

Riverside Primary School

Writing Policy

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Our school values are: STAR

- **Strive:** For our children to believe that through hard work and determination they can achieve the goals that they set themselves to become the best they can.
- **Tolerance:** To ensure our children are respectful to others and treat everybody equally. We will offer experiences for our children which encourage them to be considerate, thoughtful and that will make them aware of and celebrate the diverse society we live in.
- **Achieve:** For all of our children to make good progress from their starting points both personally and academically. We will provide experiences which broaden our children's horizons and show our children the wide range of possibilities available for their future
- **Resilience:** For our children to be able to work through challenges with a positive mindset; to think creatively and to problem-solve.

Riverside Curriculum Drivers

Alongside teaching the requirements of the national curriculum, key drivers have been identified. We have prioritised the key knowledge, skills and aspirations we want our children to experience and develop during their time with us. We use these 'drivers' to underpin the learning and experiences we undertake in all areas of school life and to ensure our curriculum offer is enriched: these key drivers are personal to our school and reflect the social and educational needs of our local area.

The following key drivers underpin our learning and are developed through the school:

- **Knowledge of the World**
- **Communication**
- **Global Citizens**
- **Health and wellbeing**
- **Ambition**

For more information about our curriculum drivers, please see our Riverside Curriculum Drivers document, which can be found here:

<https://primarysite-prod-sorted.s3.amazonaws.com/riverside-primary-school-essex/UploadedDocument/c1dac945-77f0-4056-a78a-7934a924ca14/riverside-primary-school-curriculum-drivers.pdf>

Intent

We believe that writing makes a significant contribution to the development of children as thinkers and learners. The purpose of this policy is to promote a consistency of approach and to ensure that continuity and progression are embedded in our practice.

At Riverside we believe that our writing curriculum will:

- Enable the children to communicate in writing clearly, confidently and appropriately, demonstrating an awareness of a variety of purposes and audiences.
- Provide real life situations, affording the children the opportunity to develop a range of strategies and skills, which will enable them to function in society as literate adults.
- Create a genuine love of writing and an appreciation of its value, so that children choose to write and are able to organise and structure a variety of texts, whilst developing their imagination and critical awareness. This will help to assist the children in becoming independent writers.
- Create opportunities for writing across all areas of the curriculum to make it relevant and meaningful and allow opportunities for application of skills.
- Ensure that teaching and learning of writing is consistent across school, to aid children's progress.
- Encourage children to present their writing to a high standard, at each of the stages of the writing process: planning, drafting, editing and redrafting.

Coverage and skills progression

Writing

At Riverside, we use Michael Tidd's writing for purpose as our guide for our writing long term plan, as it provides the flexibility to link writing styles with cross curricular themes, whilst still ensuring coverage of all text types (Appendix: Michael Tidd Writing for a Purpose). [Michael Tidd Writing for a Purpose](#)

[4-writing-purposes-guidance1.pdf](#)

To ensure the progression of writing skills across the school, we use our assessment writing statements which have end of year expectations for each year group (Appendix: Writing Statements). [Assessment](#)

These statements include the coverage expectations for each year group, alongside the Writing Framework statements for the end of Key Stages.

We also use Riverside sentence structures, [Riverside Sentences](#), which are taught and embedded into children's writing. The sentences are divided into sentences to be taught for each age group. The Riverside sentence structures clearly show children how to use punctuation, particularly the advanced punctuation which some children find tricky to use accurately.

Grammar, Punctuation and Spelling

Grammar and Punctuation

At Riverside we teach grammar and punctuation within our writing lesson and also in years 1-6 we teach GPS separately in a weekly English GPS lesson. To ensure coverage and progression we use yearly overviews (Appendix: GPS coverage) which include all the national curriculum statutory requirements, plus time to revise and recap previous learning.

