



The Walter Halls School

Writing Policy

Policy date: 2021/22

Review date: 2023/24

The Intent of our Writing Curriculum

At Walter Halls, we understand that writing is a vital skill that will support children's learning across the whole curriculum and is the key for every child to reach their full potential. Above all, we want the children in our school to become enthusiastic, independent and reflective writers. For this reason, writing and writing opportunities, alongside reading, are a priority in all classes and we strive to use our writing to communicate effectively for a range of purposes and put vocabulary at the heart of everything that we do.

It is our intention to ensure that, by the time our children leave us, all pupils are equipped with the tools to be able to plan, write and review their independent work and make informed choices to ensure their writing is fit for purpose. We understand the key link between reading and writing to allow for effective **communication**- one of our key curriculum drivers. A significant number of our children enter Foundation Stage with speaking and listening skills that are below chronological expectations and therefore we immerse children in vocabulary-rich material to support the building of confident readers as well as writers. Through building up the children's vocabulary it gives them the word power they need to become successful speakers and readers as well as confident writers.

Reading into writing also provides children with a world of **possibilities**- the other of our key curriculum drivers. It opens them up to a better knowledge of themselves and the world around them and helps them to be celebrate diversity and represent the Walter Halls values.

Implementation- How is the subject taught?

Early phonics and writing

As part of the Read Write Inc phonics programme, starting in F1, children will begin to write the sounds taught on whiteboards. This progresses to F2, where they will record their sounds on lined paper. In Year 1, children will continue to write the sounds taught and will begin to write words that include those sounds. In Year 2, the children will write and edit sentences. For children who have completed the phonics programme, before the end of KS1, they will learn how to increase their stamina during a weekly speed write. These progression of skills will depend on the stage that they are individually at in the programme.

How do we ensure progression of skills?

A progression document has been created, mapping out each of the writing genres that we teach in school to ensure that we are building upon skills each year. The example below shows how instruction texts have been mapped out for each of the year groups in school, with clear expectations and outcomes set.

Instruction text

Yr	Text structure	Sentence level	Potential useful vocabulary	Word classes	Punctuation
1	<ul style="list-style-type: none">Ideas grouped together in time sequenceWritten in the imperative e.g sift the flourUse of numbers or bullets points to signal order	<ul style="list-style-type: none">Simple conjunctions used to construct simple sentences e.g and, but, then, soImperative verbs start sentences e.g spread, slice, cutsentences do not include pronouns and are written impersonally	1,2,3,4,5 First Next After Cut Move Fold Stir Colour paint	<ul style="list-style-type: none"><u>Noun</u> What a noun is Regular plural nouns with 'er'<u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'<u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to the root word<u>Connectives/conjunctions</u>	<ul style="list-style-type: none">Use spaces to separate wordsBegin to use full stops.Begin to use exclamation marks.Capital letters for start of sentence, names,

