

## Writing Policy 2021 – 2022



“Don’t tell me the moon is shining; show me the glint of light on a broken glass.” Anton Chekov

“Writing is magic, as much as the water of life as any other creative art. The water is free. So, drink. Drink and be filled up.” Stephen King

### Intent

At Pearson Primary School, we believe that English, and the teaching of it, is the foundation of our curriculum. Our aim is that all children leave our school as not only literate and confident writers, but as pupils who have developed a love for writing. They can use writing to express themselves, and see that writing is a creative process, due to the exciting and engaging ways in which our lessons are delivered. Children will be taught to write for a range of purposes, knowing how to adapt their style and language use. Writing is edited and improved by the children to create final products that they are proud of. Children will also be confident in using their speaking and listening skills to further their learning.

Literacy skills are vital to be able to engage fully as a member of our community. At Pearson Primary School, a high percentage of our pupils have English as an additional language. We therefore provide our children with a language rich environment to enable our pupils to create writing that is expressive, imaginative, and coherent. This is developed through close links between both our reading and writing journeys, as well as identified Tier 2 words being taught through our foundation subjects. Dedicated displays in every classroom show that ‘we are language learners’, as well as other displays around school exhibiting examples of quality written work from all ages.

### Implementation

At Pearson Primary, we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. Each year group teaches the grammar, punctuation and spelling objectives required for that age group, in line with the national curriculum. As well as teaching the objectives, teachers embed the skills throughout the year in cross-curricular writing opportunities. In every year group, we ensure that most children are achieving the objectives at the expected level, as well as some children achieving a greater depth standard.

To ensure children are exposed to a variety of genres, teachers use a writing journey to plan, structure and teach their English lessons. This journey is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills, and develop vocabulary. Grammar and punctuation are crucial for written work to flow. These skills are taught progressively and are carefully woven into writing lessons for children to understand their effect, and importance, on the reader.

In our Foundation Stage, we focus on developing the motor skills necessary for writing. We ensure that the children follow a daily motor skills activity such as write dance or dough disco. This ensures the children can exercise the correct muscles to develop dexterity, rotation, and strength of the shoulder, arm, wrist, and hands. We also ensure that we have provided a rich environment offering opportunities for motor skills and mark making within the continuous provision. Resources are available throughout the unit that have been carefully selected to assist development. These have been carefully selected to be progressive throughout the year to support children’s development as writers. In addition to this, there are also specific areas for 'funky fingers' and writing. The Children in F1 observe the adult model writing during daily literacy sessions and are given the opportunity for guided mark-making. Once they are in F2, children use their phonic knowledge to form words that match spoken sounds during shared writing. They also begin handwriting and practice letter formation daily as part of their morning work. To develop sentence structure and vocabulary needed for writing, the children take part in adult input sessions adapted

from the 'Language In Colour' programme and have weekly helicopter story sessions to develop oral story telling. This gives the children a chance to observe modelled writing and learn the components of creating a story.

In Key Stage One, we focus on the importance of writing by having children write every day. This writing is often based on the class read and allows the teacher to intensively work on letter formation and basic punctuation. Year 1 pupils record their work in wide-lined books to help secure formation before transitioning to smaller lined books in the Summer term. In Year 2, children are taught to use the printed cursive style. Children are placed in smaller, focus groups, within the classroom, to accelerate their writing progress. The majority of the writing in Key Stage One is focused on the genre of narrative, as children are most familiar with this format due to the high emphasis on reading at the school. Other genres, as directed by the National Curriculum, are also taught. The school follows the Read Write Inc programme to deliver phonics. Teachers prioritise the application of learned phonemes within writing and ensure the pattern for letter formation is also adhered to.

In Key Stage Two, we have a clear learning journey in place to support an effective sequence of learning in writing. Statutory spellings are taught in a daily focused session, which is used for children to learn and practise the spellings for their year group, both in school and at home; these are split into weekly lists. The genre range for pupils expands to cover a wide spectrum so children become competent writers in all styles. Handwriting is expected to be written in a joined, cursive style, that is modelled by all staff.

### **Impact**

The implementation and impact of writing is monitored in several ways at Pearson Primary.

The writing lead at the school is responsible for supporting staff with the planning of their writing lessons; this includes checking that the correct areas of the national curriculum are covered by each year group and that there is progression in the teaching of genres across the school.

The quality of the delivery of lessons is moderated through lesson observations and book looks. The senior leadership team also monitor the quality of writing in the school throughout the year as part of their annual monitoring schedule. All information gathered from any monitoring is shared with staff to drive forward continual improvements in writing at the school.

The writing lead works closely alongside the assessment lead to track the progress of pupils in terms of meeting the age-related expectations for their year group. This data is used to identify children who may need further support in terms of interventions.

As well as internal monitoring, the Trust SLE for writing attends Pearson Primary to support with staff training. They also monitor standards to ensure that our expectations and outcomes for pupils are high.

### **Assessment**

Formative:

This form of assessment takes place daily and is an inherent part of teacher practice. Teachers will re-group pupils and assign adult support based on which children require this to achieve the learning outcome. The cold task, which forms part of the writing learning journey, is used to assess the pupils and inform the planning of the objectives throughout the writing sequence for the genre.

Summative:

Children from F2 to Year 6 are assessed half-termly on a piece of narrative writing. This is based on a whole school pictorial stimulus. Teachers assess this work against Key Performance Indicators in writing, which have been developed by Hull Collaborative Academy Trust. Narrative is used for each assessment piece so that progression can be tracked across the year.

