

Woolenwick Junior School

Writing Policy V3

Policy Name	Writing policy
Created by	Woolenwick Junior School
Responsibility of	School Improvement Committee
Reviewed by	Kerri McLay
This Review Date	March 2017
Next Review Due	March 2020
Cycle	3 years
Ratified by Full Governing Body on	3.5.17

Version History

Version	Amendments	Date	Author
V1	Original document	March 2014	CH
V2	Changes in assessment	November 2016	KM
V3	Review	March 2017	KM

English Coordinator: Kerri McLay

English Governor: Michelle Upchurch

'You can't use up creativity. The more you use, the more you have'

Maya Angelou

'The six golden rules of writing: read, read, read and write, write, write'

Ernest Gaines

Aims of the Policy

To ensure that we:

- have consistent, standard and manageable practices;
- to develop creativity and a love of writing across a range of genres;
- meet the statutory objectives of the National Curriculum (Sept '2014);
- scaffold children towards being able to write at length with confidence;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- help children to acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing and spoken language;
- link reading and writing, so children appreciate our rich and varied literary heritage and are provided with exciting opportunities to transfer skills across the curriculum and in 'real life';
- can work with parents/carers to support children's learning in and out of school.

The implementation of the policy is the responsibility of all staff, overseen by the English Coordinator.

Principles of teaching writing

The key purpose of teaching writing is to support the child in their learning journey and help them to become better communicators.

We teach the skills of writing within daily English lessons, which focuses upon writing composition (articulating ideas and structuring them in speech and writing), which includes vocabulary, grammar and punctuation. Composition will be the focus of this policy. Alongside this, we consistently model and expect high standards of transcription (spelling and handwriting). For more information on transcription, please refer to the Spelling and Handwriting policies.

Process of teaching writing

We divide the teaching of writing into 4 clear stages. This process is heavily influenced by the 'Talk for Writing' approach and the work of Pie Corbett (www.talk4writing.co.uk). Typically non-narrative and poetry units are taught over a 3 week unit and narrative units are taught over a 4 week unit (Appendix 1).

IMMERSION – getting hooked and reading as a writer

- Begin with a creative context such as drama, book, video or an off-site visit
- Read as a reader - Book Talk
- Reading as a writer – magpie-ing ideas
- Warming up the tune of the text
- Create a toolkit (success criteria)
- Connect with what the children already know – e.g. 'Have you ever done persuasive writing before?' 'What text did you learn?'

IMITATION – familiarisation

- Orally retelling a text until it can be told fluently:
 - often specially written to 'hit' key next steps in the children's learning and year group expectations for spellings (Appendix 2 plus Appendix 2 in National Curriculum p66 - 69);
 - emphasising certain sentence structures and connectives;
 - carefully pitched to convey high expectations
- Multi-sensory approach made memorable:
 - story map - hand-drawn on flip chart, with colour;
 - use of other tools e.g., musical instruments for punctuation, puppets.
- Whole class participation with communal and then independent retelling. Ensure children know it well enough so they can embellish it later.
- Capture with digital photographs or video, to display in classroom, remind absent children, use for assessment and for use the next time the genre is taught.

- Box up the orally learnt text (might be called 'bare boning'):
 - pull out structure;
 - use colour;

INNOVATION – adapting a well-known text

- Spend a considerable time modelling writing:
 - model one paragraph at a time (on flip chart) – one each day;
 - display 'growing' text on a washing line;
 - ensure text is of a high quality and models sentence structures etc. children are expected to use;
 - teach tips e.g. 'name the noun'
 - use colour to emphasis key foci (Appendix 3);
 - have a save box for good ideas to use later;
 - reinforce strategies e.g. 'we never dodge a good word because we can't spell it'
 - make effective use of additional support e.g. modelling being editing partner, creating a word bank, modelling thinking.
- Through modelling thinking, editing writing and when guiding children to 'have a go':
 - re-use the basic text pattern – 'hug closely';
 - embellish the text and 'make it your own' by substitution, addition, alteration, change of viewpoint etc. - use post-it notes over the top of the original map;
 - add in new information, extend and develop ideas with extra information, views or comments;
 - continue to magpie words, ideas, tips and hints;
 - encourage children to use colour (underline or highlight) to emphasis key foci (Appendix 3).
- Provide frequent, specific feedback:
 - constructive oral feedback throughout the process – tell children what they are doing well and how to further improve;
 - mark work, after children have had a chance to peer- and self-assess;
 - use visualizer to provide whole class feed-forward;
 - provide re-reading and 'polishing' time, to action on marking (DIRTY work).

For further guidance, see the Marking and Constructive Feedback Policy.

INVENTION and INDEPENDENT APPLICATION

- In fiction writing, build up a new story – drawing, drama, images, video, first-hand experience, location, quality reading, etc.
- In non-fiction writing, work within a form but chooses own topic.
- Independently apply non-fiction across the curriculum.

A writing classroom

Each classroom will have:

- a working wall displaying key stages in the writing process (Appendix 3).
- a washing line displaying the text as it grows.
- a reading area/book corner, with class books of children's published texts.

