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|  | <p>North Wootton Academy Priory Lane North Wootton Kings Lynn Norfolk PE30 3PT</p> |
| <p>Name of policy:</p> | <p>Writing Policy</p> |
| <p>Lead member of staff with responsibility for this policy:</p> | <p>Craig Blackmur James Grimsby</p> |
| <p>Date of governors meeting when policy agreed:</p> | <p>N/A</p> |
| <p>Type of governors meeting:</p> | <p>N/A</p> |
| <p>Date of implementation:</p> | <p>September 2024</p> |
| <p>Details of dissemination:</p> | <p>The policy is available for all staff, visitors, pupils and parents on the school website.</p> |
| <p>Linked Policies:</p> | <p>Curriculum Policy</p> |
| <p>Frequency for review:</p> | <p>Annually</p> |

Writing Pupil Statement:

“Writing is where we learn to create fluent, cohesive sentences and paragraphs, building to complete texts.”

Today, we are Authors:

We will learn how to identify the purpose of a text, apply skills and use carefully selected vocabulary within our writing to impact the reader.

Intent

At North Wootton Academy, we endeavour to create a love for literacy and the creation of texts for a purpose. We want every child to leave the school with the skills of an excellent writer who:

- Has the ability to write with fluency and has an author's voice;
- Thinks about the impact they want their writing to have on the reader and knows how they will achieve this;
- Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat;
- Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.

Implementation

Throughout their time at North Wootton, children develop their expertise by exploring a range of writing purposes, focusing on models of excellence and using these to guide the drafting and editing process.

An overview of writing purposes has been set for each phase and links, wherever possible, to the topic or whole class reading book being covered in class that week. However, to ensure that there is a consistency with which pupils are progressing through these, all primary classes follow a consistent writing sequence:

- **Familiarisation** - Pupils focus on a key model text of the genre in order to generate discussion; these texts are used to identify the features, grammar, punctuation and language that may be used within this style of writing. Additionally, video stimuli are increasingly being used to inspire the children's writing.
- **Expression** – Throughout the writing process, the children are given opportunities to express their creativity through multiple open-ended materials such as images, videos and role-play.
- **Development** - At this stage, genre specific grammar and punctuation elements can be practised. Relevant vocabulary can also be collected and discussed.
- **Planning** – Age-appropriate planning structures are used to plan out an extended piece of writing linked to the focus genre but including the pupil's ideas and including examples of the 'developed' skill or knowledge.
- **Draft** - The pupils use their notes from the planning structure to complete an initial draft of their own piece of writing.
- **Edit and Improve** – Pupils use a red-pen to make improvements to their initial text linked to the key learning outcomes for that piece or on-going targets for their writing.
- **Fostering independence** – Using the knowledge and skills gained throughout the writing cycle, children are given the opportunity to demonstrate their understanding through an independent piece of writing.

EYFS Writing Cycle

Weekly – Creative writing adult led activity using a pictorial stimulus based on theme (seasonal events, current drawing club text).

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------|--|---|--------------------------------------|--|-------------------------------------|
| Phonics | Handwriting - letter formation of this week's graphemes. | Handwriting – letter formation of this week's graphemes. | | Handwriting – letter formation of this week's graphemes. Writing – <u>cvc</u> words/short captions and sight words. | |
| Drawing Club | Mark making and simple writing (initial phonemes, <u>cvc</u> words, caption writing). | | | Mark making and simple writing (initial phonemes, <u>cvc</u> words, caption writing). | |
| English | Nouns | Verbs | Character/setting description | Sentence writing | Independent creative writing |

Year 1/2

| | Monday | Tuesday | Thursday | Friday |
|--------|------------------------------------|--|---|--|
| Week1 | Day 1 – introduce text/oral task | Day 2 – grammar task | Day 3 – plan short write e.g. character description, setting, description etc | Day 4 – short write, character description, setting description, |
| Week 2 | Day 5 – grammar task | Day 6– plan short write e.g. character description, setting, description etc | Day 7 -short write, character description, setting description, | Day 8 – Grammar Task |
| Week 3 | Day 9– plan new write / vocab task | Day10– long write | Day 11– long write | Day 12- finish write and edit |

Year 3 – writing cycle

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|-------------------------------|---|---|--|
| Week 1 First 2 lessons cover walls with vocab | Hook Lesson Verbal Discussion Illicit Vocab that Teacher can add on to the wall ready for writing | Spellings with creative write | Wagoll Mostly Verbal Pull apart List as a <u>success criteria</u> on the wall LAPS could complete as a group orally and have stuck in | Grammar 1 with creative write LAP support on own learning with TA | Grammar 2 with creative write LAP support on own learning with TA |
| Week 2 | WABOLL/ <u>Hotseat</u> – Edit and uplevel Involving speaking/listening LAP support on own learning with TA | Spellings with creative write | Share plan - Construct a joint plan for the whole class Mainly oral lesson HAP group out with TA share writing their own of the plan | Share write - Class teacher slow share writing with remainder Para 1 and Para 2 Teacher Support LAP whilst others write Mark HAP Work after school to ensure pushing | Continue share write and edit |
| Week 3 | Upleveling of specific feature based upon extended write deep dive mark | Spellings with creative write | INDEPENDENT PLAN HAP group out with TA writing their own independent plan Class teacher slow writing with remainder Para 3, Para 4 and Para 5 Teacher Support LAP whilst others write | INDEPENDENT WRITE HAP group out with TA independently writing Class teacher slow writing with remainder Para 3, Para 4 and Para 5 Teacher Support LAP whilst others write Mark HAP Work after school to ensure pushing | Complete editing cycle LAP can be taken out by TA to review and improve HAP complete Edits General Feedback by Teacher and focus revise areas that need addressing Teacher Mark Complete Red Pens and Self-Assessment |