				<p>Join words and sentences using and/then</p> <ul style="list-style-type: none"> • <u>Tense</u> <p>Simple past tense 'ed'.</p>	<p>personal pronouns.</p> <ul style="list-style-type: none"> • Read words with contractions.
2	<ul style="list-style-type: none"> • A goal is outlined- a statement about what is to be achieved. • Written in sequenced steps to achieve the goal. • Diagrams and illustrations are used to make the process clearer. 	<ul style="list-style-type: none"> • Imperative verbs are used to begin sentences. • Use simple adverbs e.g quickly, slowly. • Use simple noun phrases e.g long stick. 	<p>First of all To start with Firstly Lastly Finally Carefully Gently Slowly softly</p>	<ul style="list-style-type: none"> • <u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. • <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. • <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to the root word • <u>Connectives/conjunctions</u> Subordination- when, if, that, because. Co-ordination- or, and, but • <u>Tense</u> Correct and consistent use of past and present tense. • <u>Adverbs</u> 'ly' added to adjective to form adverb 	<ul style="list-style-type: none"> • Use spaces that reflect the size of the letters. <p>Correct use of the following:</p> <ul style="list-style-type: none"> • Full stops • Question marks • Exclamation marks • Capital letters • Apostrophes for contractions • Possessive apostrophes for singular nouns. • Commas to separate items in list.
3	<ul style="list-style-type: none"> • A set of ingredients and equipment needed are outlined clearly. • Organised into clear points denoted by time. 	<ul style="list-style-type: none"> • Simple sentences with extra description. • some complex sentences using when, if, as etc. • Adverbials e.g when the glue dries, attach the paperclip. 	<p>Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to</p>	<ul style="list-style-type: none"> • <u>Noun</u> Form nouns using prefixes. Nouns and pronouns to avoid repetition. • <u>Verbs</u> Present perfect forms of verbs instead of 'the'. • <u>Adjectives</u> Choose appropriate adjectives. • <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because) • <u>Tense</u> Correct and consistent use of past and present tense. • <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon. 	<ul style="list-style-type: none"> • Introduce possessive apostrophes for plural nouns. • Introduce inverted commas.
4	<ul style="list-style-type: none"> • A set of ingredients and equipment needed are outlined clearly. • Sentences include precautionary advice e.g be careful not to over whisk as it will turn into butter. • Friendly tips/suggestions are included to heighten the engagement e.g this dish is best served with a dash of nutmeg. 	<ul style="list-style-type: none"> • Variation in sentence structures. • Include adverbs to show how often, e.g. additionally, frequently, rarely. 	<p>Continue by... Carry on... Do this until... Stop when... When you have done this.... Try not to... Avoid....</p>	<ul style="list-style-type: none"> • <u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. • <u>Verbs</u> Standard English forms of verbs. • <u>Adjectives</u> Choose appropriate adjectives. • <u>Connectives/conjunctions</u> Use a wide range of conjunctions to show both subordination and co-ordination. • <u>Tense</u> Correct and consistent use of past and present tense. • <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbial. 	<ul style="list-style-type: none"> • Apostrophe to mark singular and plural possession. • Comma after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech.

5	<ul style="list-style-type: none"> Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour. 	<ul style="list-style-type: none"> Sentence length varied e.g. long/short Wide range of subordinate conjunctions e.g. whilst, despite, until. 	<p>Don't forget to...</p> <p>Be careful of...</p> <p>Don't worry about...</p> <p>Concentrate on...</p> <p>At this point....</p>	<p>Commas after fronted adverbial.</p> <ul style="list-style-type: none"> <u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, de, mis, over. Convert adjectives into verbs using suffixes: ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of conjunctions for both co-ordination and subordination. <u>Tense</u> Change tense according to the features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Commas after fronted adverbial. Adverbials of time, place and number. 	<ul style="list-style-type: none"> Consolidate all previous learning. Use of brackets, dashes and commas for parenthesis. Dashes Colons Semi-colons.
6	Consolidate work from previous learning.	<ul style="list-style-type: none"> Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. fronted adverbials used to clarify writer's position e.g. if the temperature gets too high.. Complex noun phrases used to add detail e.g. the golden pastry can be decorated with smaller pastry petals. Prepositional phrases used cleverly, e.g. in the event of overcooking.. 	<p>Whilst that is..</p> <p>Focus on..</p> <p>Try to make sure that...</p> <p>When you do, don't..</p> <p>I would suggest that....</p> <p>Many people at this stage...</p>	<ul style="list-style-type: none"> <u>Noun</u> Expanded noun phrase to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, de, mis, over. Convert adjectives into verbs using suffixes: ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of conjunctions for both co-ordination and subordination. <u>Tense</u> Change tense according to the features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials. 	Use a wide range of punctuation throughout the writing.

Grammar has been carefully mapped out across school, in line with the National Curriculum expectations, and an assessment document has been made for each year group. This demonstrates that we are building on our knowledge from the previous year group, as it contains a box with the previous years' terminology in, whilst also ensuring that we are covering the expectations for each year group and the entirety of the National Curriculum.

Year 4 Spelling, Punctuation and Grammar objectives

Word level	I know the difference between plural and possessive -s I can use the Standard English forms of verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>)*			
Sentence level	I can use noun phrases expanded by addition of modifying adjectives, nouns and preposition phrases* I can use fronted adverbials*			
Text level	I can use paragraphs to organise ideas around a theme* I can choose my pronouns and nouns carefully within and across paragraphs to aid cohesion and avoid repetition*			
Punctuation	I can use inverted commas and other punctuation to indicate direct speech* I can use apostrophes to mark plural possession* I can use a comma after a fronted adverbial			

*indicates that the statement also feature on writing KPIs

<p>Last year's key terminology:</p> <ul style="list-style-type: none"> • preposition, • conjunction • word family, • prefix • clause, • subordinate clause • direct speech • consonant, • consonant letter • vowel, • vowel letter • inverted commas (or 'speech marks') • determiner • article 	<p>Year 4 key terminology:</p> <ul style="list-style-type: none"> • determiner • pronoun • possessive pronoun • adverbial
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Handwriting and presentation skills are of high importance to us as they help the children to be more fluid and confident writers. The handwriting and presentation policy clearly shows the expectations for each year group. We celebrate improvement in handwriting through a termly headteacher's award and each class has a frame, which displays a great example.

