



"I can shake off everything as I write; my sorrows disappear, my courage is reborn."

--Anne Frank

"A book is made from a tree. It is an assemblage of flat, flexible parts (still called "leaves") imprinted with dark pigmented squiggles. One glance at it and you hear the voice of another person, perhaps someone dead for thousands of years. Across the millennia, the author is speaking, clearly and silently, inside your head, directly to you. Writing is perhaps the greatest of human inventions, binding together people, citizens of distant epochs, who never knew one another. Books break the shackles of time--proof that humans can work magic."

— Carl Sagan

Intent

At Crooks Barn Primary School, we recognise that writing is integral to all aspects of life and we endeavour to ensure that children develop a lifelong, healthy and enthusiastic attitude towards writing. The skill of writing enables pupils to communicate with themselves and others while documenting and conveying their knowledge and ideas. Building on experiences, it encourages expression and higher order thinking skills to develop. Thus, creating a culture of writing in our school ensures our children are given the best opportunities to build their capacity and confidence in a range of writing styles.

Supported by our phonics and reading curriculum, we want every child to foster a love of language and have the ability to express themselves appropriately. This requires having the motor skills, stamina, and imagination to become effective communicators.

When teaching content, writing is divided into 4 main purposes, and specific text types are chosen from these broad areas:

- To entertain;
- To inform;
- To persuade;
- To discuss.

The school has created this policy in order to ensure that:

- All pupils are able to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions required for writing, as well as reading and spoken language.
- All pupils can write clearly, accurately and coherently.
- All pupils can adapt their language and style for a range of contexts, purposes and audiences.
- All pupils understand how to plan, practise and evaluate their writing.
- All staff members are aware of planning, assessment, and teaching and learning requirements for the writing curriculum.

Implementation- Teaching of Writing

Developing Writing Skills in EYFS

Developing Writing Skills in Key Stages 1 and 2

1. Phonics.

At Crooks Barn, we recognise that phonics is fundamental to children's development as readers and writers throughout the primary school years. From EYFS and throughout Key Stage 1 children engage in high

quality, focussed phonics lessons on a daily basis to develop both reading and writing skills, following the Little Wandle programme.

2. Spelling.

In EFYS and KS1, spelling is taught through the Little Wandle phonics and spelling programmes. Once the children enter KS2, the Spelling Shed programme is used to develop children's spelling knowledge. (see spelling and handwriting policy for further information)

3. Handwriting

In EYFS and Year 1, the Little Wandle handwriting formation is used. As the children progress into Year 2, this develops into a pre-cursive style, which leads to a joined script when the children are ready. This continues into KS2, where a joined, neat, cursive style is developed using the Letter-join programme. (see spelling and handwriting policy for further information)

4. Punctuation and grammar

Punctuation and grammar skills are taught within English lessons, however specific grammar lessons are taught within the writing sequence where new skills are introduced. Within these lessons, children are taught the terminology and subject content specified in the National Curriculum 2014. Subsequent lessons are then planned for the children to apply their learning.

5. Oracy

Good oracy skills are crucial to the development of writing. Drama and role play opportunities may be provided prior to writing when teaching poetry or narrative. Teachers also plan for talking opportunities through drama, talk partners and group discussion to enable children to verbally rehearse their ideas before writing.

6. Vocabulary

While the explicit teaching of vocabulary features regularly within daily English lessons, through word of the day, in spelling and reading lessons, indirect instruction is also a key component of vocabulary development.

Features of indirect instruction include, using rich reading experiences to grow vocabulary naturally and paying attention to context to work out meaning and using background knowledge.

We aim to foster a language-rich environment: adults engage children in high-quality dialogue.

These critical 'back- and forth' interactions involve the adult in:

- Thinking out loud, modelling new language for children
- Rephrasing and extending what the children say
- Validating children's attempts at using new vocabulary
- Providing models of accurate pronunciation and grammar
- Making connection between ideas
- Helping children to articulate ideas in well-formed sentences

7. Marking and Feedback

Throughout the writing process, verbal, in-the-moment feedback is given to pupils to enable them to make progress. Written feedback is given when appropriate and children are expected to edit in green pen.

Teachers are required to assess pupils at least termly using the Ad Astra Trust TAFs which outline year group expectations. Following marking and assessing, teachers then plan to reteach identified gaps in future lessons.

In the Foundation Stage, the child and teacher read written work together. The teacher may re-write the child's attempts underneath as a form of translation.

Modelled Writing

When planning a unit of work, teachers will plan for modelled writing. Teachers may prepare a modelled text to ensure they include the relevant features of a genre. During this style of teaching, the teacher thinks aloud to develop metacognition while writing, and models strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuating, rehearsing, proof reading, editing, word selection, sentence construction and paragraphing.

Shared Writing

This can take place in any curriculum lesson but most frequently during English lessons. This strategy has far greater input from the children than modelled writing. The teacher invites contributions from the children and teaches writing skills such as rehearsal, proof reading and editing, and production of a final draft. This may be the starting point for independent or guided writing.

