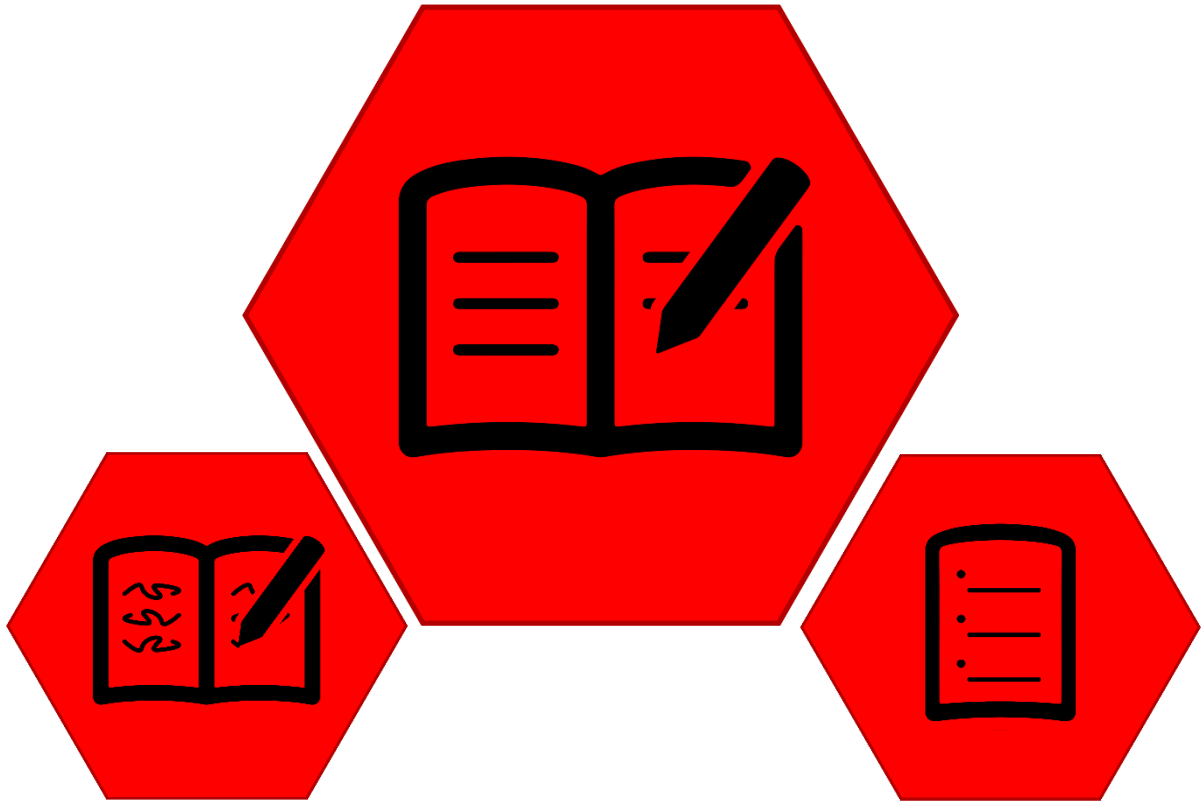


St Mary's Fields Primary School



WRITING POLICY

Policy Date:	April 2021	Version: Summer Term 2021 (1) – Carl King – Subject Lead		
Policy Review Date:	April 2023	Mrs R Dulieu (Head teacher)	Signature	Date
Ratified by Governing Body:				
Name: Raj Gill-Harrison		Signature		Date

1. Writing Curriculum Intent

At St Mary's Fields Primary School, we believe that an effective English Curriculum should develop the children's love of reading, writing and discussion. Writing is an essential part of the curriculum and is taught through a sequenced approach, which promotes investigation and independence.

Children are inspired to write through exposure to high quality texts, discussions, engagement hooks, real experiences and model writes. Pupils during the planning stages are encouraged to select appropriate vocabulary and language styles, relevant to the purpose of the write. Children are taught a range of spelling strategies that enable them to understand how to use and apply rules in context.

We continue to develop and nurture a culture where children take pride in their writing, write clearly and accurately and are able to adapt their vocabulary, language and style for a range of purposes and across the curriculum. Pupils are taught to re-read, edit and improve their writing before they are given the opportunity to publish, present, perform or display their work in order to create a sense of pride and achievement.

Through our intent we aim to: (to be read in conjunction with the whole school curriculum intent)

- Knowledge: Support the acquisition of new language through the explicit teaching of vocabulary throughout the whole curriculum
- Knowledge: Ensure the children have the opportunity to make links within subjects, across subjects and to prior learning
- Knowledge: Teach children to not only have a voice, but to use it in order to enquire, challenge and communicate their ideas and opinions to problem solve and be creative
- Knowledge: Expose children to a broad range of memorable experiences beyond the classroom, inspiring our pupils to build a wider cultural capital and support their learning of new vocabulary
- Character: Enables children to be reflective in order to recognise their own, and others, strengths and characteristics to develop
- Character: Empower our children to become independent and resilient in their learning and beyond
- Character: Motivate children to have high aspirations for their futures in learning, work and in wider life.