How do we approach the planning process?

Each unit of writing can be 2 or 3 weeks long and follows the cycle: immerse, plan and write, leading up to editing as the children progress through school. Teachers plan backwards, incorporating elements of 'Talk for Writing', starting with the end result and then carefully plotting out the journey and skills that children need to be taught along the way. Teachers have a range of useful documents to use to ensure all the objectives from their year group are being met: genre progression document, SPaG progression document, spelling and handwriting progression documents.

Each new unit is introduced using a hook- this could take the form of a video clip, a physical object or a picture. A model text is then used to prepare the children for the end result of their writing and is constantly referred to throughout the process. Key features can be pulled out and identified from this, and these then often form the basis of future lessons within the block. We stress the importance of modelling the process of independent writing to children, using the think-aloud approach to model misconceptions and errors and help children to have the confidence to make informed choices of their own and up-level their work to ensure it is the best that it can be.

Children who are below age-related expectations

At Walter Halls, we are determined that every pupil will learn to write, regardless of their background, needs or abilities. As a result, we recognise the importance of supporting the children who are below age-related expectations. For children that are working below the key stage requirements, teachers plan the work around the B-Squared objectives, tailoring the teaching and learning to match the child's needs, whilst linking learning, wherever possible, to the topic of the current writing genre. As part of pupil progress meetings, which take place half-termly, we meet to discuss the progress of these learners and form an action plan to support these children to meet their targets.

How is the content chosen?

The table below shows the coverage of genres mapped out across school for the year. The expectations for each genre is mapped out clearly in the genre progression document (see appendix). We have used the whole school theme weeks and days

as an opportunity to celebrate the application of writing for a wider audience and purpose. These genres reflect the National Literacy Calendar and our learning values as a school.

	Autumn Term Expected Final Pieces: 5 minimum	Spring Term Expected Final Pieces 5 Minimum	Summer Term 13 Weeks Expected Final Pieces 6 Minimum	Theme Week/Whole school writing opportunities
Year 1	Biography* Instructions* Poetry* Non-chronological report (incl labels, lists, captions) Narrative-verbal retell	Poetry* Recount* Narrative(story with predictable phrasing) Explanation text Non-chronological report	Persuasion* Performance poetry* Newspaper Narrative (written retell) biography	Autumn 1 Theme week: 'Same difference, celebrating diversity' Outcome: biography* <u>National Poetry Day</u> (October) theme tbc, new each year* Autumn 2 theme week: 'Seven man-made wonders of the world' Outcome: Instruction text* Spring 1: Aspiration value Outcome: Poetry (linked to NC objectives) Spring 2: World book day Outcome: recount Summer 1: 'Fit, happy, healthy' Outcome: Persuasion (leaflet, advert, argument) Summer 2: 'Say it, sing it, perform it' Outcome: Performance poetry
Year 2	Biography* Instructions* Poetry* Recount (diary entry) Narrative: character fictional description	Poetry* Recount* Narrative: fictional retell Playscript Non-chronological report	Persuasion* Performance poetry* Narrative- real retell Newspaper Persuasion-letter	
Year 3	Biography* Instructions* Poetry* Narrative-descriptive setting Instructions	Poetry* Recount* Narrative: character description Newspaper Non-chronological report	Persuasion* Performance poetry* Narrative: development of plot Discussion text Playscript	
Year 4	*Persuasive speech *Newspaper Autobiography Narrative: descriptive setting Non-chronological report	*Poetry *Recount Narrative- focus on character Newspaper Non-chronological report	*Persuasion *Performance poetry Narrative plot Discussion Playscript	Autumn 1 Theme week: 'Same difference, celebrating diversity' Outcome: Persuasive speech <u>National Poetry Day</u> (October) theme tbc, new each year* Autumn 2 theme week: 'Seven man-made wonders of the world' Outcome: Newspaper Spring 1: Aspiration value Outcome: Poetry (linked to NC objectives) Spring 2: World book day Outcome: recount Summer 1: 'Fit, happy, healthy' Outcome: Discussion text Summer 2: 'Say it, sing it, perform it' Outcome: Performance poetry
Year 5	*Persuasive speech *Newspaper Poetry Narrative- dialogue to convey character Instructions	*Poetry *Recount Narrative- atmosphere/setting Discussion (argument) Playscript	*Discussion *Performance poetry Biography Narrative-focus on development of plot Explanation text	
Year 6	*Persuasive speech *newspaper *poetry Non-chronological report Narrative (settings/stmosphere)	*Recount *Poetry Instructions Explanation text Narrative (whole story/retell)	*Discussion *Performance poetry Playscript Biography Narrative- focus on dialogue to convey character/progress action	

