



# Longford Primary Academy

Member of staff responsible: H. Dodkins

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## Writing Policy

Children are taught to write creatively for purpose, pleasure and to further develop their skills. We place great importance on developing every child's English skills as these provide firm foundations for learning and ultimately enable each child to be successful in their learning journey.

### EYFS and the Teaching of Writing

Throughout the EYFS, the Teaching of Writing takes the form through daily opportunities to develop their language, literacy and communication skills. Different genres of writing are introduced and modelled (e.g. lists, cards, captions, speech bubbles) and the children are supported and encouraged to write in these forms. When modelling writing, teachers focus on basic sentence structure, the children's growing phonetic knowledge and developing handwriting skills. Both independent and interdependent provision for writing are encouraged through the continuous provision and adult led activities. In addition, phonics is taught daily (see Phonics policy) and the children are encouraged to use their developing phonetic knowledge in their writing. It is important that our children develop an early love of writing through rich, stimulating cross-curricular links.

### The Teaching of Writing in Key Stage One and Two

The teaching of writing is structured using the following process, across the curriculum. We utilise a 'Talk for Writing' approach with children to internalise the language of writing and effectively imitate it, writing from concrete experience and with confidence and enthusiasm.

**1. Finding out what the children know:** The children are given a 'cold task' to complete based on a given writing genre. Before completing the task, an oral discussion may be had, or an initial stimuli shared to support the writing at this point. **No modelled or shared writing takes place.** Once complete, the teacher uses Assessment for Learning to note down the writing needs of the class. (See Appendix A.) These needs are then subsequently planned for throughout the remaining writing process to ensure that progress is evident.

**2. Familiarisation with a text type:** This is developed within Guided Reading sessions or English lessons. It allows the children to gain experience of a specific text type, builds an understanding of and familiarity with the features of a text type, and allows children to be the reader and experience the purpose of the texts.

**3. Modelled writing:** Modelling the structure and tone of a piece of writing enables children to write from experience and a position of knowledge. The teacher writes a passage of text in

front of the class, thinking aloud to demonstrate the writing and editing process. This can be used to teach a range of skills: grammar, punctuation, sentence structure, drawing the reader in, authorial voice, how to edit...

**4. Shared writing:** This is a collaborative approach where the children contribute ideas for the teacher to use to create a piece of writing. A short text is created together and there is an opportunity for discussion as the class work together to choose and agree the most suitable and effective ideas for the text, which is edited and improved as it is written.

**5. Guided writing:** The teacher or teaching assistant works together with a group, focussing on a specific learning and teaching point. Children may have the same starting point that they go on to develop individually with guidance from the adult.

**6. Independent writing:** Using the text structures they have been taught, and a familiar context, previously planned through a 'talk for writing' approach, children create their own written texts, demonstrating their learning and achievements. Children apply their grammatical knowledge through a final 'hot task.' This is used to assess achievement and progress and plan children's individual next steps for development of their written work.

**7. Editing and Improving:** Children use all feedback, written or verbal, to edit and develop their work further, ensuring progress. This takes place in daily lessons (as appropriate) where children are guided to edit and improve certain aspects of their work that were noted during the initial 'cold task'. The daily editing focus is extended according to the developing writing needs.

**8. Assessment:** Assessment is ongoing and can take several forms. Peer assessment involves children sharing their work and receiving feedback from their peers on how to improve it further; it may involve children evaluating their writing against the learning objective, an agreed list of success criteria for a specific task; or agreed assessment criterion. Feedback can also be verbal and instant improvement is often seen as a result. (See Marking Policy for more detail)

### **Cross-Curricular Writing**

The same approach to writing is used across the curriculum. Children will be given opportunities to write extended pieces of text in all curriculum subjects and these are planned and taught in the same way, attention being paid to the spelling, grammar and punctuation that should be being used by a child of that age. Writing in the foundation subjects will also be moderated to ensure that standards in writing are as high in other subjects as they are within English lessons.

### **Planning**

Planning is reactive: teachers plan according to their ongoing assessments of children's work and necessary next steps to be taken to ensure progress. Learning objectives are taken from the National Curriculum and are broken down appropriately. In addition, teachers utilise the school's planning and progression document to support the development of writing skills. (See Appendix B). Planning has a primary focus on what children are to learn and how they can demonstrate their learning successfully.

## **Spelling and Grammar**

Spelling and grammar (SPaG) are taught discreetly (as appropriate) in additional sessions within the week, however the bulk of children's SPaG learning occurs within the context of teaching in English lessons. SPaG objectives are carefully matched to units of work enabling them to be taught and learnt within a meaningful context. English starters are often linked to spelling and grammar to reinforce learning. Examples of SpaG will be drawn out throughout the modelling process so that children can see how features of grammar can be applied to good effect in writing (eg. How the experts do it!). Please also refer to the Spelling Policy for more information.

## **Speaking and Listening**

Speaking and listening are vital for developing vocabulary and grammar and underpin reading and writing. They are taught and modelled by adults across the school. Staff have high expectations of how children speak and listen carefully to the spoken word; they support children in developing their competence and confidence in the spoken language. The use of Standard English is encouraged in the classroom environment. Opportunities are created for talk in a range of contexts and forms: whole class discussion, small group discussion, paired discussion, individual contribution, role play etc.

## **Handwriting**

We teach children to use the cursive handwriting script from EYFS at the point in which their physical development is appropriate. (See our Handwriting Policy for more information.) This enables children to write fluently and helps children to further develop their understanding of spelling patterns. Children are encouraged to ensure that they strive for "perfect presentation" to demonstrate the fact they are an "Expert Learner". They are keen to earn their pen licence and proudly receive these from a member of the Senior Leadership Team or the Subject Lead.

