

ASHBURY MEADOW  
PRIMARY SCHOOL



Writing  
POLICY

**Date Written: March 2024**

**Review Date: March 2028**

## **Aims**

This policy aims to outline the teaching and learning of writing at Ashbury Meadow Primary School. Through the implementation of this policy, we aim to continuously raise writing standards at Ashbury Meadow Primary School to ensure that all children reach their potential, through the delivery of a well-planned, rich and stimulating literacy curriculum, underpinned by consistent, up-to-date working practices. The curriculum is delivered using the principles of *The Write Stuff* by Jane Considine.

In accordance with the National Curriculum, Ashbury Meadow Primary School believes writing has an integral place in education and in society. A high-quality education in writing at Ashbury Meadow Primary School will teach pupils to 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 engaging in high-quality activities based around a high-quality text, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Pupils will also have acquired a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Through the core texts selected and studied, the pupils at Ashbury Meadow will learn to appreciate our rich and varied literary heritage and by the end of their primary school journey pupils should be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

## **Teaching and Learning**

### **KS1 and KS2:**

The National Curriculum states that children should;

- develop the stamina and skills to write at length
- use accurate spelling and punctuation
- be grammatically correct

We aim to develop children's ability to produce well structured, detailed writing; in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling.

Ashbury Meadow Primary School uses Jane Considine's *The Write Stuff* approach to deliver the composition aims of the National Curriculum and to ensure that our pupils are able to 'read as a writer and write as a reader'. Each year group has units of writing- consisting of narrative, non-narrative and poetry- that are taught throughout the year. Units are carefully chosen to match the content of the National Curriculum for the Programme of Study (POS) and create meaningful links, where possible. Each unit has a similar structure, comprising three key areas: experience days, sentence stacking sessions and independent writing. The amount of these varies in each unit, and teachers are encouraged to adapt these to meet the needs of their cohorts.

"The Write Stuff" uses three essential components to support children in becoming great writers

The three zones of writing :-

- IDEAS - The **FANTASTICS** uses a child friendly acronym to represent the nine idea lenses through which children can craft their ideas.
- TOOLS - The **GRAMMARISTICS**. The grammar rules of our language system and an accessible way to target weaknesses in pupils grammatical and linguistic structures.
- TECHNIQUES - The **BOOMTASTICS** which helps children capture 10 ways of adding drama and poetic devices to writing in a vivid visual.

### Experience Days

This involves immersive teaching to enrich our children, develop their vocabulary and stimulate ideas. These can take many forms (visits out, visitors in, film clips, drama conventions etc.) and are deployed to strengthen context and build imagination.

### Sentence Stacking

"The Write Stuff" follows a method called "Sentence Stacking" which refers to the fact that sentences are stacked together chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. An individual lesson is based on a sentence model, broken in to 3 learning chunks. Each learning chunk has three sections. Each learning chunk is based on a grammar or literary device. Each learning chunk is then split into the following three parts:

#### 1. Initiate

This involves idea generation for the learning chunk being taught. This should be recorded on flip chart paper and be displayed for pupils to refer to.

#### 2. Model

This is where the teacher explicitly models the writing process, demonstrating out loud as a writer. This includes explicit modelling of how to use the generated ideas thinking about the effect of choices on the reader. During this time, teachers must make it explicit as to what is expected when the children go on to write their own (enable)- this can be done through a shared toolkit. The toolkit should build up over each sentence stacking session to act as a success criteria for independent writing.

#### 3. Enable

The pupils are then given time to create their own quality sentences based on the initiate and model parts. Teachers should pinch completed sentences and add them to the shared sentence stacking text displayed on the working wall. These should be praised and celebrated through post its- e.g. 'Thanks X for this brilliant sentence'.

### Independent Writing

A new stimulus is introduced to the students for them to plan and write their own independent piece based upon the genre they have been working on. This can include text, images, videos and scenarios. Students use their toolkits to inform their planning and utilise the skills they have been focusing on in their writing.

Students create an initial draft of their writing before editing and re-drafting their writing to create a final piece. Editing and re-drafting can be seen through the use of purple pen within their writing.

### EYFS:

In the EYFS, children are encouraged to develop their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be evident in their writing. At the same time, their knowledge of key words and language is supported through reading and writing activities, including shared reading and writing focus groups. The basics of how to form a letter, spell a word, leave a space, or use a full stop are demonstrated and later followed by the more sophisticated strategies of modelling the planning, drafting and proof-reading of writing across a range of genres. Children are taught using the Fantastic Foundations for EYFS approach by Jane Considine.