Spelling

We follow the Whole School Spelling Overview on the website [Word Study Spelling](https://wordstudyspelling.com/) (<https://wordstudyspelling.com/>) (Appendix: Whole school Spelling Overview). In year LKS2 teachers will teach a combination of objectives from the year 3 and the year 4 objectives, ensuring that over the two year rolling programme all year 3 objectives in spelling have been covered. In UKS2 teachers will teach all the year 4 objectives in one year, this means that they will revisit and review the same spelling rules twice thus ensuring they are embedded.

Implementation-

Here at Riverside, we link our English lessons to our wider curriculum as we believe that this provides children with a knowledge base for them to be able to read and write about. In order for children to understand text, make inferences about a text and be able to write about a subject, they must first have a good understanding of that subject.

Our learning and teaching style of writing is based around Pie Corbett's Talk for Writing, however, we have adapted it to suit the needs of our children.

We also include the specific teaching of grammar, punctuation and stylistic devices required for each text type.

We also emphasise the importance of children being taught and given time to learn and practise how to edit and improve their writing. This helps children to become independent thinkers and writers.

We also include creative and artistic opportunities for children in English. This means that children are immersed in their writing, they have a clear idea of what they are writing about and their imagination is developed and encouraged in their writing. This is implemented across the school.

In response to the school closures, we have also introduced weekly Focused Writing, where Riverside sentences are specially taught to children. Teachers will model how to write 4 to 5 different sentence types from the Riverside sentences, specifically and precisely teaching the structure of each sentence including the correct grammar and punctuation. The children then write their own versions of these sentences in their books. At the end of the lesson, teachers will mark these sentences using pink and green marking. In the next lesson, teachers will address common misconceptions as a whole class and give time for the children to edit and improve their errors. This precision teaching of sentence types is also used as an intervention to support children at risk of falling behind in writing.

Planning

At Riverside, we partly base our planning of writing on Pie Corbett's Talk for writing, but over the years it has evolved to suit the needs of our children. Below is a suggested teaching sequence and should take roughly 3 weeks to complete.

Please refer to the reading expectations for more details):

- 1) Read/comprehend/learn a high quality model text
- 2) Learn and practise skills required for writing the text type. The work the children produce must be written in English and marked with a feed forward question which children must respond to.
- 3) Planning: Teacher to Model a plan based on the model. Children to plan a text based on the model - this to include elements of art to help stimulate children's ideas e.g. drawing, writing, drama, music

4) Modelled write: Teacher to model writing text based on the model. Children to write their text based on the model

5) Teacher to pink and green mark

6) Children to edit and improve using pink and green, editing flaps and purple polishing pens/coloured gel pens.

7) Independent writing/Hot write: Children to be given a new but similar stimulus, based on the same text type. Children to plan to write this text type. Again use the arts to stimulate imagination and ideas for children to base their text on.

8) Children to write their independent - hot writing

9) Guided independent edit and improve session - guide children to edit and improve their writing. Model to children how to do this. Break up the session into small units focussing on the needs of the children. Ensure that there are resources: word banks, word mats, dictionaries, thesauruses, models, sentence starters, rules for punctuation... available for children to use. Some classes may want to have stations one each table for the class to move around to or give a set amount of time for children to focus on each area to edit and improve e.g. spelling, sentence structure, punctuation. There should also be time for peer editing and improving.

10) Assessment/targets: Children's independent writing is assessed against the end of year statements and a target is set (see further details below).

Grammar, Punctuation and Spelling

The planning for grammar, punctuation and spelling is included on the weekly English planning documents. Grammar and punctuation is taught alongside writing units where appropriate and to ensure coverage of all GPS objectives, all classes have a weekly GPS session.