Appendix A

<p>Common misconceptions/errors:</p>	<p>Next steps in learning:</p>	
<p>Need further support:</p>	<p>Evidence of secured learning:</p>	
<p>Star performers and challenge needs:</p>		
<p>Good examples:</p>	<p>Presentations:</p>	<p>Incomplete:</p>

## Appendix B

### LONGFORD PRIMARY ACADEMY WRITING & SPAG PLANNING & PROGRESSION

Year	Word Structure/ Language	Sentence Structure	Text Structure	Punctuation	Terminology
Year 2	<p><b>Consolidate Y1 list</b></p> <p><b>Introduce:</b></p> <p><b>Formation of nouns using suffixes</b> Such as -ness, -er And by compounding (E.g. whiteboard, superman)</p> <p><b>Formation of adjectives using suffixes</b> Such as -ful, -less</p> <p><b>Use of suffixes</b> -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p><b>Prepositions:</b> Behind, above, along, before, between &amp; after</p> <p><b>Alliteration</b> e.g. wicked witch slimy slugs</p> <p><b>Similes using ... like and as</b> e.g. ...like sizzling sausages ... hot like a fire ... small as a snail</p>	<p><b>Consolidate Y1 List</b></p> <p><b>Introduce:</b></p> <p><b>Types of sentences:</b> Statements Questions Exclamations Commands</p> <p><b>Introduce the difference between co-ordinating and subordinating conjunctions</b></p> <p><b>Subordinating conjunctions:</b> When, if, that, because, while, as, before</p> <p><b>Co-ordinating Conjunctions:</b> But, yet, so, and, or</p> <p><b>-ly sentence starters</b> e.g. Eventually, slowly, elegantly, Carefully, ...</p>	<p><b>Consolidate Y1 list</b></p> <p><b>Introduce:</b></p> <p><b>Correct and consistent use of present tense and past tense throughout writing</b></p> <p><b>Use of the progressive form of verbs in the present and past tense to mark actions in progress</b> e.g. she is drumming, he was shouting</p> <p><b>Fiction:</b> Plan an opening around a character (s), setting, time of day, type of weather Understanding the 8 part Victorian linear story (Alan Peat) and with more complex vocabulary.</p> <p><b>Opening/ Who &amp; Where</b> e.g. In a land far away One cold but bright morning</p> <p><b>Build Up Where Next/ Why</b> e.g. Later that day</p> <p><b>Problem/ Dilemma What went wrong</b> To his amazement... Just then...</p>	<p><b>Consolidate Y1 list</b></p> <p><b>Introduce:</b></p> <p><b>Demarcate Sentences:</b> Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list</p> <p><b>Commas after an -ly opener</b> e.g. fortunately, slowly,</p> <p><b>Apostrophes to mark contracted forms in spelling</b> e.g. don't, can't</p> <p><b>Apostrophes to mark singular possession in nouns</b> e.g. the cat's name...</p> <p>Speech bubbles Thought bubbles</p>	<p><b>Consolidate</b></p> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Finger spaces</li> <li>Letter</li> <li>Word</li> <li>Sentence</li> <li>Full stops</li> <li>Capital letter</li> <li>Question mark</li> <li>Exclamation mark</li> <li>Speech bubble</li> <li>Thought bubble</li> <li>Bullet points</li> </ul> <p>Singular/ plural Suffixes prefix Adjective Noun Verb Conjunction Simile 'like'</p>

<p><b>Adverbs for description</b> e.g. Snow fell gently and covered the cottage in the wood.</p> <p><b>Adverbs for information</b> e.g. The river quickly flooded the town</p> <p><b>Expanded noun phrases using two adjectives separated WITH a comma</b> e.g. He was a tall, thin man</p> <p><b>Simile:</b> Begin to write sentences which contain similes ... like a... ... as a ...</p>	<p><b>Expanded noun phrases for description and specification</b> e.g. The boys peeped inside the dark, spooky cave</p> <p><b>Adverbs</b> e.g. Tom ran quickly down the hill</p> <p><b>Use of long and short sentences:</b> Long sentences to add description or information. Use short sentences for emphasis</p> <p><b>List of 3 for description</b> E.g. He wore old shoes, a dark cloak and a red hat.</p> <p>African elephants have long trunks, curly tusks and large ears</p> <p><b>Adverbs to modify time:</b> (without the comma) First Next Then After that Finally/ Last</p>	<p><b>Resolution Who helps</b> e.g. As soon as Luckily, ...</p> <p><b>Ending Where Last/ Feelings</b> e.g. Fortunately, unfortunately Finally, (The ending should be a section rather than one final sentence e.g. suggests how the main character is feeling in the final situation)</p> <p><b>Non-Fiction Build on and consolidate from Year 1</b></p> <p><b>Introduce:</b> <b>Introduction:</b> Heading/Title Hook and engage the reader with a Factual statement/ definition opening question</p> <p><b>Middle Section (S)</b> Group related ideas/ facts into sections <b>Sub headings/ Sub titles</b> to introduce sentences/ sections <b>Use of lists</b> – what is needed/ lists of steps to be taken <b>Bullet points</b> for facts <b>Diagrams</b></p> <p><b>Ending:</b> Make a final comment to the reader Extra Tips! Did-you-know? Facts/ True or False?</p>	<p><b>Introduce:</b></p> <p><b>Apostrophe</b> Contractions &amp; singular possession</p> <p>Commas for description Commas in lists</p> <p>Adverbs</p> <p>Statement, question, exclamation &amp; command (imperative verb)</p> <p>Tense (past, present &amp; future)</p> <p>Expanded noun phrase</p> <p>Subordinating and co-ordinating conjunctions</p> <p>Simile 'as'</p> <p>Alliteration</p>
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