

# Writing Policy

Leasingham St. Andrew's Church of  
England Primary School

**'Everything you do, do in love'**



**Reviewed and updated:** February 2025

**Next review:** February 2028

## **1). Rationale and Principles**

The school aims to provide opportunities for the children to develop the skill and love of writing allowing them to access the full curriculum and become lifelong writers. English is a core subject in the National Curriculum. It is the medium through which all learning takes place, inside and outside the classroom. The teaching of English embraces all aspects of language, both spoken and written. Competence in English enables children to communicate effectively at home, at school and in the wider world and leads to improved life opportunities. The skills of listening, speaking, reading and writing enable children to organise and express their own thoughts and to access the knowledge and ideas of others. These skills, together with confidence in the use of computing, are increasingly necessary in today's world. In addition to this, the ability to respond to literature at a personal and aesthetic level enriches our children's lives.

This policy aims to outline the purpose, nature and management of writing (part of the English curriculum) and how it is taught in our school.

Through the teaching of writing, we aim to reflect and live-out the vision of Leasingham St. Andrew's Church of England Primary School.

### ***Everything you do, do in love'***

*At St Andrew's, we seek to be a safe and happy environment, inspiring our school family to be positive participants in the world community. A place where we are all encouraged, through love and service, to be the very best.*

### ***John 13:34 'Love one another, as I have loved you'***

We aim to demonstrate the following 'golden threads' through the subject of reading.

- High aspirations permeate across the school.
- The school offers a host of cultural experiences and enrichment opportunities.
- Our children develop a love of life-long reading.
- British Values are an intrinsic part of the school.

## **2). Intent**

At Leasingham St Andrew's Church of England Primary School, the teaching of English is the foundation of our curriculum. Our main aim is to ensure that all children become competent in all areas of English. Our writing curriculum is based upon The National Curriculum requirements, whereby we will promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. They will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language, while adapting their language and style in and for a range of contexts, purposes and audiences. Our school's teaching and learning of writing reflects the National Curriculum's requirements for Writing and Spelling, Vocabulary, Grammar and Punctuation.

We have designed our Writing curriculum so that our learners:

- develop a life-long enjoyment of writing with a positive and enthusiastic attitude towards writing in order to grow confidence and stamina to write at length and for pleasure
- are able to write fluently so that they can communicate their ideas and emotions to others
- can develop their vocabulary understanding and use this accurately and in context within their writing by immersing them in language-rich experiences
- are able to write for a purpose, across a range of different genres, both fiction and non-fiction
- understand the spoken word, use expression and participate as a member of society by speaking fluently and articulately
- build confidence in a range of sentence structures
- learn how to organise ideas and transcribe these into cohesive texts
- understand the power of language in readers and utilise this in their own writing.
- are provided with a solid understanding of grammar and the opportunity to then apply it accurately
- have opportunities to evaluate, revise and edit their own work as well as offer feedback on the work of their peers

- are encouraged to take pride in their work and their presentation, including their handwriting

### **3). Implementation**

We teach writing following the 'Teaching Sequence for Writing', incorporating the 'The Write Stuff' approach. Firstly, in fiction units, teachers will immerse the children within a setting/story/plot where the children will be able to generate ambitious yet appropriate vocabulary ready for the following 'Sentence Stacking' lessons. These lessons are based on demonstration writing: teachers model explicitly effective sentences that incorporate grammar, punctuation, spelling and vocabulary in context (evidence suggests that children retain knowledge through worked examples, rather than 'stand-alone' lessons involving grammatical concept: "grammar as a meaning making resource" benefits more able writers. – (Myhill).

#### **Sentence Stacking**

Each sentence stacking session is taught through a focus on a single plot point/feature from the text being explored and is organised into a maximum of three learning chunks. Each learning chunk is based on a grammar or literary device. Each learning chunk is then split into the following three parts:

1. Initiate. This involves idea generation for the learning chunk being taught. This should be recorded on flip chart paper and be displayed for pupils to refer to.
2. Model. This is where the teacher explicitly models the writing process, demonstrating out loud as a writer. This includes explicit modelling of how to use the generated ideas thinking about the effect of choices on the reader. During this time, teachers must make it explicit as to what is expected when the children go on to write their own (enable) - this can be done through a shared WILF or toolkit. The toolkit should build up over each sentence stacking session to act as a success criteria for independent writing.
3. Enable The pupils are then given time to create their own quality sentences based on the initiate and model parts. Teachers should pinch completed sentences and add them to the shared sentence stacking text displayed on the working wall. These should be praised and celebrated through post its - e.g. 'Thanks X for this brilliant sentence'.

