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English Writing Policy

Date	Review Date	Subject Leaders
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Introduction

At Rivington Foundation Primary School, we aim to develop pupils' abilities through a cohesive and creative English Curriculum, which incorporates all the elements of the National Curriculum; spoken language; reading and writing. Our English curriculum teaches key knowledge and skills through: discreet phonics lessons (Letters and Sounds); reading lessons and English lessons; as well as embedding these skills across the broader curriculum. Equipping children to engage with, understand and appreciate the spoken and written word underpins all our English teaching. Children are exposed to a wide range of texts including: stories, poems and non-fiction pieces and given opportunities to respond to these texts in a variety of ways. Developing communication skills, both spoken and written, is vital, to a child's progress, cognitively, socially and linguistically, therefore our approach to teaching English begins with a spoken discussion. We wholly believe, *'if children cannot talk about something, they cannot be expected to write about it.'* The school adopts a thematic approach and our English curriculum is integral to this design. As a result, reading and writing tasks have a clearer purpose and it enables pupils to make links between their learning, encouraging them to activate background knowledge when responding to texts and creating their own written pieces. We emphasise vocabulary throughout the English curriculum, developing understanding of etymology and the manipulation of language, as well as increasing the word-hoard of each child. Promoting a love of reading is essential and a main priority at Rivington Foundation Primary School, *'The more that you read, the more things you will know. The more that you learn, the more places you'll go.'* Dr. Seuss.



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Writing Curriculum Intent, Implementation and Impact Overview

The intent of our English curriculum is to actively engage all pupils in language rich lessons and environments. The careful cumulative design provides opportunities for pupils to make connections across all learning in all subjects, with the English curriculum, underpinned by high-quality texts sitting at the heart of this learning. We know that writing allows children to express themselves, capture their ideas and communicate between writer and reader. Therefore we aim to engage, inspire and provide children with all the tools to become motivated, imaginative and independent writers.

Intent	Research	Implementation	Impact
<p>Intention 1: To design an engaging writing curriculum, linked to high quality texts, which capture children's imaginations and promotes purposeful, cross-curricular links, in order to develop confident, fluent and independent writers who love to write.</p>	<p>National Curriculum – The statutory content enables age appropriate knowledge and skills to be taught across all year groups.</p> <p>Education Endowment Fund (EEF) research - The EEF has carried out a great deal of research into the links between reading and writing – leading to our new, cohesive English curriculum.</p> <p>Graham and Herbert – Reported that 'Comprehension improved when students wrote about the material they were reading... This was also the case when students wrote about text in various subjects.'</p> <p>Jane Considine – Talk is paramount to help pupils understand the impact of reading on our thinking minds and the power of writing to influence a reader.</p> <p>Jane Considine – The Write Stuff - 'Teachers with good subject knowledge are able to make links outside the specific lesson context, either cross-curricular references or to life beyond the classroom.'</p> <p>"Reading and writing float on a sea of talk" – James Britton</p>	<ul style="list-style-type: none"> Teachers will follow the new long term English curriculum, which has been planned to ensure coverage of a range of text types, as well as opportunities to revisit and develop skills. Purposeful cross-curricular links have been made across subjects encouraging children to draw upon wider knowledge. Grammar teaching is also mapped out against these text types to provide meaningful contexts to apply these skills. All units of work include 'experiences' to ignite children's imaginations, these could be practical activities such as drama, visits, or use of images and animation. Teachers use high quality texts as set out in our school literature spine. Having a core text allows teachers to plan both reading and writing activities that link purposefully and encourage pupils to understand the relationship between the two. Picture books and animation are used to enhance the teaching of English, through promoting discussion and offering a visual representation that inspires children to write. 	<p>Children will make at least good progress in their writing from their starting point, or last statutory assessment.</p> <p>Children will use the knowledge and skills of the English curriculum to access all subjects allowing them to be more effective learners who know more, understand more and remember more.</p> <p>There will be no reluctance to write because children will be fully engaged and equipped to succeed in writing.</p>