2. Organisation and planning of Writing

There is a clear pathway of progression and skills ([Appendix 1](#)) for pupils as they advance through the Primary English Curriculum ensuring full coverage set out in the [EYFS Curriculum Framework](#) and the [Primary National Curriculum](#). The Skills and Progression map is broken down further in each year group forming Long Term Plans; detailing which texts, text types and skills are studied in each half term along with any cross-curricular writing.

All staff are provided with the Writing Handbook which outlines expectations and the implementation of Recipe Writing, spelling and handwriting in greater detail. This is reviewed annually. In addition, the school benefits from links within the local authority in which the staff receive CPD and moderation opportunities.

Writing

Writing is taught through a sequenced approach, which is designed to be inclusive and effective for pupils especially for those who have English as an additional language. The approach has six stages and is known as 'Recipe Writing':



Stage 1: PREHEAT - Children are provided with a stimulus to inspire, engage and entice them with the text type, audience and purpose for that sequence. Once the initial activity has been carried out, pupils will be made aware of what their final outcome will be.



Stage 2: FINDING THE INGREDIENTS – Children access a carefully considered model text (WAGOLL) along with comparative texts that are similar. Use texts that the children can magpie words and phrases from the WAGOLL. They identify and learn new vocabulary along with the key features (or ingredients) that make the piece of writing successful.



Stage 3: THE METHOD – This is the planning stage. Pupils will need to understand that their writing is 'their writing'. It should include what has been planned – using the expanded success criteria. Consider what has been magpie'd from the WAGOLL, where the children can use it in their work. Target cards can be referred to at this point, with suggestions made as to what could be used and what is appropriate.



Stage 4: MAKING AND BAKING – Children start their bake - write their first draft independently. Use scaffolds (such as planning frames and word banks) to support them if required, but encourage children to write.

Stage 5: CHECK IT / TASTE IT – Pupils to read their work aloud – Others get the chance to taste (read) too – Peer proof read before peer edit – look for each other's mistakes. Most important tasting feedback is 'does it make sense?' Look at SPAG editing – through an 'Austin's Butterfly' feedback approach. How could it be improved? Edit work together using the visualiser. Teacher to model proof read and edit. Spelling - refer to flowchart. Extra explicit lessons may need to be taught here to focus on specific areas that need improving e.g. speech to move the action forward / use of commas etc.



Stage 6: SEASON / GARNISH IT – Improve it – The children think about what is missing from their writing? - what will make it taste (read) better? The teacher must support the editing process – pink spelling errors, circle missing punctuation and underline where it doesn't make sense in line with the feedback policy.



Stage 7: PRESENT IT / BAKE OFF – Children are always given the chance to present their final piece of work for the audience intended. The second draft needs to be better than the first! Mistakes shouldn't be repeated and presentation and handwriting should be neater.

All staff are provided with the Writing Handbook which outlines expectations and the implementation of Recipe Writing, spelling and handwriting in greater detail. This is reviewed annually.

Spelling

In the EYFS and Key Stage 1, our children follow a high-quality, systematic programme of phonics teaching, following the 'KTC' approach. Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonic knowledge when spelling.

In Key Stage 2, pupils are taught the age-related spelling content using a published scheme - 'No-nonsense Spelling'. Children are taught a range of spelling strategies that enable them to understand how to use and apply rules in context.

Handwriting

As a school, we follow the Nelson Handwriting scheme which has clear progression to help all children develop a confident, legible and personal handwriting style.

3. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage 2020 – Early Adopters - framework](#).

4. Roles and responsibilities

4.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

4.2 Head teacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

4.3 Subject Leaders (The Writing Lead)

Subject Leaders will ensure that their curriculum subject is implemented in accordance with this policy.

4.4 Other staff

- Ensure that the teaching of writing, spelling and handwriting is in line with the long term plan, skills and progression maps and schemes in place.
- Update the writing long term plan where necessary
- Plan lessons to incorporate the relevant skills from the progression map.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

6. Subject Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through planned Governor Visits, reading the end of year Governor’s Reports and Subject Action Plans and looking at subject data and outcomes.
- The Writing Lead/Team monitor the way their subject is taught throughout the school by:
 - Planning and work scrutiny; to ensure curriculum coverage and the progression of knowledge and skills taught.
 - Learning walks; which monitor the quality of teaching, classroom environment and assessment for learning and for formative assessment / AFL strategies; ensuring this reflects the intent for the subject.
 - Analysis of summative data and moderation activities; to identify impact and target groups across the school.
 - Looking at the impact evidence through work completed; e.g., through work in books or on display, including work completed in other subject areas (e.g., cross curricular writing).
 - Staff & pupil interviews to gather impact evidence and identify CPD needs.
- The Writing Lead will also have responsibility for monitoring the way in which resources are stored and managed and are responsible for the ordering of new resources and managing the associated budget.
- The Head Teacher and the Writing Lead will review this policy every two years. At every review, the policy will be shared with the governing board.