Assessment information is reviewed half-termly at pupil progress meetings. The information is used to target children who are not working at age-related standards for interventions and further support.

### **Leadership**

The role of the writing lead is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues in relation to the teaching and learning of writing
- Monitor pupil progress in reading
- Monitor the writing sequence for each genre in each year group
- Monitor the quality of the teaching of writing within the school

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum, and that progression is planned into the schemes of work.

### **Equal Opportunities**

At Pearson Primary School we are committed to providing all children with an equal entitlement to writing activities and opportunities regardless of race, gender, culture or class.

### **Inclusion At Pearson Primary School**

We know how to achieve educational inclusion in writing by: Identifying and overcoming potential barriers to learning and assessment; responding to diverse learning needs; and setting suitable and aspirational learning challenges for all children.

## Overview of genres

	Autumn (14)	Spring (11)	Summer (14)
Foundation	<ul style="list-style-type: none"> <li>• Stories from familiar settings</li> <li>• Instruction</li> <li>• List</li> <li>• Card</li> <li>• Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional tales</li> </ul>	<ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Stories from other cultures</li> <li>• Poetry and rhyme</li> <li>• Recount</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Labels and captions</li> <li>• Character description</li> <li>• Narrative</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Setting description</li> <li>• Non-chronological report</li> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chronological report</li> <li>• Postcard</li> <li>• Recount</li> <li>• Narrative</li> <li>• Poetry</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Character description</li> <li>• Setting description</li> <li>• Non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Poetry</li> <li>• Instruction</li> <li>• Character description</li> <li>• Setting description</li> <li>• Recount</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Recount</li> <li>• Instructions</li> <li>• Persuasive poster</li> <li>• Poetry</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Instruction</li> <li>• Character description</li> <li>• Letter</li> <li>• Narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Recount</li> <li>• Persuasive leaflet</li> <li>• Narrative</li> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Diary</li> <li>• Information text</li> <li>• Narrative</li> <li>• Discussion Text</li> <li>• Play script</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Diary</li> <li>• Playscript</li> <li>• Poetry</li> <li>• Narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Instructions</li> <li>• Discussion text</li> <li>• Persuasive leaflet</li> </ul>	<ul style="list-style-type: none"> <li>• Recount</li> <li>• Poetry</li> <li>• Narrative</li> <li>• Explanation text</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Newspaper report</li> <li>• Explanation text</li> <li>• Narrative</li> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Recount</li> <li>• Persuasive letter</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Diary</li> <li>• Discussion text</li> <li>• Recount</li> <li>• Poetry</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Explanation text</li> <li>• Narrative</li> <li>• Diary</li> <li>• Biography</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion text</li> <li>• Persuasive text</li> <li>• Narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Newspaper report</li> <li>• Narrative</li> <li>• Film review</li> <li>• Poetry</li> </ul>

## Pearson Primary School Writing Journey

Teacher identifies a text that will be used as a cold task, modelled text and hot task prior to the unit being delivered. These will ensure features appropriate to genre and year group are included.

### Cold Task

Teacher to give children an overview of what the genre type is, and expectations of basic skills in writing for year group. Teacher assesses children for basic skills and genre features to then plan a sequence of lessons that addresses the pupils' needs.

### GPS starters

These should focus on practising and rehearsing prior knowledge and skills that were highlighted as areas of focus in the cold task. These should last no longer than 5-10 minutes, including the self-marking of the activity. To be completed either on whiteboards or in the vocabulary books.

### Editing and Redrafting

Children should be editing work based on feedback from adults and peers. This involves correction of spellings, punctuation and sentences reading correctly. Evidence of editing and improving on the right-hand page. At least one genre per half-term needs to be redrafted by pupils. This involves a full edit and re-write of a section, or full, text. These redrafts improve the vocabulary used, sentence structure and organisation.

### Hot Task

The hot task must be planned by pupils, and they must be given the time needed to show the skills and knowledge they have acquired over the unit.

### Model Text

Model text used to study genre specific language and features, alongside basic grammar, vocabulary and language. The sequence of lessons, over 2 or 3 weeks (genre dependent) will use teacher modelling and shared writing to teach objectives required for the hot task.

### Marking of cold and hot tasks

Create a grid of writing basics from the KPIs for the year group, as well as subject specific features. Highlight objectives achieved after the cold task in pink, then additional objectives achieved after the hot task in yellow.

Basic skills	Non-chronological report
<ul style="list-style-type: none"> <li>Use capital letters and full stops mostly accurately.</li> <li>Use question marks correctly when required.</li> <li>Use co-ordination (e.g. or / and / but).</li> <li>Use some subordination (e.g. when / if / that / because).</li> <li>Use present and past tense mostly correctly and consistently.</li> <li>Form capital letters and digits correctly.</li> <li>Use spacing between words.</li> </ul>	<ul style="list-style-type: none"> <li>Title/heading</li> <li>Sub-headings</li> <li>Introduction</li> <li>Paragraphs</li> <li>Factual information (dates/times/numbers)</li> <li>Formal language (scientific/historic)</li> <li>Pictures with captions</li> <li>Proper nouns</li> </ul>

### Writing Non-negotiables

Full date is written and spelt correctly.  
Date, title and any sub-titles are underlined in pencil using a ruler.  
Learning objective for the lesson is clear and accurate.  
Writing is started on a new double page. Left for writing and right for marking/feedback and editing.  
Editing should be done in a purple pen.  
Handwriting should be joined in KS2.