Year 3/4 – writing cycle

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--|-------------------------------|-------------------------|--|---|
| Week 1 | Hook lesson involving speaking/listening – creative write | Spellings with creative write | WAGOLL – key features | Grammar 1 with creative write | Grammar 2 with creative write |
| Week 2 | WABOLL – Edit and uplevel Involving speaking/listening OR Hot Seat | Spellings with creative write | Shared planning adapted | Share Write (extended) Initial model then independent from plan | Write and edit Upleveling of specific feature based upon extended write deep dive mark |
| Week 3 | Plan independent | Spellings with creative write | Write independent | Write and edit independent | Peer feedback and checklist |

Year 4 – writing cycle

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--|-------------------------------|-----------------------|-------------------------------|---|
| Week 1 | Hook lesson involving speaking/listening – creative write | Spellings with creative write | WAGOLL – key features | Grammar 1 with creative write | Grammar 2 with creative write |
| Week 2 | WABOLL – Edit and uplevel Involving speaking/listening OR Hot Seat | Spellings with creative write | Shared planning | Share Write (extended) | Write and edit Upleveling of specific feature based upon extended write deep dive mark |
| Week 3 | Plan independent | Spellings with creative write | Write independent | Write and edit independent | Peer feedback and checklist |

Year 5 – writing cycle

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|---------------|---|-------------------|-------------------|---|-----------------------------|
| Week 1 | Hook lesson involving speaking/listening – mini write | WAGOLL | Grammar 1 | WABOLL – Edit and uplevel Involving speaking/listening | Shared planning |
| Week 2 | Write (extended) | Write (extended) | Write and edit | Upleveling of specific feature based upon extended write | Grammar 2 |
| Week 3 | Plan independent | Write independent | Write independent | Write and edit independent | Peer feedback and checklist |

Year 5/6 - writing cycle

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|---------------|---|---|---|
| Week 1 | Hook lesson involving speaking/listening – mini write WAGOLL | Grammar 1 Grammar 2 – mini write using learned grammar | WABOLL – Edit and uplevel Involving speaking/listening |
| Week 2 | Plan Write (extended) | Write and edit | Upleveling of specific feature based upon extended write |
| Week 3 | Plan independent Write independent | Write and edit independent | Peer feedback and checklist |

Year 6 – writing cycle

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|---------------|---|-----------------------|---------------------------------------|----------------------------|-----------------------------|
| Week 1 | Hook lesson involving speaking/listening – creative write | WAGOLL – key features | Spelling lesson – with creative write | Grammar 1 – creative write | Grammar 2 – creative write |
| Week 2 | WABOLL – Edit and uplevel Involving speaking/listening | Shared Plan | Spelling lesson – with creative write | Write (extended) | Write and edit |
| Week 3 | Plan independent | Write independent | Spelling lesson – with creative write | Write and edit independent | Peer feedback and checklist |

Developing Fluency in Grammar, Punctuation and Spelling

As a school, all staff and children are encouraged to use the writing fluency guide as a basis for sentence construction and consistency of learning within English lessons.

Throughout Key Stage 1, pupils are given a set of weekly spelling words (either following a rule or common exception words) to learn to both read and spell however, pupils are not tested. Grammar and punctuation are taught within the main writing lesson linked to the pupil's writing following the school's Writing Fluency Guide.

As children enter Key Stage 2, the teaching of Spelling follows the Spelling Shed scheme which forms part of each classes' home learning. In addition, the school has an agreed schedule for the teaching of grammar and punctuation which forms a second area for home learning, consolidating the learning within the main writing lesson. Again, this follows the set NWA Writing Fluency Guide.

Handwriting is taught from Reception to Year 4, progressing from daily letter formation with Reception phonics, to weekly formal lessons from Year 1 to Year 4. Twice weekly practise is expected in Year 5 and 6 linked to the learning of the statutory spelling list.

Interdisciplinary writing

The school is also keen to promote writing across the curriculum and therefore key pieces are planned to compliment the learning in other subjects; most notably Science, Geography and History. Here, there is a greater focus on the pupils developing an understanding of how to write different text types as a professional within the subject field.

Impact

The impact of the teaching of writing is assessed through the evaluation of Key Performance Indicators which are set for each year group. These are known by the pupils and in Key Stage 2 are used for self-assessment.

All assessments are judged termly through a data validation process in which data, books and teaching are reviewed by the subject leader and discussed with each teacher to ensure accuracy in assessment.

All SEND, EAL and pupil premium coordinators track these cohorts specifically on a half termly basis and conduct pupil progress reviews twice yearly.

In addition, spelling and grammar is tracked termly through weekly and termly testing and used to correlate judgements with the data validation process. Termly whole school moderation is also completed with inter-school moderation taking place at least once a year to ensure the validity of our judgements.

Within the EYFS, key milestones have been identified across the year and these are used to assess the children's progress towards meeting the ELG for writing; this enables the timelier identification of any gaps that need addressing.