In non-fiction, children's experiences enable them to gain knowledge ready for the Sentence Staking lessons, with an additional 'Finding the Shape' lesson used to structure the children's independent writing.

Children then move to independent pieces of work, which through a range of engaging ideas, have opportunities to write independently and collaboratively. Children use the knowledge gained from sentence stacking lessons and their own wider reading to produce their own writing. We provide quality time for planning, editing and revising as well as success criteria / marking ladders for pupils to self-assess or peer assess, when appropriate, so they can evaluate effectively. Where appropriate, they will have the opportunity for extended writing and sustained writing in other areas of the curriculum and through our English sessions

## **Transcription - Spelling, Vocabulary, Grammar and Punctuation**

### **Spelling**

Throughout school, spellings are covered in line with the National Curriculum expectations for each programme of study (POS) and are taught through Little Wandle - our phonics programme in EYFS and KS1 (see separate phonics policy). In Key Stage 2, a weekly spelling session is taught using the Spelling Shed.

### **Vocabulary**

The Jane Considine approach to writing ensures that our pupils develop a rich and varied vocabulary across a range of contexts. The other aspects of our English curriculum supports the development of vocabulary through regular use of (including, but not limited to) guided reading sessions, daily class stories and performance poetry. Furthermore, vocabulary is of high importance across the curriculum as each subject has a progressive vocabulary bank. It is expected that staff support pupils to use vocabulary across the curriculum, making links in other subjects and applying acquired words in a range of contexts, both inside and outside of the classroom. This ensures that pupils are in a vocabulary-rich environment to then confidently use in their own writing. Resources for the acquisition of vocabulary are

available throughout school, such as Descriptosaurus books, dictionaries, thesauruses and high-quality reading books.

### **Grammar and Punctuation**

Jane Considine writing units offer pupils exposure to the current POS expectations for grammar and punctuation in each sentence stacking session. Prior knowledge is also recapped through these sessions to ensure that learning is revisited and embedded, thus providing secure foundations for new learning blocks. Sentence stacking sessions allow our pupils to further develop their skills independently of discrete grammar sessions and use these as tools in their writing process. Grammar and Punctuation is an integral part of the writing process. However, key grammar and punctuation skills are taught in context and ‘in the moment’ (as previously mentioned). Grammatical errors are also corrected in both oral and written work. This exposure supports the children working outside the current POS to uplevel their sentences and make accelerated progress within writing, whilst also allowing our more-able pupils to have opportunities to work at a deeper level. Additional grammar can also be taught or revised through stand-alone grammar and punctuation sessions to complement the chosen unit of writing. These sessions should link to a grammar or punctuation feature which the children will benefit from using in the genre being taught. This can also be given as morning work, or through homework (where teachers feel it is appropriate for their cohort).

### **Transcription - Handwriting**

At Leasingham St Andrew’s Church of England Primary School, we believe that fluent, legible, speedy handwriting underpins success in writing as it is essential for stamina and accurate spelling. Therefore, handwriting is taught from EYFS to Year 6. Handwriting is primarily taught discretely using the Penpals Handwriting programme in regular sessions, the frequency of which depends on the age/ability of the child/children.

#### **4). Impact**

The impact of the Writing curriculum at St Andrew's Primary can be seen through:

- Our children's enjoyment of writing
- The quality of writing within the children's books, across all areas of the curriculum
- Our children's ability to write for a range of purposes, across a range of genres, both fiction and non-fiction based
- Our children's ability to select and use vocabulary to excite, inform or entertain the reader
- Our children's understanding and use of a range of punctuation, knowing the effect it can have on the reader in both writing and reading.
- Our children's understanding and use of the various sentence types that can be used to support different genres.
- Our children's ability to use phonetic knowledge and spelling rules to spell words accurately
- Our children's ability to speak clearly, fluently and coherently; to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

Ultimately, our aim is that our children will leave as confident, capable and independent writers, who understand the importance of writing as a life-long skill. They will be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences, with the essential skills of spelling, punctuation and grammar embedded. Above all, we aim for all of our children leave us with a love of writing and a pride in the skills they have acquired, ready for the next stage in their journey.

