



# Writing Policy

Staff Responsible:

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# Teaching and Learning in Writing

## Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Vision
2. Subject Policy
3. Unit of Study Overview (LTP)
4. Writing Cycle
5. Progression of Skills

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

## Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation may contain:

1. **Subject Audit** - An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. **Subject Action Plan** - Supports the RAG rating from the Subject Audit.
3. **Learning Enquiry** - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice.
4. **Writing Cycle** - Our two-week writing cycle is used across school to ensure the teaching of writing is concise and consistent.

**5. Progress of Skills** – Outlines coverage of what the children should be taught in writing lessons in each year group. These skills are all covered throughout the academic year.

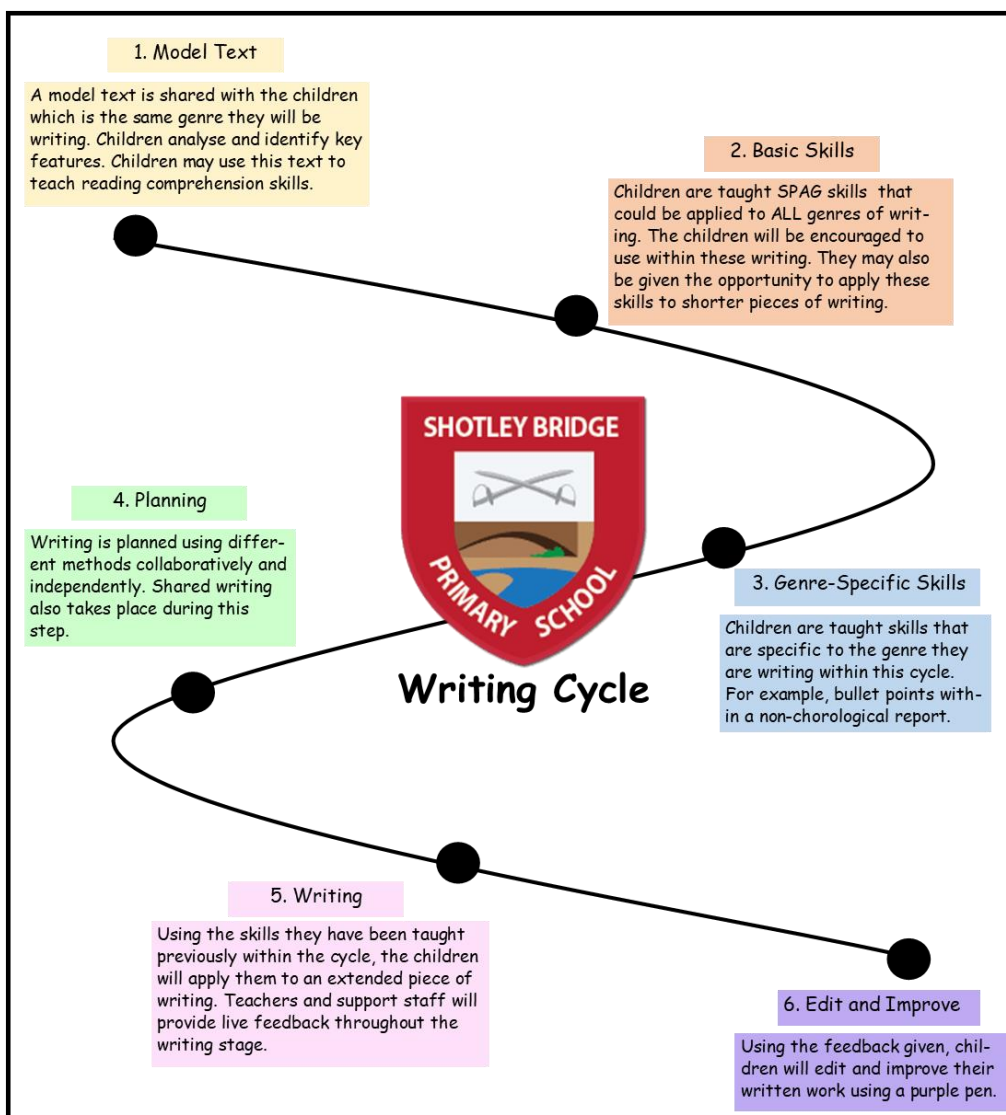
From the steps above, all findings are collated, feedback is shared and next steps are actioned.