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<p>Intention 2:</p> <p>To provide deliberate and systematic English instruction through explicit teaching of skills and techniques used within the 'process of writing.' Precise planning and effective modelling of how to apply these skills will empower pupils to write successfully for a range of purposes.</p>	<p>Education Endowment Foundation (EEF) – Improving Literacy in KS2</p> <p>Teach writing composition strategies through modelling and supported practice</p> <p>Develop pupils' transcription and sentence construction skills through extensive practice</p> <p>Graham – Writing: Importance, development and instruction</p> <p>'Available evidence clearly supported the importance of specific writing strategies, such as planning and revising, as well as the importance of particular writing skills, including handwriting, spelling and sentence construction, in student's development as writers.'</p> <ul style="list-style-type: none"> • The following scaffolds or supports were effective: • Using a systematic procedure to plan a composition together. • Setting clear and specific goals for what students are to accomplish when writing. Providing students with good models for the types of writing they are expected to create. Sentence skills instruction results in students producing text of higher quality. <p>Jane Considine- The Write Stuff</p> <p>'Teachers need to be experts, with a flair for being able to communicate their skills and knowledge in an illuminating way, so that their pupils are able to think, talk and write clearly, completely, critically and creatively.'</p>	<ul style="list-style-type: none"> • All children receive discrete handwriting practice which is modelled and monitored by teachers at least 3 times a week. • Through effective CPD, staff will have secure subject knowledge of the writing process and know how to deliver this expertise to the pupils in their class. • Planning and modelling will be done in small steps in order to provide structured provision, which explicitly teaches the pupils specific skills in writing. This model allows teachers time to explain, model, structure and offer feedback on individual sentences. • Effective models, both existing pieces of written work and the models provided by teachers are used to set clear performance expectations – children need to know how to be successful in their writing • There is an emphasis on sentence level work with the teacher facilitating the application of basic skills. • Assessment for learning, in the moment of writing, is vital in addressing misconceptions, challenging pupils and encouraging them to consider the value and importance of every writing choice they make – quality not quantity • Grammar, spelling and punctuation are embedded throughout all writing regardless of text type, but are focused upon based on the long term plan. These skills should be explicitly taught and teachers should model how to apply them within the context of a particular genre • Vocabulary is a focus across the whole curriculum. Children explore the morphology and etymology of language. • The long term English plan provides opportunities for children to write for a range of purposes and audiences, with cross-curricular links to promote application of relevant knowledge and skills across a broad range of sustained writing. 	<p>Children will have experience of texts that vary in content, structure and language and will have the confidence to analyse and imitate them in order to become more effective writers.</p> <p>Children will make at least good progress in writing from their starting point, or last statutory assessment.</p> <p>A clear writing process is in place in Rivington curriculum - all staff understand and teach the process of:</p> <ul style="list-style-type: none"> ➤ Planning ➤ Drafting ➤ Evaluating/editing ➤ Proofreading ➤ Presenting
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<p>Intention 3: To create a writing environment that improves motivation and fuels imagination and creativity, through an emphasis on developing spoken language – through quality interactions and Talk for Writing. Children will be provided with a range of opportunities to enhance their vocabulary and abilities to manipulate first the spoken then the written word.</p>	<p>Aidan Chambers – The Reading Environment The importance of storytelling and reading aloud in developing oracy and vocabulary is discussed. 'Everyone comes to printed literature through stories told aloud.' Education Endowment Foundation (EEF) – Improving Literacy in KS2 - Develop pupils' language capability to support their reading and writing. Purposeful activities include: Pupils articulating their ideas verbally before they start writing. Graham and Perin – Writing: Importance, development and instruction 'It is important to develop a writing environment where students can be successful and their development can prosper.' Jane Considine – The Write Stuff 'High quality talk is vital to strengthening teaching and learning. Pupils need guidance to build their ideas and part of this process involves feeding off others' spoken input and being suitably challenged as they communicate and deepen their thinking. Talk that is targeted to individuals, and differentiated to their needs, is the most effective means of achieving speedy impact when it comes to writing standards.'</p>	<ul style="list-style-type: none"> • Language and vocabulary is explicitly taught through all subjects - it is a learning environment non-negotiable that key vocabulary is displayed and used. All subject leaders plan progressive key vocabulary within their subject. • The skills of the spoken language curriculum run as a thread throughout the curriculum not just within English lessons. Opportunities are planned in to promote and model talk; discussion, debate, performance, collaborative work, evaluation across all subjects. Teachers think aloud, they model how to articulate their choices, their reasoning, and their justifications. Emphasis on drama, role-play and spoken activities to enhance the English curriculum and allow children to shape and re-shape spoken language before they are expected to write it down. The use of animation and picture books is used to provide a stimulus for imaginative and creative talk. • Precise teaching of grammar and etymology through English, reading and wider curriculum sessions promote a fascination with words and the manipulation of language. This teaching of vocabulary across the curriculum allows pupils to better understand the individual units of words that make up the language we speak, read and write. • Reading or listening to someone reading aloud happens in every classroom, every day. It is used to stimulate analytical discussions as well as to entertain and ignite enjoyment. • Speech and language support is provided in school (Welkom and NELI) and early identification and intervention is overseen by the SENCO. • Pupils spoken language is improved through the use of Pupil Voice via School Council, Debate Mates, Eco-Committee etc. 	<p>Children will progress to be confident speakers who can articulate thoughts and ideas, a skill to take into life beyond school.</p> <p>Children will use their spoken communication skills confidently and effectively across the curriculum.</p> <p>Children will gain a deeper understanding of language, better equipping them to analyse authorial intent and vocabulary choices, which they can use to impact their own writing.</p> <p>Children will make at least good progress in their writing from their starting point, or last statutory assessment.</p> <p>Pupil voice is valued and is recognised through the wider curriculum.</p>
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Rivington Body of Knowledge, Pedagogy and approaches to the teaching of writing