Each class will display 'finished product' published work as a celebration e.g. communal display, school website, class assembly.

Expectations

Progression of writing will follow the structure identified in the National Curriculum (Sept 2014). Most children will be expected to be working at (or possibly above) the objectives for their year group.

For some children with SEND or EAL, they may be working below this expectation. Through differentiation, scaffolding, use of ICT and additional support, teachers will ensure these children are able to access the lessons and make progress from their starting points.

Assessment

Children's day-to-day writing will be assessed through marking. Teachers and teaching assistants will provide positive and constructive oral or written feedback including advice for further improvement. Peer- and Self-assessment will also be embedded in teaching, especially when editing and redrafting writing. *For further guidance, see the Marking and Constructive Feedback Policy and Assessment Policy.*

English Grammar, Punctuation and Spelling Tests

In Year 6, there will be a particular focus on the discrete teaching of spelling, punctuation and grammar (SPAG) in preparation for the end of key stage test. At the end of each term, children will take a comprehensive SPAG test, which will help to identify gaps in children's understanding and help to inform teacher's assessment of attainment.

Roles and Responsibilities

Governors

- to ensure that the school shares, implements and monitors this policy
- to ensure that the policy is reviewed at least every 3 years or more frequently if appropriate.

The Headteacher

- to ensure that the implementation and monitoring of this policy is manageable, consistent and has a positive impact on children's learning

English Coordinator

- to ensure the effective implementation of this policy
- to regularly monitor the implementation and effectiveness of this policy
- to provide feedback to Governors on the effectiveness of this policy

Teachers and Teaching Assistants

- to implement this policy and follow the identified guidelines
- to provide appropriate guidance to children to accelerate their learning
- to provide workbooks for scrutiny as required and to act on any feedback given

We are learning about...

Model...

Model text

Children's comments

Features analysis

Language features and great examples.

What we learnt...

Features checklist

Text structure

Grammar teaching

Toolkits to support children.
Vocabulary banks, text examples,

Adapting the model...

Story map

Box up sheet showing how the text has been adapted.

Grammar

Year 5: Writing Mat



Spellings

Year 3 and 4 Spelling List

accept	accept	accept	accept	accept	accept	accept	accept	accept	accept
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New Curriculum Spelling List Years 5 and 6

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Common words

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Our common errors

Appendix 2 – Woolenwick Junior School Progression

YEAR 3

Securing Subject matter	Imitation	Innovation	Invention	Independent Application
	<p>It is assumed that all aspects of imitation from KS1 have been internalise by this point. A decreasing amount of time should be spent on this stage, although sufficient time must be given for the children to internalise each story.</p> <p>Retell:</p> <ul style="list-style-type: none"> • Listen and join in with actions • Listen and join in with words • Orally rehearse using a story map/ mountain <p>• Record story plot using a story mountain (build up/ conflict /resolution)</p>	<p>Substitution:</p> <ul style="list-style-type: none"> • Change the name of a character/setting /object <p>Addition:</p> <ul style="list-style-type: none"> • Add detail & description to a character or setting • Add a new event • Make additions to sentence structure including dialogue. • Add a new character <p>Alteration:</p> <ul style="list-style-type: none"> • Change the events in the middle of a story, maintaining the beginning & ending. • In role as one of the characters, tell the story from their point of view. • Change characteristics of a character e.g. from good to greedy. • Alter settings to impact on the story e.g. a forest to a housing estate. <p>• Recycle - use the original plot to write a new story(introduce)</p>	<p>Create a story from a range of stimuli: props, pictures, sounds, music.</p> <ul style="list-style-type: none"> • Brainstorm ideas for story plots and events. • Re-use plots of known stories to create stories of their own. • Reflect the taught sentence structures etc. in their own story telling. • Class, group, paired and individual writing of stories. <p>• Introduce polishing pens as an introduction to editing:</p> <p>• Paired proof reading (punctuation police, spelling spy, ideas investigator)</p>	

YEAR 4

	Imitation	Innovation	Invention	
Securing Subject matter	<p>Retell:</p> <ul style="list-style-type: none"> • Listen and join in with actions/words • Orally rehearse using a story map/ mountain • Record plot using a story mountain (build up/ conflict /resolution) <p>• Re-tell the story from another point of view.</p> <p>• Plan by boxing up paragraphs in a flow chart.</p>	<p>Substitution:</p> <ul style="list-style-type: none"> • Change the name of a character/setting /object <p>Addition:</p> <ul style="list-style-type: none"> • Add detail/description to a character or setting • Add a new event/character • Make additions to sentence structure including dialogue. <p>Alteration:</p> <ul style="list-style-type: none"> • Change the events in the middle of a story, maintaining the beginning and ending. • In role as one of the characters, tell the story from their point of view. • Change characteristics of a character e.g. from good to greedy. • Alter settings to impact on the story e.g. a forest to a housing estate. • Recycle - use the original plot to write a new story (consolidate). 	<p>Create a story from a range of stimuli: props, pictures, sounds, music.</p> <p>• Develop ideas about characters and events through dramatic exploration.</p> <p>• Introduce writer’s toolkits each time a new type of text is used.</p> <ul style="list-style-type: none"> • Brainstorm ideas for story plots and events. • Re-use plots of known stories to create stories of their own. • Reflect the taught sentence structures etc. in their own story telling. • Class, group, paired and individual writing of stories. • Introduce polishing pens as an introduction to editing. • Paired proof reading (punctuation police, spelling spy, ideas investigator) 	Independent Application