#### **5). Role of the Subject Leader**

At Leasingham St Andrew's Church of England Primary School, the role of the reading subject leader is to ensure that children make sufficient progress through each year group, acquiring and applying key knowledge. This will be achieved by:

- Monitoring the effective use of resources.

- Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements.
- Developing assessment and record keeping, using the schools assessment tool ensuring progression and continuity.
- Ensuring that colleagues are aware of expectations and supporting them in teaching the subject through the progressive and sequenced curriculum map.
- Action planning for future development.
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.
- Evaluating and summarising all aspects of the subject to define next steps for improvement.
- Keeping abreast of development in subject education and media usage.

## **6). Assessment**

Assessment is at the heart of the teaching and learning process where teaching should be objective led, based on prior attainment, and assessment should inform future planning. At Leasingham St. Andrew's Church of England Primary School, we assess the children's work in writing by making both formal and informal judgements.

During lessons feedback is an essential to help children move forward as writers. With younger children, feedback on writing will usually be verbal and immediate. With older children, feedback may be verbal or written. Children are also encouraged to evaluate their own work and older children develop peer working by working as 'Editor Pairs'.

Additionally, time should be allocated each half term to speak to each child individually about their writing and discuss any immediate targets. Teachers mark writing regularly in accordance with our marking policy. In Sentence Staking lessons, where the writing is more scaffolded, teachers should focus on basic punctuation/grammatical errors and spelling. During the drafting stage, teachers should offer more feedback regarding 'writer's craft' and how to improve the writing holistically.



Teachers will make a judgment as to whether each child is on track for end of year expectations based on the National Curriculum from independent pieces of writing across a variety of genres. This is recorded on the school's online assessment system, Insight.

Judgements are as follows:

- Below
- Just Below
- On Track
- Greater Depth

Teachers will use the schools moderation proformas to assess pupil development. To secure judgements moderation can be carried out within school by comparing writing across the whole school or phases. A discussion-based approach is taken (e.g. books open, comparing across the samples within that POS) to secure judgements. Where whole school moderation is used, teachers move between discussion groups to offer expertise and gain knowledge. External moderations with other colleagues in different schools (within the Sleaford cluster) working in the same year groups occurs once a year to ensure a robust assessment for writing.

## **7). Writing and ICT**

At Leasingham St. Andrew's Church of England Primary School, ICT plays an integral part in the teaching and learning of reading. Clear links to ICT are made in planning and every opportunity to explore links with ICT are used.

## **8). Early Years Foundation Stage (EYFS)**

In Reception, writing is taught as an integral part of topic work covered in the EYFS setting. In the EYFS, the areas of learning relevant to English are Literacy and Communication and Language. Children will be provided with opportunities to develop their speaking, listening, reading and writing skills. Please see Phonics and Early Reading Policy.

### **9). Differentiation including catering for children with Special Educational Needs**

At Leasingham St. Andrew's Church of England Primary School, we aim to encourage all children to reach their full potential in reading through the provision of varied opportunities and responding and adapting our teaching to the children's individual needs. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school. Children with specific needs, such as those in receipt of an Educational Health Care Plan (EHCP) will work on outcomes suited to their own abilities.

### **10). Equal Opportunities**

At Leasingham St. Andrew's Church of England Primary School, all children will be given equal access to reading irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of reading.

### **11). Resources**

The English Subject Leaders, with the Headteacher, are responsible for the ordering, costing and allocation of resources to support the teaching of English. A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year.

### **12). Monitoring and Evaluation**

To monitor and evaluate reading, the subject leader:

- Supports teachers via explaining the progressive curriculum map, discussing the key concepts in reading, observing and giving feedback.
- Holds pupil progress meetings with the class teacher to monitor and evaluate progress and attainment and discuss next steps for specific children/groups of children.
- Monitors teachers' medium-term planning against the progression contained in the curriculum map.
- Reviews resource provision.
- Works co-operatively with the SENDCo

- Reviews the progress with implementing this policy in the school with the Headteacher and/or subject governor.

