

Writing Policy



At Grangetown, we know that writing is a primary form of communication which children will continue to use throughout their lifetimes, whether this be handwritten or electronically. It not only allows children to express themselves but it is an aspect of English that can also provide children will great enjoyment.

1. Aims

- To develop children's ability to orally retell texts and progress to the writing of high quality texts
- Ensure that writing is linked to reading, speaking and listening to give children experiences of all areas of writing.
- To develop children's ability to plan, draft and redraft their writing to produce a polished piece of text across a wide range of genres.
- Children will be encouraged to develop and extend their vocabulary year on year, utilising the language they learn from reading high quality texts.
- To enable children to write a range of fiction and non-fiction texts, using the appropriate language and sentence structures.

2. How the teaching of Writing is organised

Children need experience of a variety of reading materials and writing styles in order to develop confidence and control, appreciate and understand the purpose of writing. Writing has been mapped across all year groups to ensure children have appropriate coverage and progression of text types. Children are also given the opportunity to revisit previously covered text types to further develop and embed their skills. Children will be provided with the opportunity to write for real reasons, for different purposes and for a range of audiences. Pupils will be provided with frequent opportunities to discover the links between the skills of writing, reading, speaking and listening, drama and role play. Children will be given the opportunities to exercise choice over the process, content, method, presentation and intended audience.

Technology plays a vital role in the way we learn and communicate today and we believe that it should be integral to the teaching and learning of English. We want children to understand how digital media works and to use this to express themselves in language learning. The use of visual resources is embedded in our approach to teaching and learning. It is one of the ways we support our children's English development and access to the curriculum. We also live in an increasingly visual world, and our children are given the opportunity to develop their visual literacy through analysing a wide range of moving image texts, for example, television, film, and multimedia.

We also value celebrating children's writing, which gives children a sense of pride in the work which they produce. We have termly writing awards where teachers choose two pupils who have put exceptional effort into their writing and made good progress across the term

A typical unit of English would likely follow this pattern:

- (i) Children will read high quality examples of the text type being taught. They will identify how the text is set out, the language features and the structural elements. The aim is that children will identify phrases or structures to use in their own writing
- (ii) Children will experiment and investigate the text using role play, discussion and analysis of features
- (iii) They will utilise new grammatical features and explore the vocabulary used within the high quality examples
- (iv) Children may orally retell longer texts to familiarise themselves with the language, structure and features
- (v) Shared and modelled writing will be used so children can see how to effectively use features within their own writing
- (vi) Children will write independently using the features which they identified during the reading stage
- (vii) Children will edit and redraft their own writing in response to oral feedback, class teaching or small group feedback. Children should be given the opportunity to collaborate with other children to compose and to revise their writing. Children may also redraft their writing for a different purpose or audience.

Children may spend time experimenting with language or participating in drama activities, there is no expectation that there is evidence of these activities within the English books. All of children's written work is recorded in their English book: this may include word work, grammar work or extended pieces of writing. Children are also given the opportunity to apply and embed their writing skills in cross curricular writing, which is recorded in humanities or science books.

Resources and techniques to support writing

- Power of Reading
- Talk 4 Writing
- Quest Curriculum

3. Genres covered Years 1 – 6

The Sunderland Solutions document was used as a basis for the Grangetown writing curriculum. Leaders identified the areas of the national curriculum which needed further embedding and ensured this was evident throughout the writing curriculum. Where possible, the genres chosen for children to write are linked to the local area, written for a familiar audience, or written with a purpose relevant to the children.

The curriculum is broken into fiction and non-fiction for each half term. This ensures that children are able to study a genre in depth and have a greater understanding of what they are writing. The curriculum itself is progressive across each half term, year group and key stage. Staff may alternate the non-fiction genres to suit the topic which the class are covering. However, the fiction writing experiences are a progressive scheme, building on prior skills.