Fantastic Foundations is based on three guiding principles:

1. Understanding the uniqueness of each child
2. Nurturing deep talk and developing listening
3. Providing a rich repertoire of real and imagined experiences to ignite writing

A wide variety of opportunities are provided for the children to engage in writing activities in both the indoor and outdoor environments. These include:

- Weekly focus groups
- Role play areas
- Opportunities to explore mark making
- Rainbow challenge activities

### SEND

Pupils with SEND needs are able to access the curriculum via adaptive teaching. This includes modification of writing targets relevant to the child, altering of texts to be at an accessible level and use of strategies such as colourful semantics to allow children to develop their writing skills. Children are guided by the principles of the Write Stuff by Jane Considine to support them within their learning and are adapted to allow them to make progress.

### Marking and Feedback:

Within EYFS, Key Stage 1 and 2, feedback is given within writing lessons in line with the 'Feedback for Learning Policy 2023'. This includes the usage of frequent in the moment feedback for high impact and the use of marking codes to support further progress within writing. This will allow for children to be able to edit and uplevel their work real time or within the following session, allowing for the development of effective editing skills.

## **Speaking and Listening**

Developing strong speaking and listening skills is fundamental to the teaching of writing at Ashbury Meadow Primary School. Teachers place a high emphasis on spoken language and plan for the discrete teaching of skills, as well as incidental learning opportunities.

Our approach is firmly based on teaching how language changes in different contexts. We believe children need to develop strong oracy skills to enable them to internalise language patterns and understand how language changes in different situations. This enables our children to understand and manipulate language for different purposes and audiences and provides them with strong models to be able to apply within their writing.

## **Writing Across the Curriculum:**

Teachers plan in opportunities for writing across the curriculum to allow children to utilise the English skills that they have learnt to support their learning in wider areas of the curriculum. Children are expected to apply the year group relevant skills within their wider writing opportunities and opportunities provided should be purposeful and primarily focused on the foundation subject being taught.

## **Spelling, Grammar and Punctuation:**

In EYFS and Key Stage 1 spelling is taught systematically using the Little Wandle Letters and Sounds and the National Curriculum. Letters and Sounds focuses on the auditory recognition, visual recognition, blending (reading) and then segmenting (writing) of separate sounds (phonemes) in words. Through this systematic teaching of spelling, children learn that letters are used to represent different sounds, that each sound can be represented by one or more letters, that sounds may be written in more than one way and that some letters may represent more than one sound. In Year 2, children begin spelling lessons through Spelling Shed once they are adjudged to have fully secured their phonic knowledge.

Spellings are taught in line with national curriculum spelling appendix to ensure that year groups are working on the appropriate spelling patterns and key words. Spelling sessions take place weekly, based upon the Spelling Shed scheme of work and progression. The lessons are built upon the 'Linguistic Tapestry' of phonological knowledge, orthographic knowledge, morphological knowledge, etymological knowledge and visual knowledge. Children are also provided with a spelling shed online login to provide additional practice for students.

Children are taught grammar through their English lessons. This combines a mixture of discrete grammar and application through writing lessons based upon The Write Stuff principles by Jane Considine. The grammar taught is inline with National Curriculum 2014.

## **Assessment:**

Assessment of writing should take place regularly. This means formatively every week and unit of work, and summatively through an internal writing moderation every term to ensure children are making progress. This will also allow to ensure that assessments are accurate and

teachers can receive additional support in this area with colleagues. This should be done by using the in-school Writing Assessment Tracker sheets. As a child secures a target from the tracker, it should be highlighted on their individual assessment sheet kept within each class's writing assessment file. This assessment includes independent writing from within English sessions and writing from across the curriculum. The writing assessed must be an independent piece of writing for it to be a true reflection of the child's current abilities.

Summative assessments are recorded using Target Tracker.

At the end of Year 6, an externally assessed statutory Spelling, Grammar and Punctuation test takes place as part of SATS assessments. Writing assessment data is submitted in Y6 as part of the End of Key Stage assessments.

### **Handwriting**

Progression in handwriting is set out in the National Curriculum 2014. Children receive a minimum of two handwriting lessons per week from the Letterjoin scheme and children requiring additional support are provided with further sessions to support the development of their handwriting and fine motor skills. Teachers are required to use the school handwriting style when modelling within lessons and to use the school font on teaching resources created.

**(See Handwriting Policy for additional guidance)**

### **Linked Policies**

This policy has been written in line with:

- Equality policy
- SEND policy
- Feedback for learning policy
- Assessment policy
- Handwriting Policy
- EYFS Policy
- Curriculum Policy
- Teaching and Learning Policy