



Writing Policy

INTENT

Rationale

At Lyng Primary School, we understand that writing is a fundamental skill that supports all areas of the curriculum and is essential for life beyond the classroom. Our aim is to develop each child's ability to communicate clearly and effectively, both verbally and in writing, to a range of audiences. Writing is an intricate process that involves mastering various skills, including handwriting, spelling, sentence construction, grammar, punctuation, and an understanding of text structure and audience.

Our English Curriculum is designed to allow pupils to develop the following key characteristics for an author:

KS1	KS2
<p>KS1 Writers</p> <p>Lola the Rabbit</p> <p>As a writer I will aim to:</p> <ul style="list-style-type: none"> write with interesting detail about different topics in the curriculum. have a vivid imagination, which makes readers enjoy my writing. use goldilocks and step on words and different writing techniques to add detail or description. write in a well-organised and structured way. try hard to ensure my work is well presented, punctuated, spelled correctly and neat. love writing and enjoy learning about different writing styles. 	<p>KS2 Writers</p> <p>Lola the Rabbit</p> <p>As a writer I will aim to:</p> <ul style="list-style-type: none"> write fluently using interesting ideas across the curriculum. use vivid description to help engage the person reading my writing. use new vocabulary and techniques that I have learnt in class to improve my writing. use the structural features of the text I am studying keep my writing well presented, punctuated and spelt correctly and very neat! write and enjoy reading.



Lola our Writing expert

Following the Chris Quigley curriculum enables teachers to recognize the key characteristics of writers in their lessons. These are then presented through Lyng Learning Animals to allow the children to access these in a fun and engaging manner. As chosen by the School Council, Lola the rabbit is our expert author in school.

IMPLEMENTATION

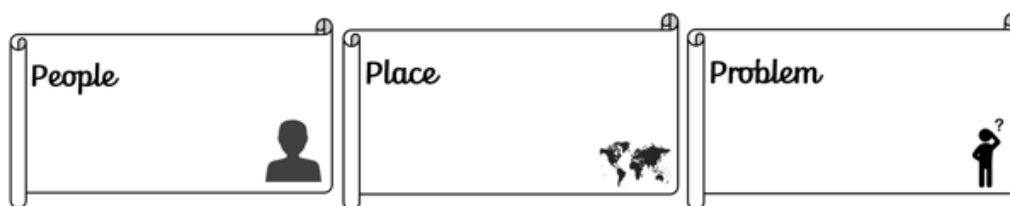
Planning

Planning for writing takes the form of the genre coverage across school, which outlines what genres each year group is expected to teach. The Topic Medium Term plan plans which grammar areas will be taught. To ensure children develop writing stamina they are expected to be given opportunities to apply their writing skills regularly across the curriculum; this is planned for and monitored for in the format of Year groups weekly writing overviews. Furthermore, extended writing opportunities are identified on Topic Medium Term Plans in yellow highlighter.

Weekly planning at Lyng Primary School from Year 3 upwards follows the structure of Read, Rip, Rehearse Write and Review. The key skills of composition, planning and drafting, punctuation, spelling, grammar and handwriting are taught explicitly in the context of English based sessions. In order to develop children's writing composition and stamina, short burst writing is essential at each stage of the journey providing ample opportunities throughout a week.

Regular LOTC (Learning outside the classroom) opportunities are planned for to deepen engagement and to fully immerse pupils in the situation which they are writing for. This is combined with visits and visitors into school and these are identified on the Medium Term Plan and also the trip planner pro-forma.

To deepen pupil engagement and investment in their learning we have adopted a storytelling approach to our curriculum. Following training from Hywel Roberts on approaches to the curriculum we have adopted the storytelling approach to our curriculum, which incorporates selecting 'People, Place and Problem scenario'. Evidence of this is either recorded in SMSC books, Let's Say in the margin or through the template below.



The learning wall in each classroom reflects the current learning journey that the children are exploring.

Spelling

From Y2 onwards the Babcock Spelling Scheme is followed and children take home weekly spellings lists which they are tested on weekly. Spelling is taught 3 times weekly as part of daily writing sessions. Spellings are addressed in writing as per the marking policy. The progression of spelling is mapped out as part of the Chris Quigley Essentials Curriculum that the school follows.

Word Aware

To allow pupils to communicate orally and write effectively they must have access to a broad vocabulary, therefore as a school we have adopted the Word Aware approach to teaching vocabulary. Vocabulary is selected across the curriculum for the pupils, it is then taught as part of writing session and in other subjects. Pupils are taught about their use of 'Goldilocks', 'Anchor' and 'Step On' vocabulary. Pupils are then



encouraged to apply this new vocabulary in their writing which is acknowledge in gold (as per the marking policy) and then reviewed through retention quizzes using the word wallets (there are word wallets in classrooms for all subjects).