7. Links with other policies

This policy links with and should be read alongside the following policies and procedures:








- Teaching, Learning and Assessment Handbook
- SEN Policy
- Feedback policy

Appendix 1: Please see separate document ‘Writing Long Term Plan 2022-2023: Skills and Progression

Appendix 2: Skills and Progression Map for Proofreading and Editing

PR	EYFS	Year 1	Year 2	Year 3-	Year 4	Year 5	Year 6
Focus	Write simple sentences which can be read by themselves and others.	Re-reading what they have written to check that it makes sense	Proof-read to check for errors in spelling, grammar and punctuation	Proof-read for spelling and punctuation errors Starting with one paragraph and progressing C, P, S to whole composition. .	Proof-read for spelling and punctuation errors across whole composition. (C, P, S) Begin to check for cohesion (O) within a paragraph.	Proof-read for spelling and punctuation errors across whole composition. (C, P, S) Check for cohesion (O) within a paragraph progressing to whole composition.	 
C		CL to begin sentences Full Stops	CL (to begin sentences and for proper nouns) Full Stops	Check in one paragraph selected by adult progressing to whole document.	Check across whole document.		
O			Make simple additions, revisions and corrections to their own writing supported by teacher.	Proposing changes to grammar to improve consistency Use of target card fully embedded. Ideas are beginning to be grouped into paragraphs	Make revisions within one paragraph that improves cohesion. Ideas are organised into paragraphs.	Proposing changes to grammar and punctuation to enhance effects and clarify meaning across whole composition	 
P	Check for finger spaces.	Check for finger spaces (if still required)	Question Marks (?) Exclamation Marks (!) Comma's in list	Comma for ENP (in between adjectives) Apostrophe for contraction and singular possession	commas after FA commas to mark clauses Inverted commas	comma in speech commas for relative clauses brackets dash	semi colon
				Punctuation errors highlighted in pink to support correct. Bullet points in lists	Punctuation errors highlights in pink to support correct. Bullet points in lists (comma or full stop at end if a sentence)	Punctuation errors highlights in pink to support correct moving to P in the margin. Colon to introduce Bullet points in lists (comma or full stop at end if a sentence)	P in the margin progressing to no marks.

s	Check spelling of High frequency words previously taught.	Correction of known High frequency words and some phonic decodable words Identified by adult.	Correction of known High frequency words and vocabulary taught. Identified by adult. Using dictionary (First Letters)	Statutory words, HFW and word from spelling strategies taught. Unit Vocabulary corrected. Using dictionary (first and second Letters) Words written teacher (pupil write out three times) Words to check underlined in pink. Model three dots/dashes for spellings to check.	Statutory words, HFW and word from spelling strategies taught. Unit Vocabulary corrected. Words to check underlined in pink progressing to the introduction of SP in margin	Statutory words, HFW and word from spelling strategies taught. Unit Vocabulary corrected. Identified by adult with SP in the margin progressing to a (.) in the margin.	Statutory words, HFW and word from spelling strategies taught. Unit Vocabulary corrected. Dot in margin progressing to no mark and self-identification.
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E	EYFS	YEAR 1	YEAR 2	Year 3	Year 4	Year 5	Year 6
Stamina			One sentence identified by the teacher	One sentence identified by the teacher to improve moving to selecting own sentence from a paragraph.	One paragraph identified by the teacher to improve moving to selecting own paragraph.	Building from one paragraph to whole composition.	Whole composition
Re Reading work	Put meaning to what they have written. Write simple sentences which can be read by themselves and others.	Re-reading what they have written to check that it makes sense	Re-reading to check that their writing makes sense Evaluating their writing with the teacher and other pupils	Beginning to assess the effectiveness of their own by identifying some features	Assessing the effectiveness of their own and others' writing and suggesting improvements	Assessing the effectiveness of their own and others' writing identifying and implementing improvement Rereading work more than once.	 
Working Collaboratively.			Make simple additions, revisions and corrections to their own writing	Proposing changes to vocabulary to improve consistency Use of target card fully embedded.	 	Proposing changes to vocabulary punctuation to enhance effects and clarify meaning	
Tense and Verbs			Verbs to indicate time are used correctly and consistently, including verbs in the continuous form	<i>Standard English forms for verb inflections instead of local spoken forms (e.g. we were, not we was, and we did, not we done)</i>		ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural,	
Other	Correcting Letter reversals.				the accurate use of pronouns in sentences		distinguishing between the language of speech and writing and choosing the appropriate register

Feature to focus from target card.				ENP Adverbs Fronted adverbials Prepositions correct person (1 st /3 rd)	Range of conjunctions	Relative Clauses Modal verbs correct tense	passive voice subjunctive form
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