The school's governor monitoring programme includes monitoring of individual subjects by governors, to support and challenge the subject leaders.

### **13). Disability and Equality Statement**

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to the Headteacher.

## Appendix

### Book ideas/ expectations/ non-negotiables/ active ingredients (Y1-Y6)

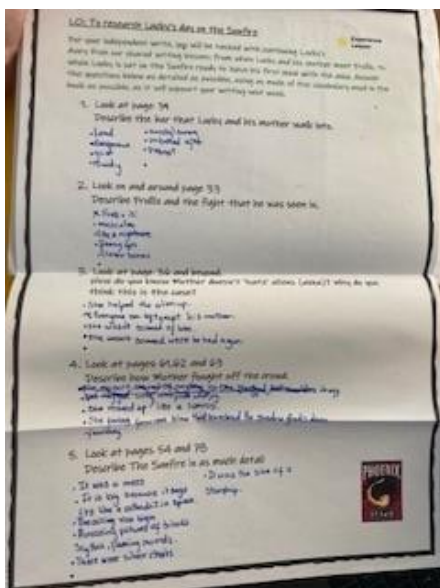
The journey of writing seen in books should include:

- Experiences to gain knowledge and vocabulary
- Finding the Shape/deconstruction
- Sentence Stacking lessons/ modelling plot points/ NF shapes
- Independent sequence (additional experience days may be required to support knowledge, plot and vocabulary ready for the independent stage)

If there is a particular weakness in grammar and/or punctuation, this can be included within the journey. If it is included, this must then be part of the success criteria during the independent sequence.

***If you are planning your own unit of work, please ensure that the above expectations are followed. Some designed units may be able to have the sentence stack lessons omitted if the desired success criteria have been modelled in previous units, so the children can draw on from that knowledge. The Writing Rainbow, lenses, NF shapes and vocabulary gathering/development, however, need to be embedded within the writing journey to ensure consistency and coherence. Please speak to the subject leader if you are unsure about anything.***

Experience lessons:



These do not need to be evidenced if the children do not need to refer back to it.



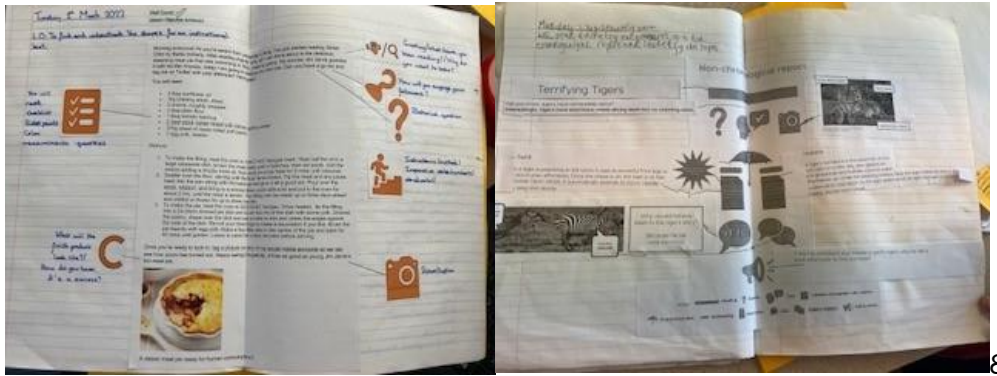
Finding the Shape lessons

Again, not needed to be

‘Finding the Shape’ activity is practical and displayed somewhere for the children to refer to.