In writing we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more.

EYFS and Year 1

- In EYFS AND Year 1 leaders ensure that the curriculum enable pupils to become fluent in key transcriptional components, spelling and grammar so they become increasingly accurate writers. Children are provide with handwriting instruction which is modelled and monitored.
- In EYFS and Year 1, phonics teaching, using the Letters and Sounds scheme, are part of the daily timetable. In Phase 2, letter formation is introduced and will be reinforced in all writing lessons and areas of provision. During both supported and independent writing, pupils in key stage 1 are encouraged to use sound mats to support their spelling.
- In EYFS and year 1, writing genres are linked to a book or an experience which is most often introduced at the beginning of the week. Areas of provision can be accessed throughout the week which also link to the topic to consolidate learning further and therefore to support writing.
- We know that pupils benefit from sharing ideas and rehearsing sentences out loud with adults or peers before writing, therefore Talk for Writing strategies are used in EYFS and year 1 to support children in communicating their ideas before putting pen to paper.
- All areas of provision in EYFS and Year 1 have a selection of writing tools and equipment, including in the outdoor environment, which children can and are encouraged to use in their play.

Year 2 and key stage 2

- In year 2 and key stage 2, a process based approach to teaching writing is used. This focusses on the process of composing texts by following a series of 6 distinct steps – Analysing, Planning, Drafting, Evaluating/editing, Proofreading, Presenting.
- Adopting this approach allows pupils to move back and forth to improve their writing.



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- We know that children need to observe and experiment with the processes used by a competent writer therefore modelling of high-quality writing is used throughout the process of teaching writing at Rivington Foundation Primary School. Often this will involve the teacher modelling processes and sentences for pupils and can include studying high impact sentences from authors which can be used as inspiration in writing. In addition to this, children are also regularly involved in shared writing with the class teacher and their peers.
- We know that to be able to write well, children need to be knowledge on the subject being written about. Our writing curriculum is therefore designed around key experiences within the wider curriculum and a profoundly researched literature spine. This ensures that children are both inspired and informed before beginning the writing process.

Teaching Sequence

Phonics

Our phonics lessons follow the 4 part lesson structure; revisit and review, teach, practise and apply.

Revisit and review at the beginning of each session allows children to revise prior learning and recently taught grapheme-phoneme correspondences, tricky words, blending and segmenting.

Teach is the explicit teaching of new grapheme-phoneme correspondences or the skills of blending / segmenting and writing using the new GPCs. Initially this is done orally then with 'written' words.

Practise gives children the opportunity to work more independently to use these GPCs in individual words both reading and writing.

Application gives children the opportunity to use these words in sentences, reflecting reading and writing in real life. Application is vital for deep learning and understanding the relevance of the knowledge and skills taught.



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Whole Class Writing Instruction:

Writing lessons at Rivington Foundation Primary School are planned following a process which includes 6 distinct steps: **Analysing, Planning, Drafting, Evaluating/editing, Proofreading, Presenting**. Precise and small-step planning of each of these stages is vital as is the opportunity for our children to regularly take part in shared writing and to observe high quality modelling of writing.