### Delivery of Writing

In Shotley Bridge Primary School, the Progression of Skills Overview for each year group clearly maps out the knowledge and skills to be taught across the year. All teaching in English lessons is planned around rich texts, which have been carefully selected to ensure exposure to quality literature. The texts may be linked to the wider curriculum or include stories that promote diversity. In addition to the main texts in English/reading lessons, children will have experience of a variety of supplementary texts to complement the different genres taught. Writing Lessons are planned using the Shotley Bridge Primary School Writing Cycle.

### Lesson Content

In order for pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences, the Shotley Bridge Writing Cycle has been developed:



Over the two-week cycle, children will:

- 1. Study a carefully-chosen model text** – Linked to the core text, children should analyse and identify key features of the chosen genre within the example. Children will study the audience and purpose of the model text and which writing skills are used for effect. A reading comprehension lesson may also happen within this stage.
- 2. Basic Skills** – Using the progression of skills document, appropriate SPAG skills are taught. These are skills that could be applied to any genre of writing. SPAG skills are taught and revisited throughout the year in different genres. Within this stage, the children should be given the opportunity to identify and apply these skills taught.
- 3. Genre Specific Skills** – This stage is where the genre-specific knowledge and skills should be taught and the children should understand how to write for purpose. For example, when writing a newspaper report, the children should develop an understanding of how to use formal, non-bias language. Vocabulary should be explored also.
- 4. Planning** – Before the independent extended writing, all children should have the opportunity to plan their writing. Planning can be done collaboratively in groups or pairs, or independently. Shared writing should also take place where the teacher models how to write this genre with input from the whole class.
- 5. Independent Writing** – The children should complete their independent extended writing using a success criteria so that the children know what is expected of them. The success criteria must include skills and knowledge taught throughout the writing cycle. When children are writing independently, teachers and support staff should provide live marking and feedback (see Marking and Feedback Policy).
- 6. Editing and Improving** – From the feedback given, children will edit and improve their written work using a purple pen. Children may use editing flaps to improve paragraphs or longer pieces of work.

## **SPAG**

In addition to English lessons, SPAG is taught to children from Year 2 daily for 15 minutes. Three of these sessions every week have a spelling or phonic focus where the children learn and apply spelling rules or recap previously taught sounds. A new spelling rule is taught every week. Two of these sessions focus on previously taught grammars and punctuations objections where the children can practise and apply these objectives.

## **Performance and Learning Evidence**

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence Writing effectively, the following strategies have been implemented: -

- Reception - Floorbook/Individual Learning Journals
- Year 1 - Year 6 - Individual English books

## **Assessment**

As per our Marking and Feedback policy, adults are encouraged to formatively assess throughout the entire learning sequence, ensuring proactivity and responsiveness to the needs of all children. This feedback should be mainly verbal.

Staff combine all informative assessment data and knowledge to produce a teacher assessment in reading at the end of every term. This is shared with SLT on whole class/year group assessment grids. During pupil progress meetings, teachers discuss individual or whole-class errors/trends when listening to reading, engaging in discussions in class and marking of reading tasks in exercise books. Whole-class trends should be addressed and evidenced in books. Individual errors should be addressed through support within lessons and catch-up interventions, and evidenced in books.

## **Additional Assessment**

- Activities include:
- Staff participate in school writing moderation sessions throughout the year.
- English Lead moderates writing throughout the year
- Staff respond to this with Pupil Progress meetings with SLT.
- Year 2 and Year 6 teachers attend external moderation meetings with other schools.
- Children 'working significantly below' national curriculum expectations are assessed using lower year group's assessment sheets or in collaboration with the SENDCO.