



Malmesbury C of E Primary School

Company Number 08483768

**“Growing together in wisdom and love; discovering life
in all its fullness.”**

Writing Policy

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“Don't forget - no one else sees the world the way you do, so no one else can tell the stories that you have to tell.”

Charles de Lint

1. INTRODUCTION

At Malmesbury Primary School our writing curriculum follows the Programme of Study and Aims of the National Curriculum. Writing is at the heart of all we do in our curriculum; it permeates through all our subjects like no other and, with speaking and listening, is the key to unlocking knowledge and conveying understanding in all we teach. Writing is a key skill that all children must access and become proficient in and is essential in our vision of creating a citizen of the future.

2. AIMS AND INTENT

The English national curriculum (2014) intends to ensure that all pupils:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied language heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

At Malmesbury Primary we endeavour to create a love for English and writing. We want every child to leave our school with the skills of an excellent writer: the ability to write with fluency, embedded basic skills and a wide knowledge of vocabulary and grammar. This will allow them to develop their writing so they are able to articulate, communicate and organise their ideas for the intended audience and purpose. We aim for children to:

- Have an author's voice.
- Think about the impact they want their writing to have on the reader and know how they will achieve this.
- Have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Structure and organise their writing to suit the genre they are writing and include a variety of sentence structures.
- Display excellent transcription skills that ensure their writing is neat and well presented with correct spelling and grammar.
- Re-read, edit and improve their writing so every piece of writing they produce is to the best of their ability and better than the last.
- Be closely involved in assessing their own development as writer.
- Use ICT as an inspiring stimulus for writing, enabling them to author their own multimedia texts.

“Don't tell me the moon is shining; show me the glint of light on broken glass.”

Anton Chekhov

3. IMPLEMENTATION

3.1 Writing in the Early Years Foundation Stage

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. A wide variety of opportunities are provided for children to engage in writing activities. Amongst these are:

- a. Shared writing
- b. Role-play (e.g. an office or restaurant)
- c. Labels
- d. Recipes
- e. Lists
- f. Making books
- g. Writing letters/cards
- h. Menus
- i. Instructions

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English. A variety of resources are used to encourage the development of fine motor control which is essential for good handwriting. These include playdough, cutting, threading and tracing.

Within the Foundation Stage, both the indoor and outdoor environment include resources to support the children's mark making, drawing and writing. Staff involve themselves in the children's mark making by modelling the process and by helping to order the children's thoughts.

Writing can take place at any point in the day and in any area of the EYFS setting.

3.2 Progression of Writing Genres

It is essential that the children in our school experience and revisit different ~~types of~~ genres in order to develop as purposeful and versatile writers. From Year 1 to Year 6 children will experience a range of both fiction and non-fiction writing as well as poetry. These genres will also be revisited for children to make progress and build on previous knowledge. This progression can be seen in greater detail in each year group's yearly plans. (Appendix 1).

3.3 Teaching and Learning – Lesson Structure and Planning

The teaching of English writing in Malmesbury Primary School is inspired though a variety of mediums, to get the best possible outcomes. We use high-quality texts including books, extracts and poems plus film and audio as stimuli to inspire the children to write. Where possible, we use connections to our topic to create inspiration for our writing and give the children a purpose to write.

“Authentic and purposeful writing projects have the power to secure young writers’ engagement and significantly contribute to positive academic achievements.”

Young and Ferguson (2021)

Using the curriculum topic as a stimulus to write also supports the children with the knowledge they need to write, thereby reducing cognitive overload.

Within a unit of work, children will learn about the genre in which they are writing. They will identify skills they need to write within that genre, both independently, and collaboratively with the teacher, depending on the child's age. Children will then acquire the knowledge they need to write through a sequence of lessons that will focus on grammar, punctuation, and genre specific skills. They will get the opportunity to practise these skills through modelled 'warm writes'; plan their pieces of writing and then write them independently in 'hot writes'. The children will then assess their work against a rubric and edit their work to improve it.

Most units of work are 2 to 3 weeks long. This means that the children will produce 2 to 3 'hot writes' per term.

The teaching of **grammar and punctuation** linked to the national curriculum is embedded in lessons and revised in high quality lessons-starter activities. Sometimes grammar will be taught independently of the genre to make sure all the curriculum is covered.

3.4 Planning – Long, Medium and Short Term

There is a 2-year rolling cycle for writing, with some topics being repeated yearly, particularly in years 1, 2 and 6. This can be seen in Appendix 1. This outlines the topics, books, texts, and objectives that will be covered across the year. In the medium-term plan this is broken down into weekly objectives. All teachers will then create weekly plans (Appendix 2) that outline how the lesson will be taught and delivered. Each unit of work outlines the learning journey and outcomes for the unit. Each lesson will be taught alongside high-quality slides and teaching resources to best support the desired outcomes for the lesson.

3.5 Vocabulary

At Malmesbury Primary we believe that vocabulary is best acquired through both indirect exposure to words and the explicit teaching of vocabulary and word-learning strategies. We use a range of approaches and interventions to achieve this, including:

- Knowledge maps
- Word of the day / week
- Displays – vocabulary including pictures/symbols for current topic
- English units – (vocabulary is analysed, gathered, and presented)
- Vocabulary teaching in guided reading and use of VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Summarise)

“The secret of becoming a writer is to write, write and keep on writing.”