The process of writing at Rivington Foundation Primary School begins with an analysis of high-quality model texts which may be existing models or a model written by the class teacher. During this stage, children will examine a text type in detail, ensuring that they are able to identify the audience, purpose and form, in addition to the components and features that make it successful, including the grammar and punctuation used and its effect. The children will use Talk for Writing during this stage to internalise the sentence structure, grammar, syntax and vocabulary in the piece. Following this, the children will take part in planning activities where they will be able to plan their own writing drawing on planning formats which have been modelled for use by the teacher – Talk for writing allows children to see how the text can be chunked to support planning.. This will also often include grammar and punctuation work which the pupils will go on to use in their writing.

Next, pupils will draft their writing. Teachers will model this process and provide clear success criteria for children to follow. This step concentrates on the development and organisation of children's ideas and putting these ideas into sentences and paragraphs. Once children have finished their first draft, they are provided with the chance to share their work. This may be with the teacher or another pupil. During the sharing stage, children will receive targeted and whole-class feedback on their writing (written or verbal) which they will then use to make revisions. This may include changing the structure of sentences and/or adding, removing or substituting sentences or words for meaning and effect.

When pupils are happy with the content of their writing, they are encouraged to proofread and edit. This process involves checking for and correcting any spelling, punctuation and grammar errors.

The final step in the writing process at Rivington Foundation Primary School is publishing. At this point, children have the opportunity to produce a final, neat version of their writing which may be handwritten or typed. It is important to note here that neat copy may not always be deemed



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necessary. Pupils are then given the chance to share their writing with the appropriate audience which may be their peers, another class or sometimes members of the local or wider community. This gives children a real purpose to write and to write well.

Learning Environment

Every classroom has an English working wall that can be easily seen and referred to throughout writing lessons. Structures, syntax and key vocabulary relating to the text type and topic being studied is displayed and all other classroom displays also share key curriculum vocabulary. English working walls are collaborative and share both teacher and pupil models, as well as shared writing. Working walls are used to document the process of writing, including spelling, punctuation and grammar teaching, and to celebrate pupil achievement.

Marking codes for writing are displayed in every classroom so that children can respond appropriately to teacher's comments and marking codes to improve their writing.

Writing Resources

Quality first teaching through Talk for Writing, using engaging, age appropriate and challenging texts - with analysis - alongside strong modelling and the use of the writing process are the best tools and resources for all staff to use in order to raise writing standards.

Alongside this we have:

1. Age appropriate dictionaries and thesauri are easily accessible in every classroom from year 1 to year 6. Children are taught how to use these correctly and are provided with regular opportunities to develop their skills in using these within reading and writing lessons. Children are encouraged to use dictionaries and thesauri independently in writing lessons to check the meaning and spelling of words and to up level and make more sophisticated vocabulary choices.



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2. Children are encouraged to use the working wall for spelling and vocabulary. Children are also provided with scaffolds to help secure appropriate content and structure.
3. The literature spine at Rivington Foundation Primary School ensures that every classroom is provided with a wide selection of high quality texts for pupils to study which link to topics taught in the wider curriculum. These texts are used as inspiration and models for pupil writing.
4. Every child at Rivington Foundation Primary School will have access to a selection of age appropriate and topic related word mats and knowledge planners which are used in English lessons and the wider curriculum. Word mats can be used to support pupil's spelling, vocabulary, grammar and punctuation choices. Children are encouraged in writing lessons across the curriculum to use these independently, specifically during the revise and edit steps in the writing process.

Reasonable adjustments in Writing

Children who require further support with phonics are given extra intervention as we know that this is the primary approach to decoding words for reading and segmenting for spelling – this will be done through our phonics programme and Bounce Back Phonics or Flashback Phonics. The whole class teaching of spelling takes place from Year 2 but we know that this will not be appropriate for all children therefore some children are moved onto other interventions including Phonics intervention and sight vocabulary strategies such as Toe by Toe and Stareway to Spelling.

Some children will also benefit from specific resources which they can draw on for support in writing lessons. Sound buttons to record and store ideas and ACE dictionaries to support spelling for example are used by a number of pupils.

All writing interventions are overseen by the English lead and the SENCO.



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Staff Development

Vocabulary training will be delivered based on research from Alex Quigley's 'Closing the Vocabulary.

Etymology training has been delivered to all teachers. Teachers were introduced to the significance of etymology in developing children's vocabulary and spelling. Classroom resources and activities to promote discussions around etymology were also distributed to teachers following this meeting.

This writing policy should be read in conjunction with the Rivington Foundation Primary School Reading Spine, as well as the following plans and policies