Guided Writing

Guided writing is an important step in making the link between shared writing and independent writing. During guided writing, the teacher guides learners at an appropriate level through a number of strategies:

- Providing focussed feedback to a group of learners with a similar identified need and then teaching skills to address it
- Working with a group to model group or individual next steps or misconceptions
- Developing or reinforcing skills taught in shared or modelled writing
- Orally composing a group text
- Focussing on the oral composition of sentences prior to writing
- Demonstrating a specific stage in the writing process
- Encouraging children to extend their writing further by writing effective questions on their work for the children to respond to.

It can be seen that guided writing is a powerful teaching approach and provides a good opportunity for teacher assessment. Teachers will plan guided writing sessions flexibly and will often plan to work with a particular group of children as a result of their teacher assessment of a previous writing task, where children with similar needs are identified. At other times, teachers may identify a group of children with similar learning needs during a lesson and decide to pull these children together immediately.

Paired Writing

Pupils write with another pupil to:

- Share ideas and gain immediate feedback through peer assessment
- Orally rehearse ideas prior to writing Pupils often write with a partner when working on laptops, annotating texts or using whiteboards.

[Planning and Resources](#)

High quality texts form the starting point for planning units of work. They are used to inspire and model desired outcomes. Objectives are taken from the English Programme of Study within National Curriculum and planned out termly. Weekly planning breaks down the objectives and plans out what will be taught and how and the activities children will complete. Wherever possible, links with other subjects are identified and used as opportunities to develop children's writing using a range of wider substantive knowledge. Throughout each writing unit, there is great emphasis on identifying the reason why, the audience for and the features and tone of the writing outcome. Children have access to dictionaries, thesauruses, word mats, pens and pencils, rulers, etc. Pupils are also given opportunities to write on mini whiteboards to 'try out' ideas before committing them to paper. In EYFS there is also a large collection of materials to utilise the kinaesthetic aspects of writing, such as sand trays, foam and ball bearing letter runs.

A range of genres are taught, modelled, practised, consolidated and developed throughout pupils' time in Key Stage 1 and Key Stage 2. Many genres are revisited so that early skills can be built upon and become

embedded whilst pupils' knowledge of the features and purposes of varying genres strengthens, thereby allowing them to become accomplished independent writers who are able to write for a variety of purposes and audiences. Genres include fiction, non-fiction and poetry and examples can be found from across the curriculum as pupils use and develop their independent writing in a range of subjects, not just English.

The planning structure for writing units is as follows:

- Text and Task: look at example texts, identifying the reason, audience and tone for the text type.
- GPS: develop grammatical, punctuation and vocabulary skills (the features) through focused GPS lessons taught in context.
- Plan: plan and develop ideas.
- Model and practise: teacher models and pupils practise writing sentences/paragraphs individually or together.
- Draft: write own piece of writing for the intended purpose and audience.
- Evaluating and editing: proof-reading and editing work to ensure it has the maximum effect on the reader.
- Publishing/Presenting/Performing: on occasions sharing final piece with the intended audience.

Supporting Pupils to Become Accomplished, Independent Writers Across the Curriculum

Opportunities to produce quality writing are provided across the curriculum not just in English lessons. This allows pupils to apply their knowledge and skills to different subjects, topics, styles of writing and audiences. Pupils are taught how to adapt their writing style for different purposes and to use subject or topic specific vocabulary in their writing, for example, when writing about an investigation they have carried out in science or producing some non-fiction writing about a historical event in Topic.

Impact

Adults in school carry out both formative and summative assessments on pupils' writing throughout the year and the marking policy allows staff to provide positive feedback to pupils, clearly set out next steps or areas to improve upon and scaffold pupils when identifying and correcting spelling mistakes. Teachers assess a number of pieces of written work throughout the year using resources developed and supplied by the Ad Astra Trust and the data from these assessments is used to formulate strategies that will support all pupils to continue their development and, when required, accelerate progress. These strategies may include changes to whole class planning or timetabling, small group interventions to address specific needs or increased parental intervention among other things. Leaders and external visitors including Governors, regularly moderate data and teacher assessments to ensure all pupils are making at least expected progress from their individual starting point and that where pupils are not doing this, effective and impactful strategies are put in place in a timely manner. The combined impact of all strategies implemented throughout school from Reception to Year 6, means that Crooksbarrow Primary pupils finish Key Stage 2 with the skills and confidence needed in order for them to succeed in the next stage of their education and to support them in their future adult life.

SEND

We aim to ensure that all of our pupils write easily, fluently and with good knowledge of what a piece of writing should contain, regardless of their needs or disability. We tailor the curriculum to meet pupils' individual needs and remove barriers to learning through carefully planned provision.

Teachers will:

- provide them with the skills and knowledge they need to read and spell, by direct instruction, progressing systematically with carefully structured, small and cumulative steps
- use instructional routines that become familiar

- provide materials that limit distraction; are clear, linear and easy to follow; are age-neutral or age-appropriate and can be adapted further, such as being reduced to individual items
- provide opportunities for work on vocabulary, fluency and reading comprehension
- provide multiple opportunities for overlearning (recall, retrieval, practice and application at the level of word, sentence and text).
- assess using PIVATS when appropriate

Teachers will use assessment to inform planning of lessons so that pupils with SEND can access the curriculum for writing. Work is adapted accordingly, and where appropriate, scaffolding, additional resources, differentiated tasks, and adult support are used to help children access the learning.