Ken MacLeod

3.6 Spelling

Spelling is taught in a variety of ways through the school. Within EYFS, Year 1 and 2 spelling is taught as part of their daily phonics session using the Little Wandle Synthetic Phonics Programme. Spellings are linked to the sounds that children are learning. Through Year 2, more spelling patterns are taught and these are developed into KS2. Children in Year 2 will learn spellings that are linked to the National Curriculum, and we follow the patterns set out in the Rising Stars scheme. Children have discrete teaching of spelling two to three times a week through lesson starters in English. When new words are encountered in reading, we also look at the spelling. Children who struggle with spelling have intervention-based approaches to facilitate catch-up.

3.7 Warm Writes and Hot Writes

Within a unit of work, children will practise skills that will support their end of unit outcome: these are called **warm writes**. This might include practising how to write speech or creating a description that they may use in a hot write, e.g. a description of a rainforest. The children will then complete **hot writes**. These are less scaffolded pieces of work that the children have planned themselves. These can be used to assess the children's progress and identify next steps for improvement.

3.8 Writing Across the Curriculum

Children's writing is not just isolated to English but is used in all our Foundation subjects. Children have the opportunity to write independently across the curriculum and are encouraged to use the skills they have been taught in their English lessons. As they write, children are encouraged to think about the purpose of their writing and how to present their work to the best of their ability. Science is a perfect opportunity to create report writing and Geography, History and RE are places where children create balanced arguments and discussion pieces as well as factual writing.

3.9 SEN Provision

As an inclusive school we recognise the need to tailor our approach to support children with SEND as well as those who are identified as benefitting from further enrichment and challenge.

We teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education for all children.

Wherever possible, all children's learning should take place in class and be scaffolded where necessary with the appropriate support materials such as:

- 1.) Talking Tins
- 2.) Word Mats
- 3.) Writing prompts
- 4.) iPads (photos of learning objectives/work on wall)
- 5.) Computers to type if unable to write

Work on the walls and interactive whiteboards should be clear and easy to read in line with our Dyslexia Friendly School status.

It may be appropriate for Teaching Assistants to be positioned near to certain individuals within the delivery part of the lesson, to scaffold learning further by prompting children or encouraging them. Wherever possible, the approach, when supporting children, should be to scaffold learning then move away and encourage independence in the task.

Work should be scaffolded rather than differentiated, but where children cannot access the learning then suitable differentiation should occur. A range of targeted interventions provide opportunities to address gaps in knowledge or understanding and diminish the difference between peers. Pre-teaching of requisite skills addresses the specific needs of individuals and supports the application of interventions into classwork.

4. IMPACT

4.1 Rubrics, Purple Polishing, Pink, and Green Pens (KS2)

Once the children have written a piece of writing, they will have the opportunity to improve their work by editing it. They will use a **purple pen** to do this (but this may not always be the case). The children will use rubrics to support the editing of work, which will list the objectives from the unit. These rubrics will not include examples, so that the children are not over-scaffolded in their writing. Both children and adults use pink and green pens. Pink is used to identify what has been done well and green for areas of improvement. When used alongside the rubrics, these are useful to help children identify what they need to do to improve, and for adults to guide improvements.

4.2 Feedback

Feedback is essential in supporting children to make improvements in their work. In line with our marking and feedback policy, children should have regular on-the-spot feedback on what they are doing well and what they need to do to improve. Rubrics should be marked and where possible discussed with children, or they should be given the opportunity to look over their rubrics, so they know where to improve.

4.3 Assessment

Children are assessed through three distinct cycles:

- 1.) **Daily Summative Assessment** – Teachers will use their planning sheets to identify those in the class that might need scooping or pushing. Scooping means they require some more targeted support in an area. This might mean they have a targeted intervention to improve the outcome or when the topic is revisited the next day or week those identified children have greater support in the lesson to make sure that they have understood and are able to achieve that target. Pushing means that they have fully understood and excelled at the objective and need their knowledge deepening in this area next time it is revisited.
- 2.) **Termly Assessment against the Curriculum Framework** – We have adapted the Wiltshire Writing Program of Study to become our assessment framework. Teachers assess the children's writing against the yearly objectives. This allows the teachers to see where the children need support and what they already know. These assessments are discussed at pupil progress meetings in January and May. We also moderate writing across year groups every two terms in order to support teacher judgements
- 3.) **Yearly assessment and end of key stage assessment** – At the end of each year, children's writing will be assessed using the school's assessment framework and a judgement will be made whether a child is at a Pre-Key Stage level (PKS); Working Towards the Expected Standard for their age (WTS); at the Expected Standard for their age (EXS); or working at the Greater Depth Standard (GDS). This will be documented in the whole school assessment information. Teachers will also use + and – symbols to indicate children working towards the top or bottom of the standards. Year 2 and Year 6 will report their assessments to the DFE. In these year groups they will have the support of external moderation to make sure the judgements are in line with other schools.

5. TRAINING AND SUPPORT

Professional support, coaching, training and guidance is made available for staff to support their understanding and develop their skills in the teaching of writing through:

- Staff meetings
- Discussions with SLT and English Subject Leaders
- Discussions and sharing of good practice within teams
- Wider reading/research on writing
- Moderation of children's writing across year groups, phases, whole school and with other schools

“Good writing is supposed to evoke sensation in the reader—not the fact that it is raining, but the feeling of being rained upon.”

E.L. Doctorow

6. APPENDICES

Appendix 1 – Writing Coverage



WRITING COVERAGE
Y1 .pptx



WRITING COVERAGE
Y2 .pptx



WRITING COVERAGE
Y3.pptx



WRITING COVERAGE
Y4 2022-2023.pptx



WRITING COVERAGE
Y5 .pptx



WRITING COVERAGE
Y6_2023-24.pptx

Appendix 2 – planning Format



English Planning
Format 2023.docx