The Write Stuff

In Writing lessons at Lyng Primary School the success criteria to achieve the WALT is compiled through writing lenses. Typically three lenses per lesson are the focus and the pupils are provided with differentiated scaffolds to allow them to succeed. These three zones of writing are: FANTASTICs (Ideas), The GRAMMARISTICs (Tools) and The BOOMTASTICs (Techniques). Whilst KS1 only focus on the FANTASTICs the rest of school focus on all 3.



Communication

At Lyng Primary School, we recognise that spoken language (communication) is very important to our pupils, many of whom speak English as an additional language. Modelling appropriate and expressive speech is an integral part of our teaching, both within English lessons and across the curriculum. We believe that spoken language skills are an intrinsic part of the writing process. A child needs to be able to say a sentence before they can write it. As such, oral rehearsal and communication around writing is carefully planned for throughout the writing process. Immersive and speaking and listening opportunities are evidenced in the Immersive Opportunity Book which is displayed in the classroom.



Early Years Foundation Stage (EYFS)

We encourage children to write independently from an early age. To support the development of writing, the children progress through the Development Matters document which outlines the ages and stages of progression for the EYFS curriculum. Activities are planned daily to develop children's fine and gross motor skills e.g. building wrist strength by twirling ribbon sticks, practising writing patterns with big brushes and water, making letters in the sand etc.

We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practice and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations. Writing is promoted across the curriculum using both the inside and outside learning environments. Children's progress is evidenced through photos, observations and self-initiated activities

KS1

In Year 1 writing lessons are taught as an extension of and application of their phonics session using the sounds they are learning or have previously learnt.

In Year 2 writing lessons consist of a one-hour session which is book led. Children's writing is assessed against the teacher assessment frameworks for the end of key stage 1.

KS2

From Year 3 to Year 6 writing lessons are taught daily for approximately 1 hour. These sessions are evidence in writing books and the class Immersive Book.

Progression of skills

The Chris Quigley Essentials Curriculum which Lyng Primary School has adopted includes all National Curriculum subjects and through this approach the key concepts:

- Transcription
- Composition
- Analysis and Presentation

These are then broken down further into three milestones. Milestone 1 for Year 1 and Year 2, Milestone 2 for Year 3 and Year 4 and Milestone 3 for Year 5 and Year 6. In each milestone, pupils demonstrate their learning under 3 different cognitive domains which they are assessed against:

BASIC	ADVANCING	DEEP
Low-level cognitive demand. Involves following instructions.	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.

CPD

Where appropriate, members of staff, usually the coordinator, are sent on relevant courses. The content of these courses is then shared with the rest of the teaching staff. The impact of this training is then monitored and recorded through the subject leader's leadership log.

Marking and feedback

Writing lessons and writing in other subjects is marked in accordance with the marking policy (see marking policy).

Resources

The school regularly purchases new books to support the genres that class teachers are delivering. Other resources in school have been purchased to enhance the teaching of topics which the children will be writing about such as the giant scene canvases and the trenches on the school grounds (LOTG).

Monitoring

Writing lessons and books are part of the monitoring cycle, and this cycle allows the subject leader to capture the quality of teaching and learning across school and feed this back to the head teacher and deputy head teacher in Leadership Log and Impact meetings.

SEND

At Lyng Primary we ensure that all pupils have access to a broad and balanced curriculum. SEND pupils may be supported through 'Goldilocks' word mats as part of our Word Aware approach and through additional modelling visible on tables, accessible artefacts on tables and from further modelling from either the class teacher or other expert pupils. Where possible immersive writing experiences are planned for including, hot seating, role-play and freeze frame to provide pupils with hands on experiences of the historical time period they are studying.

G&T

Gifted and Talented pupils are identified and recorded by class teachers on the whole school template. The record includes those who are considered Gifted and Talented with regard either to their writing knowledge and/or skills. These are the pupils who teachers regularly challenge through their teaching and application of 'Step On' vocabulary as part of our Word Aware approach, through becoming expert historians in lessons and sharing their understanding with the class. They are also challenged through killer questions that include questions or activities that challenge the pupil's thinking.

IMPACT

Assessment and Moderation

Children's progress in writing is assessed through success criteria in lessons with the progress against these informing the marking of that child's work. At the end of writing units, pupils produce independent pieces which can then be used to form evidence for judgments uploaded to SIMs target tracker. Progress and retention of knowledge is monitored through regular quizzing and revisiting vocabulary through the word wallets in every classroom for every subject.

Moderation of writing occurs on a termly basis. Children's work is moderated against framework sheets that were collated with local writing leads and create consistency from the end of KS1 framework to the end of KS2. In addition to this, class teachers meet with other local teachers and also attend local authority moderation meetings further quality assure their judgments.

Children are assessed as one of the following:

Code	Meaning	Support
U	Unable to assess	Not sufficient evidence to make a judgement.
E	Emerging	Heavily scaffolded – accessing the objective with resources.
D	Developing	Uses age appropriate scaffolding.
S	Secure	Independent application.
M	Mastered	Application outside the lesson independently.