support the main lesson and whole class discussion

What might same day intervention/ keep up not catch up intervention include?

- Response to marking
- Redrafting of key ideas
- Supporting editing to include TBAT

Other interventions to support the writing process:

- Write from the start
- Fine motor interventions
- Handwriting intervention
- Precision teaching for spelling
- Hold a sentence/ Colourful semantics

2:10: Independent Writing Assessment

Independent writing activities will be carried out every half term. The context and genre for this is outlined on the long term plan. Independent writing should take 3 lessons to ensure that the whole writing process takes place: planning, writing and editing. The children’s independent writing will be recorded in a separate book and each piece

<p>Independent writing assessment: How children hold a pencil.</p> <p>Five motor skills. Begin to form lowercase and capital letters correctly Spell words by identifying sounds and writing the sound with the letter/s. Copy full name from a name label</p>	<p>Independent writing assessment: simple sentences to describe</p>	<p>Independent writing assessment: Biography of King Charles II</p>	<p>Independent writing assessment: Descriptive writing: new room for Charlie and the Chocolate Factory</p>	<p>Independent writing assessment: Roman myth narrative – Jupiter and the Bee</p>	<p>Independent writing assessment: Diary entry – With grantee from Literacy Shed video</p>	<p>Independent writing assessment: Letters of complaint about something else</p>
<p>Independent writing assessment low children hold a pencil.</p> <p>Five motor skills. Form lowercase and capital letters correctly Spell words by identifying sounds and writing the sound with the letter/s. Copy full name from a name label</p>	<p>Independent writing assessment: Description of favourite toy</p>	<p>Independent writing assessment: Narrative linked to a Christmas tale</p>	<p>Independent writing assessment: A letter from another character from Charlie and the Chocolate factory to thank Willy Wonka</p>	<p>Independent writing assessment: Non Chronological Report Roman Legacy</p>	<p>Independent writing assessment: Non Chronological report – Vikings</p>	<p>Independent Writing Assessment: Non Chronological Report – Life for children during WW2</p>

of writing will be assessed half termly using the writing checklists. The writing lead will collect a random sample of books in half termly. Teacher Assessment writing checklists have been created for each year group to help standardise the assessment process.

Year 1 Writing Assessment Checklist – Working At the Expected Standard

Pupils are confidently and independently able to apply their knowledge, after discussion with their teacher:					
To write sentences in order to create short narratives and non-fiction texts.					
To use some features of different text types (although these may not be consistent)					
To reread their writing to check that it makes sense and make suggested changes.					
To use adjectives to describe.					
To use simple sentence structures.					
To use the joining word (conjunction) 'and' to link ideas and sentences.					
Has an awareness of:	Capital letters for names, places, the days of the week and the personal pronoun 'I'.				
	Finger spaces.				
	Full stops to end sentences.				
	Question marks.				
	Exclamation marks.				
To spell most words containing phonemes taught phonemes and DPCs accurately.					
To spell most 11 common irregular words and days of the week accurately (from English Appendix 1)					
To use -s and -es to form regular plurals correctly.					
To use the prefix 'un'					
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).					
To write lower case and capital letters in the correct direction, starting and finishing in the right place.					
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.					



3. Impact

3.1: How do we measure impact?

The impact of our curriculum can be measured and monitored in a variety of different ways. As a school, we use Target Tracker to monitor and measure progress in the core subjects: Maths, Writing, Reading and Science. Target Tracker allows all class teachers to colour code statements using three different colours: red indicates a child is Working Towards the statement, blue shows they are secure and gold shows they are working at Greater Depth within the standard. Target Tracker teacher judgement then allows subject leaders and the curriculum lead to cross-reference statements to evidence in books. At the end of each term (Autumn 1 and 2, Spring 1 and 2 and Summer 1 and 2), class teachers will assess pupils' learning, by completing a data drop, indicating which level they feel the child is working at, backed up with the evidence they have colour coded. Subject leaders/ curriculum lead can then download progress reports to look at whether children are on track and making satisfactory/good progress. They are able to also look at attainment for different pupil groups.

As a school, we have developed Teacher Assessment Framework checklists to support the assessment of independent writing. These are in line with the Assessment Frameworks in Year 2 and Year 6, which are statutory.

In addition to summative assessment, we regularly monitor teaching and learning to see the impact that the learning experiences and opportunities are having for our children. To monitor the impact, the Curriculum Lead or Subject Lead could complete:

Lesson observations

Work sampling

Talking to staff/pupils (pupil conferencing)

Monitoring plans

Analysing data

Teacher evaluation/pupils

Display – visual evidence, photographs, ICT etc

Resources – audit use and accessibility

Questionnaires

External views from School Improvement Partner (SIP) or Teaching and Learning reviews.

Finally, we use published data to look at the impact of writing across our school. We are able to use the end of KS1 assessment and the end of KS2 statutory assessment to look at the percentage of children achieving or exceeding the expected standard, as well as comparing ourselves nationally. We also use Fischer Family Trust to download detailed data analysis, looking at the attainment of different pupil groups.