ENGLISH OVERVIEW – YEARS 1-6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Narrative: Retelling a story with predictable phrases Recount	Narrative: Tell a 3 part story about a central character Instructions	Narrative: Plan and tell a 3 part traditional tale Recount	Narrative: Retell a familiar story in 3 parts Report	Narrative: Retell a complete simple 3 part story Instructions	Narrative: Write own 3 part story based on traditional tale Report
Year 2	Narrative: Retell a 3 part story that has a key central character. Non-Chronological report	Narrative: Retell a traditional tale with repeated events Recount in the 1st person	Narrative: 3 part story based on own experience Instructions	Narrative: Plan and tell a 4 part story Narrative recount	Narrative: Plan and write own four part story Non-Chronological Report	Narrative: Plan and write a familiar story Persuasion
Year 3	Narrative: 4 part story with a clear ending Recount in the form of a diary	Narrative: Writing a story in the 3 rd person Explanation in the form of a 'How to' guide	Narrative: Retell a narrative showing good vs bad. Non-Chronological Report in the style of a travel guide.	Narrative: 5 part story with a clear dilemma Non-Chronological report showing contrast	Narrative: Story with a clear problem and resolution Instructions which can be easily followed	Narrative: Write a story which includes dialogue Persuasive letter
Year 4	Narrative: Write their own version of a familiar story Recount in the form of a letter	Narrative: A story with a well structured climax and resolution Explanation of how something works	Narrative: Write a story with clear organisational devices Persuasive advertisement	Narrative: Write a story with a clear atmospheric setting A descriptive non-Chronological report	Narrative: Write in role as a character Recount in the form of a formal letter	Narrative: A story with a strong central character A compare and contrast non Chronological report
Year 5	Narrative: A five part narrative with clear links between each section A concise recount in a specific form	Narrative: A narrative which is both tense and humorous A comparative non-chronological report	Narrative: Write in the style of an author A formal persuasive letter	Narrative: Tell a story which explores narrative viewpoint A linear procedural text	Narrative: Write a non-linear story using flashbacks or parallel stories A balanced discussion text	Narrative: A narrative with a clear narrative voice A concise and impersonal explanation text
Year 6	Narrative: A narrative inspired by a playscript Recount in the form of a newspaper	Narrative: Create a distinct atmosphere through story A comparative non-Chronological Report	Narrative: An extended narrative with a powerful descriptive atmosphere A balanced discussion text	Narrative: A historical narrative which conveys factual information A non-chronological report which informs and entertains	Narrative: A narrative with clear distinction between characters A discussion text of a scientific principle	Narrative: A non-linear narrative An explanation text contained within a formal letter

4. Assessment

In early years children are assessed against the Birth to five matters criteria. Observations are made during carpet time, child initiated play, targeted questioning and work recorded in their books. The children's observations are recorded on tapestry. Moderation meetings are in place to allow teachers to finalise their judgements.

All children in KS1 and KS2 are assessed using a document produced by English leaders which collates the national curriculum objectives linked to each term and breaks them down into small steps. An objective is highlighted when children have shown that they can consistently embed each strategy within their independent writing.

Formative assessment of writing takes place within the lessons, where children are given oral feedback about their writing in order to help them develop it further, or address misconceptions

and basic skill errors. Within each genre, all children are expected to complete one extended piece of independent writing. This is used to support teacher judgements.

Any children who are not making progress at the same rate as their peers are given additional support through targeted planning or intervention, where possible.

5. Supporting children with SEND in writing

We acknowledge that for some children, additional support is required in order to develop writing skills. There are a variety of approaches which we use in order to support the development of these skills. We always ensure that the children are accessing the writing curriculum at their stage. Objectives are broken down into smaller steps to ensure they are achievable. Adult support is given during lessons either on a 1:1 basis or in small groups.

Immediate interventions or pre teaching also takes place to support the children in writing. This happens as close to the lesson as possible. Monster phonics interventions also provide additional practise for the children in the areas of spelling. These are short burst sessions specifically targeted at the children's gaps in spelling.

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