



Abbots Ripton Church of England Primary School

English Policy: Writing (Part 1)

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Date: September 2023

Review date:

Together with God's help we: Grow in Faith, Learn for Life and Achieve our best

Intent

At Abbots Ripton Primary School, we:

- Create a shared love and passion for English;
- Enable every child to achieve their full potential;
- Establish and share high expectations of staff and pupils;
- Promote continuity and coherence across the school.

English has an important place in education and society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have the chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils to both acquire knowledge and to build on what they already know.

Here at Abbots Ripton, we firmly support the core national curriculum aims to ensure that all pupils:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary 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.

A writer at our school will:

- take pride in their writing and presentation;
- reflect on the use of language to write for purpose and effect;
- consider author voice and intent through shared, quality texts;
- articulate and talk about their writing confidently;
- select vocabulary deliberately;
- adjust writing appropriately to a range of genres across the curriculum;
- apply spelling, punctuation and grammar conventions accurately;
- respond effectively to feedback;
- take risks to write creatively.

Implementation

Our curriculum is carefully designed and underpinned by the principles of the Herts For Learning PA+ resources and Jane Considine: The Write Stuff scheme of learning. Our core purpose is for children to develop a love of writing and

become independent, fluent writers who cultivate a personal style throughout their time at our school.

Our curriculum encompasses all National Curriculum expectations in a text-centered manner, exposing children to high-quality literature at all stages of their journey through the school. Our writing culture supports children to see themselves as writers, become inspired by high quality texts and authors, apply rich and varied vocabulary discerningly and develop both stamina and resilience for writing.

In all classes, children should have the opportunity to write a range of genres - both fiction and non-fiction - such as narratives, explanations and descriptions. There should be a suitable balance of fiction and non-fiction exposure in each classroom. This is carefully mapped using our year group specific planning overview documents, which can be found on the school server.

To supplement the planning overviews, teachers utilise a skills-progression document, which details all necessary genre-specific features, including punctuation and grammar. This document is designed progressively, building on skills from the previous year groups. Teachers carefully utilise this document, taking into account prior learning and understanding when planning.

As previously mentioned, our curriculum is designed and underpinned by the principles of the Herts For Learning PA+ resources and Jane Considine: The Write Stuff scheme of learning Writing. All sequences of learning are planned using four distinct phases; these phases may be taught in a chronological order, taught at different times, or the phases may even be taught alongside each other. For example, if utilising a Jane Considine Scheme of Learning, phases one and two will be taught alongside each other. Phase four will also be taught at all stages of the writing process – not just at the end of a unit.

These phases are also adapted across the school to suit both the ages and experiences of the children.

Phase One: **Immersion**

This is the exploration into a new genre or stimulus. Exciting and engaging opportunities are to be provided for the children, including real-life contexts/scenarios and role play; the children engage in a variety of discussion, drama and debate. They will actively engage with a new genre of writing, exploring WAGOLL texts ('what a good one looks like'); key features of each genre are identified.

Phase Two: **Rehearsal**

Children are to rehearse relevant text-type features which may have been identified in the first phase of writing. This may include the rehearsal of expanded noun phrases if the children are writing a story in phase three.

Phase Three: **Planning, Writing**

Following the rehearsal of features, children now plan and write their own version of the text type.

Phase Four: Editing/Redrafting

It is imperative that editing/ redrafting is taught regularly throughout the writing process and also in an age-appropriate way. For example, the teacher modelling aloud, guided editing, peer editing and self-editing. Editing should occur at all stages of the writing process; not just at the end of an extended write.

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the school. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shaded of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture. At Abbots Ripton, we place high value on the conscious and purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

Cross Curricular Writing

Writing opportunities are to be firmly fixed across all curriculum areas, not just in English. For example, children may apply their learnt skills in English by writing an explanation text in History. Cross curricular writing is to be planned in an age-appropriate way, with opportunities becoming more frequent and of a longer length across Key Stage Two.

