

Writing Policy

Intent

The writing strategy at Simpson's Lane Academy is driven through Talk for Writing alongside the use of the writing small steps. This approach allows pupils to access high quality texts, which have been carefully chosen and crafted to demonstrate specific writing devices and structures with a clear progression of building up the skills and knowledge required within specific text types. Using these texts, teachers follow the strategical long-term plan of writing which consists of a balance of fiction and non-fiction and a wide range of writing genres. This gives all learners a purpose and intent for writing as well as increasing their depth of writing knowledge and skills. Pupils are taught specific vocabulary which is carefully selected from the texts they are learning to allow them to have a deeper understanding of the language in context, and how to accurately transfer it into other areas of both spoken and written areas.

Implementation

The writing sequence will be taught daily through a range of strategies using the Talk for Writing approach. The unit will start with a cold task to allow the child to attempt writing within the text type or story structure prior to teaching. This allows the teacher to identify any gaps and add these into model texts to ensure coverage of skills needing to be taught and clarify misconceptions. The children are then immersed in the text type, capturing ideas for their own writing followed by scaffolded writing experiences. During the unit, children will complete a range of grammar and punctuation activities linked to their unit to ensure coverage of national curriculum statements for their age and consolidation of previous years. They will also complete a range of short-burst writing activities linked to the toolkit features improving their use of writing devices. This then leads to independent writing. The approach encompasses a combination of the following:

Imitation:

During this phase of writing, pupils will become fully immersed in the text. Internalising this text enables the pupils to have a secure understanding of the structure and pattern of the text type they will be studying and writing themselves. Pupils will analyse the text as readers and gain a thorough understanding of the vocabulary that is used and why. When the pupils analyse the text as a writer, they will explore the techniques that the author has used. Learning will be focused on how an author uses skills and what effect this has.

Innovation:

In this stage of writing, pupils will use the original structure but bring in their own creativity using techniques, such as boxing up their own ideas and manipulating story maps. Teachers will then model how a writer constructs a piece: handwriting, vocabulary, skills, and the thought process behind each. Pupils will use this modelled and shared writing to plan their own writing and have a go themselves following an I do, You do model of teaching.

Independent Application:

In this final stage of writing, pupils will independently apply learned grammar, punctuation and vocabulary from this unit and build on prior learning. Writing will be assessed, predominantly, from these pieces alongside independent short burst writing. Pupils will be encouraged to edit and improve not just their own work, but the work of others. Children will share work verbally and share written work with peers. Writing will be progressive and build on prior knowledge and skills. The writing will be planned based on the toolkit coverage from the long-term planning as well as year group expectations taken from teacher assessment frameworks. The teacher assessment frameworks will be used after each independent hot write to track children's progress of national curriculum elements over the year and to allow teacher to identify gaps and inform future teaching.

Impact

Writing will be assessed formatively at each stage of the writing process in line with the marking policy (with the exception of Year 2 and 6 in guidance with feedback from Local Authority moderation comments around 'over marking'). Extended pieces of writing produced towards the end of unit of work and published work produced independently following a sequence of work will be used to teacher assess pupils' standard of writing. The assessment of writing will take place as follows:

- All Teachers will have the year group expectations and toolkits for each genre that will be covered over the course of the year.
- Following each completed 'extended' piece of writing, teachers will evaluate and analyse the writing outcomes that have been successfully evidenced and those that require further support and development using the Delta Teach Assessment Framework. Class teachers will use this information to inform future planning and interventions to address the requirements of the pupils.
- Pupils will produce a minimum of two pieces of independent 'extended' writing per half term. Over the course of a term, pupils will produce a balance of fiction and non-fiction 'extended' pieces. Ultimately, by the end of the year pupils will have a collection of several pieces of writing that have been independently produced including a range of fiction, non-fiction and poetry.
- Teachers will formally assess all pieces of writing against the writing frameworks, which clearly list in year expectations. Each term, a small sample of writing will be analysed from each teacher at writing moderation staff meetings by colleagues and members of senior leadership to ensure consistency in assessment.
- Pupils will evidence good to outstanding progress throughout each term as they move to develop their knowledge and skills to become competent writers.

Grammar, Punctuation and Spelling

Grammar, Punctuation and Spelling is taught through our writing pathway. In years 5 and 6, during short burst lessons there is a greater focus on SPAG elements and terminology with practise applied to the writing genre and context. Spelling is taught in discrete lessons following the Delta Spelling Strategy (see the spelling policy for detail). Spelling errors are also identified in all subjects through the use of yellow highlight (as per the marking policy) and children are encouraged to seek corrections from peers, their environment and dictionaries.