YEAR 5

Securing Subject matter	Imitation	Innovation	Invention	Independent Application
	<p>Retell:</p> <ul style="list-style-type: none"> • Listen and join in with actions/words • Orally rehearse using a story map/ mountain • Record plot using a story mountain (build up/ conflict /resolution) • Re-tell the story from another point of view. • Plan by boxing up paragraphs in a flow chart. <p>• Individually, record story plot using a story mountain (build up/ conflict /resolution)</p> <p>• Story mountains e.g. with two conflicts/ Beginning with conflict.</p>	<p>Substitution:</p> <ul style="list-style-type: none"> • Change the name of a character/setting /object <p>Addition:</p> <ul style="list-style-type: none"> • Add detail/description to a character or setting • Add a new event/character • Make additions to sentence structure including dialogue. <p>Alteration:</p> <ul style="list-style-type: none"> • Change the events in the middle of a story. • Tell from another character's point of view. • Change characteristics of a character. • Alter settings to impact on the story. • Recycle - use the original plot to write a new story or in another style e.g. a newspaper report. • Write different styles of openings. • Write in the style of a particular author. 	<p>Create a story from a range of stimuli: props, pictures, sounds, music.</p> <ul style="list-style-type: none"> • Develop ideas about characters and events through dramatic exploration. • Introduce writer's toolkits each time a new type of text is used. • Use the writer's toolkit in writing. • Mimic recognised story conventions appropriate to the genre. • Brainstorm ideas for story plots and events. • Re-use plots of known stories to create stories of their own. • Reflect the taught sentence structures etc. in their own story telling. • Write narratives which include: parallel stories and flashbacks. • Collect synonyms, verbs and adverbs appropriate to the text. • Paired or individual writing of stories. • Introduce polishing pens as an introduction to editing. • Paired proof reading and evaluating. • Paired marking. 	

YEAR 6

Securing Subject matter	Imitation	Innovation	Invention	Independent Application
	<p>Retell:</p> <ul style="list-style-type: none"> • Listen and join in with actions/words • Orally rehearse using a story map/ mountain • Record plot using a story mountain (build up/ conflict /resolution) • Re-tell the story from another point of view. • Plan by boxing up paragraphs in a flow chart. <p>•Individually, record story plot using a story mountain (build up/ conflict /resolution)</p> <p>•Story mountains e.g. with two conflicts/ Beginning with conflict.</p> <p>•Draw upon a range of planning techniques appropriate to the task.</p>	<p>Substitution:</p> <ul style="list-style-type: none"> • Change the name of a character/setting /object <p>Addition:</p> <ul style="list-style-type: none"> • Add detail/description to a character or setting • Add a event/character • Make additions to sentence structure including dialogue. <p>Alteration:</p> <ul style="list-style-type: none"> • Change the events in the middle of a story. • Tell from another character's point of view. • Change characteristics of a character. • Alter settings to impact on the story. <p>•Describe a setting through different senses.</p> <p>• Use dialogue at key points to move story on or reveal new information.</p> <ul style="list-style-type: none"> • Recycle - use the original plot to write a new story or in another style e.g. a newspaper report play or parody. •Write different styles of openings. •Write in the style of a particular author. 	<p>Create a story from a range of stimuli: props, pictures, sounds, music.</p> <ul style="list-style-type: none"> • Develop ideas about characters and events through dramatic exploration. • Introduce writer's toolkits each time a new type of text is used. Use the writer's toolkit in writing. • Mimic recognised story conventions appropriate to the genre. • Brainstorm ideas for story plots and events. • Re-use plots of known stories to create stories of their own. • Reflect the taught sentence structures etc. in their own story telling. • Write narratives which include: parallel stories and flashbacks. • Collect synonyms, verbs and adverbs appropriate to the text. • Paired or individual writing of stories. • Introduce polishing pens as an introduction to editing. • Paired proof reading and evaluating. Paired marking. 	

Rainbow Writing

Nouns are used to name a person, animal, place, thing or idea.

Pronouns can replace nouns or other pronouns.

Adjectives describe nouns or pronouns.

Verbs describe actions.

Adverbs modify verbs, adjectives or other adverbs.

Prepositions tell us the position of one thing in relation to another.

A conjunction is a word that links words, phrases, or clauses.

Punctuation is the use of special marks to make a piece of writing easier to read and understand. Punctuation marks show divisions and connections between sentences, clauses, or individual words.

N.B. Rainbow Writing is a concept developed by Bryan Harrison to compliment Ros Wilson's Big Writing.