It is imperative that teachers are careful to create opportunities for pupils to write in styles that they have previously experienced in English. Therefore, this will demonstrate a more independent application of learning and it will also support the assessment of writing.

Spelling, Punctuation and Grammar

Punctuation and grammar is to be taught explicitly through all four phases of writing. Grammatical elements are to be carefully selected by teachers using the skills-progression documents and will be taught in the context of the relevant genre of writing. (For example, using brackets and dashes in an instructional piece). Children should have the opportunity to identify, practise and use a range of age-appropriate grammatical elements and punctuation.

Phonics

We are using the Little Wandle Letters and Sounds Revised scheme to teach phonics in Reception and Year 1, and spelling in Year 2 to teach phonics with a systematic, synthetic progression. Children in KS1 have a daily lesson and children in Reception and Year 1, a reading practice session three times a week, where they can apply the phonemes learnt in lessons. The three sessions focus on decoding, prosody (fluency) and comprehension of the

text. This book is then sent home to share with parents through an eBook system after the third read to ensure progressive fluency.

We move the children on at the same pace and have a mastery approach, where all children have the opportunity to learn the new phonemes and graphemes. We review learning every 6 weeks and support those falling behind with daily keep up sessions. Those children who have fallen behind in Year 2,3 and 4, have Rapid Catch Up in addition to their spelling lessons, to embed their phonics learning.

We have a separate Phonics Policy, which should be referred to for full details.

Spelling

In Year 2, we use the Little Wandle Letters and Sounds Revised scheme. To begin the school year, pupils complete a Phase 5 review (5 weeks), moving into a 'Bridge to Spelling' (5 weeks) to then finally a formal spelling programme (20 weeks). This creates a seamless link from the core Little Wandle Letters and Sounds Revised and ensures that learning maintains a systematic and synthetic progression.

In Years 3-6 spelling is to be taught using the Babcock: No Nonsense scheme of learning. We teach spellings through an investigatory approach, where children should be encouraged to explore rules and patterns, including etymology.

Opportunities for learnt spelling rules to be applied in writing should also occur. Children are to frequently use dictionaries across the curriculum, which will support their understanding of spelling and word meaning.

Each class teacher has a copy of Babcock: No Nonsense, relevant for their year group. This resource can also be accessed on Staff Share.

Displays – Working Walls

Each class must have a working wall that reflects the current learning. Displayed on the working wall could be:

- A word bank
- Annotated WAGOLL texts
- Examples of shared writing
- Sentence stacking (Jane Considine unit of learning)
- Key spellings
- GPS content which is relevant to the current writing process.

Around the classroom, it is also expected that age-appropriate scaffolds are displayed and in place for children to use. These are to be rotated and utilised when they are required. It is important that these do not simply become 'wallpaper'; they must remain purposeful for the children. For example, these resources could take the form of phonics mats and table-top writing prompts.

Displays – Writing

It is expected that writing will be celebrated in each classroom. This writing could be from any curriculum subject; however, it must be in a prominent positive in the classroom so that it can be celebrated.

Handwriting

We have a separate Handwriting Policy, which should be referred to for full details.

Impact

In each year group, the children's writing should be assessed with examples across the curriculum, not just in English. Teachers are to assess pupils' understanding against the criteria for their year group, using specific curriculum objectives.

For Years 1-6, each half term, teachers are to moderate each pupil's work using the relevant banded assessment criteria. These assessment documents can be located on Staff Share. Special attention should be paid to whether or not the pupils work is guided or independent; marking codes should be used to assist this.

Across the school, assessment will also include the children's written work and observations made by the class teacher.

For spelling, teachers will look for evidence of children applying spelling rules in their written work; this will form a large part of spelling assessment. However, teachers may also use observations and information from discrete spelling lessons alongside this.

We have a separate Assessment Policy, which should be referred to for full details.



Ratification of Policy

Policy name

English Policy

Presented to:committee

Policy ratified on:.....

Signed by:

Chair of Committee :.....

Chair of Governors:.....

Head teacher:.....