Spelling is taught and practised during early morning work time. The sequence for this is:

- Investigating and grouping of the spelling lists the children have for homework that week - this means that children have time to hypothesise on the pattern or spelling rule for themselves, meaning they are more likely to retain this information.
- Breaking the words on the spellings lists into units of sound - this means that children across our school will continue to practise and use their knowledge of phonics and segmentation, ensuring that the skill of sounding words out is embedded in the children's thinking.
- Looking up and identifying definitions of the spelling lists - this ensures that children are learning meaningful word lists and broadening their vocabulary in the process.
- Practise writing the word lists using patterns and games.
- Writing the words into sentences - to ensure that children have a clear understanding of the correct meaning and grammar of the spellings.
- The word lists are then tested on a Friday.
- The word lists are also sent home for the children to learn and practise at home.

Assessment

Teachers to assess the children's work using the writing statements for each year group after each piece of independent writing. Teachers give a target based on their independent writing and the writing statements for the child's year group. This target is to be written on the target cards and placed in the English books.

Children sign off their own targets during the independent edit and improve session. The teacher will countersign the target if the child has achieved it. If a child has not achieved the target, teachers must star the target and date again to show that it is not yet achieved. Teachers use the targets to inform planning in the next unit and must ensure that the children move forward and achieve their targets.

Grammar Punctuation and Spelling

GPS is assessed in year 2-6 termly using the Rising Star assessments. This assessment then informs future planning.

Spelling tests, based on weekly spelling lists are assessed weekly in years 1-6. Spelling tests also form part of the GPS termly assessments.

In year 2 and 6 Grammar, Punctuation and Spelling is assessed in the end of Key Stage assessments.

Monitoring

SLT monitor English planning and books across the whole school every half term, to ensure that our high expectations are adhered to. From this monitoring, CPD is planned based on the outcomes of the monitoring process.

Half termly, we moderate writing across the school, ensure that staff are working across year groups to ensure consistent assessment across the school.

The whole school, also moderate biannually with schools in the local area.

Resources

Classroom Environment for English

Working Wall Headings

- Text Type
- Alan Peat Sentences
- Success Criteria
- Example texts (annotated by the children)
- Modelled examples
- Spellings (display the weekly spellings and the pattern/rule)

Vocabulary Wall

This will be a display which grows throughout the year. Each reading and writing unit you complete, you and the children will add the relevant vocabulary (including the definitions).

KS2 - Dictionaries and Thesauruses

There are Usborne Dictionaries and Thesauruses for each class in KS2

Table Resources

On children's tables they should have access to:

- Riverside sentences for their year group and the previous year groups
- Spelling lists for their phase

- Sounds mats in KS1 and KS2 where needed
- High frequency spelling lists where needed
- Examples of the text type
- Other word lists helpful for your class e.g. fronted adverbials, sentence starters, key vocabulary

Homework

English homework is set every two weeks. From years 1-6, children are given a creative writing task for their homework. This can be linked to the theme or text type the children are currently learning or it could be something off the wall and creative (e.g. Fluffy bunnies attack the school - tell the story of what happens). It is important to give children guidance for independent writing, such as a series of questions, headings or a model to help structure their writing.

Where possible children are to complete their writing homework on to Google Classroom.

Teachers mark the work with a personal comment about the effort put into the work and how enjoyable it was to read plus up to 5 merits.

Spelling Homework

From years 1-6 children are given a list of words to learn, which are based on the spelling rule or pattern they are learning that week. Children are then tested on Friday.

The spellings are differentiated. Some children who are unable to access the spelling lists for their year group are given separate spellings and tested separately. These spellings are based on the 100 and 200 high frequency words or spelling patterns from the year or two below depending on the needs of the children.

Inclusion

The SENCO, Subject Leaders and Phase Leaders provide advice for teachers on providing support to individuals with Special Educational Needs, including More Able and Talented children. Children's individual needs are addressed through in-depth planning and the provision of resources which support learning. Targets identified in children's Educational Health Care Plans, on One Plans and Provision Maps are specified in teachers' planning

Equality

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

Review

All Riverside Primary policies are reviewed every three years.

Next review date: September 2023