We recognise that school is often a child's first encounter with the written form in the wider world and that print gives meaning. Displaying signs and symbols in the Early Years gives children the opportunity to read for meaning and then apply this in their written work.

Classrooms and all school areas should provide a vocabulary-rich environment to promote the importance of writing and language choices that can be made. Each classroom has a writing or English working walls to capture and celebrate the writing journey throughout a genre. On this wall, there should be an abundance of vocabulary for the children to access. You may also see evidence of word, sentence and text level work and examples useful SPaG tips and a model text for reference. Lower down the school, the classrooms have displays with graphemes to support the teaching of phonics and spelling. In addition, pupils will also see writing celebrated around school. We have carefully mapped out vocabulary in wider curriculum subjects to enhance the children's written outcomes. Therefore, on these wider curriculum display boards, you will see a range of vocabulary and knowledge.

Around school, displays are regularly updated and reflect the value we put on our written outcomes. This includes a handwriting display, mapping out the skills children acquire as they move through school and a 'wonderful writing' display clearly showing the progress children make during the entirety of their time at Walter Halls

Literacy calendar

Throughout the year, significant literacy events are celebrated and promoted across school. These include World Book Day and National Poetry Week and displays can be seen around school, promoting our enjoyment of these days and the work that the children have produced.

Impact

How do we know that our children are making progress/how do we assess writing?

As a school, we use a rigorous process of assessment to ensure that our children are making progress. These include:

- **Termly SPaG NFER tests** in Y3-5 and past SATS papers in Year 2 and 6. These have clear tracking tools, linked to the assessment foci that give us precise information on how the children are performing against the curriculum content domains and help us to identify gaps and plan accordingly moving forwards.
- **Termly assessment capture:** We input a level for the children onto SIMs once a term, using our KPIs. Following this, we hold pupil progress meetings with phase leaders where children who need extra support in order to ensure good progress are identified (if not already) and a plan of action is devised to ensure these children are on track to meet age-related expectations, or an expected level of progress.
- **KPIs:** Each year group has a set of Key Performance Indicators that have been formulated from the National Curriculum objectives, to include the spelling and grammar expectations. Each piece of independent writing is assessed against this criteria, building up a portfolio of evidence over the year. Each class teacher will secure a level judgement based on this evidence
- **Moderation:** Twice yearly we hold phase moderation meetings. The focus of this can vary based upon findings from the data analysis and the needs of the cohort. This is a helpful process which ensures that we are held accountable for our judgements and that writing assessment is consistent across classes.
- **Writing exemplification portfolio:** We continually build a current portfolio of writing exemplification, showing what we judge to be a secure and greater depth level writer in each year group and across different genres. This mirrors the exemplification documents released by the DfE for end of KS1 and KS2 expectations and helps us to know that we are assessing accurately and supporting teachers to target areas for development.
- **Role of the two English Leaders (one for KS1 and one for KS2):** Throughout the year, leaders in school have a carefully planned out monitoring schedule to ensure the standards of teaching and learning in reading are high across school:
 - conduct learning walks;
 - do lesson drop-ins;
 - carry out pupil interviews;
 - take in exercise books for monitoring throughout the year.

These monitoring exercises inform future areas for improvement and the impact of new initiatives. Staff are keen to act quickly on any feedback given in order to ensure they are providing children with high-quality teaching.

