

# Newquay Primary Academy



## Writing Policy

Developed: **01/03/2022**

Review date: **01/03/2025**

## **Intent**

Pupils at Newquay Primary Academy are encouraged to be confident in their use of language and to be able to express themselves fluently through their writing. They are expected to reach and exceed the levels expected of their age group; are set high aspirational attainment targets and are given varied opportunities to achieve these standards.

All pupils:

- are provided with varied and interesting experiences that encourage them to use and apply their writing skills across the curriculum;
- develop their language comprehension through the explicit teaching of vocabulary and use 'ambitious' language in their writing;
- are confident to write independently;
- edit and improve their own writing and are given opportunities to publish, share and reflect upon their work;
- begin to write in a cursive style from Year 2;
- are confident spellers; can spell most of the statutory word list and can use different strategies to work out how to spell tricky words and
- can use appropriate punctuation with understanding and accuracy.

## **Implementation**

All pupils will participate in:

- Writing lessons will mostly link to the termly topic and be led by a strong, age-appropriate text which allows for a range of engaging writing tasks. In some year groups, writing may link closely to the text from VIPERS lessons. All other English writing lessons will use a range of picture book texts from The Literary Curriculum, or occasionally Literacy Shed +. Links should be identified at the medium-term planning stage.
- Daily lessons will be for one hour and give pupils the opportunity to write at length to build stamina each day with a mix of shared, guided and independent writing.

### a) Shared Writing

Through shared writing the teacher will model the writing process with pupils following the 'I do, We do, You do' metacognition approach. This may include:

- \* Demonstrating planning strategies (e.g. concept maps, writing frames)
- \* Using a familiar text as a starting point for writing
- \* Teaching the structural characteristics of a particular text type
- \* Teaching the purpose and use of punctuation
- \* Playing with language and exploring different language choices
- \* Modelling higher level sentence constructions (e.g. conjunctions, complex sentences)
- \* Drafting
- \* Demonstrating revision strategies (e.g. checking for meaning, reordering to improve structure, rewriting to improve clarity or to enrich language)
- \* Demonstrating editing strategies (e.g. checking punctuation and spelling, using writing targets).

It is most effective if shared writing is broken up into chunks and interspersed with opportunities for pupils to apply the lessons immediately in their own writing. (Sometimes modelling just a sentence or two will be sufficient.)

#### b) Guided Writing

During guided writing, the teacher as 'expert' guides learners at an appropriate level by:

- \* Giving feedback on ***previously composed independent writing***
- \* Modelling how to use individual writing targets or comment constructively on another writer's work
- \* Demonstrating a specific stage in the writing process
- \* Developing or reinforcing skills taught in shared writing

Teachers will plan guided writing sessions flexibly, where they feel they will best meet the needs of their class. At other times, teachers may instead support pupils individually during their independent writing.

#### c) Independent Writing

During independent writing, pupils compose without direct teacher support. As pupils move through KS1 and 2, they will be expected to write at increasingly greater length, developing crucial writing stamina alongside other skills.

Independent writing, both within English lessons and across the curriculum will involve:

- \* Using the imagination and expressing ideas;
  - \* Applying skills learned in shared writing and guided writing;
  - \* Focusing on individual writing targets;
  - \* Revising work in the light of feedback from teachers or peers;
  - \* Commenting constructively on other pupils's writing;
  - \* Begin to edit and proof-reading to improve transcriptional features;
  - \* Preparing work for presentation.
- Pupils will receive **feedback** throughout the writing process, following the Newquay Primary Academy Marking and Feedback Policy. Feedback may be verbal (VF), or individual written comments and relate specifically to personal writing targets or the Learning Objective of the lesson. From Yr.2, there will also be opportunities for peer review and feedback from paired editing.
  - Assessed pieces of independent writing will number three or four per term and will be saved in the pupils's writing portfolios. These will be in date order. ***ALL pieces are expected to be wholly independent.***
  - Grammar, Punctuation and Spelling. Grammar is embedded within RWI and the English lesson and is taught as a 'Grammar Starter' this could be linked to the learning that is to be taught that day, or may be a review or practise of something previously taught. Pupils are taught Spelling within their RWI lesson but also throughout the writing process.

### **Impact**

All pupils:

- Enjoy writing.
- Have accurate, automatic skills of transcription enabling them to write quickly and confidently .
- Can write with confidence and enthusiasm in activities across the curriculum and for different purposes.
- Have a wide vocabulary and use ambitious language in written work.
- Attainment and progress will be monitored by a robust process of **moderation** both in school and within the CELT MAT. Internal moderation of assessed pieces should take place within year groups once per half-term as a scheduled element of PPA meetings. Meetings within the CELT MAT occur termly and may be physical or virtual meetings.
- Moderation criteria will ultimately derive from the statutory end of key stage requirements; however, guidance from moderation materials such as those published by Babcock will be used throughout the key stage to ensure progression is consistent.

### Attainment

- End of Key Stage Two data should be in line with ambitious target-setting; currently 90% at Expected and 48% at Greater Depth. (FFT20)

This policy will reviewed: March 2025