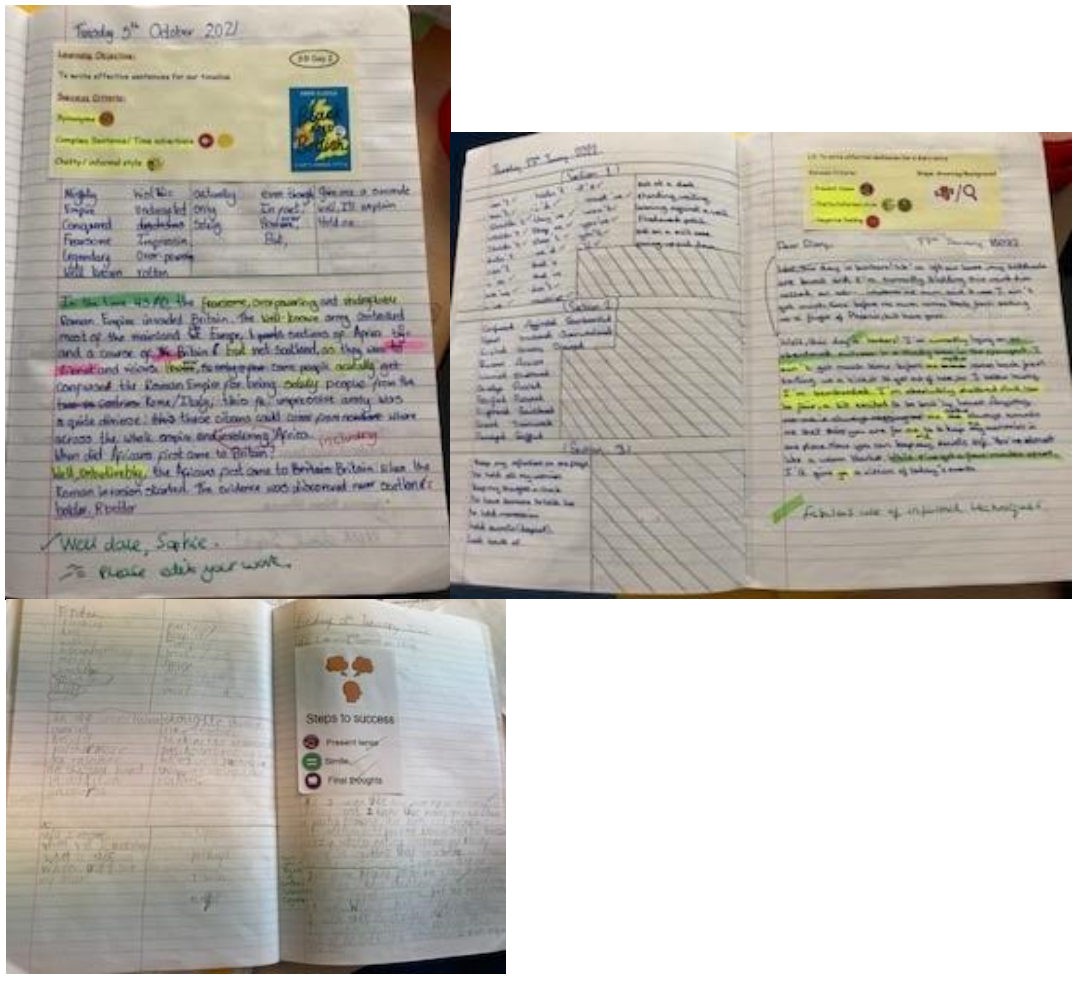
(deconstruction)

evidenced in KS1 if a



### Sentence Stacking lessons

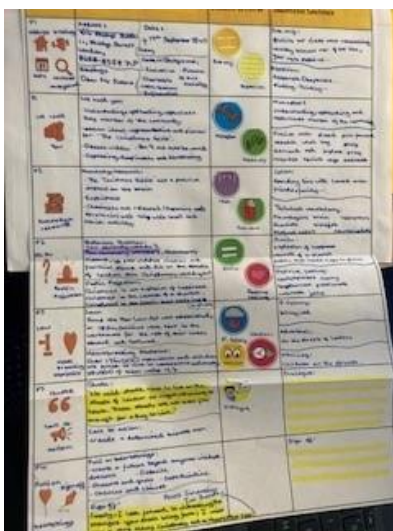
- Two sides – thinking side/writing side
- Steps to Success with pictures of lenses to be put at top of writing side
- Thinking side to be in a grid – 3 rows for 3 learning chunks and each row split as needed – key for vocabulary gathering. At beginning of Year 1 vocabulary will be given, all other year groups children should be writing their own ideas (SEN could be scribed)



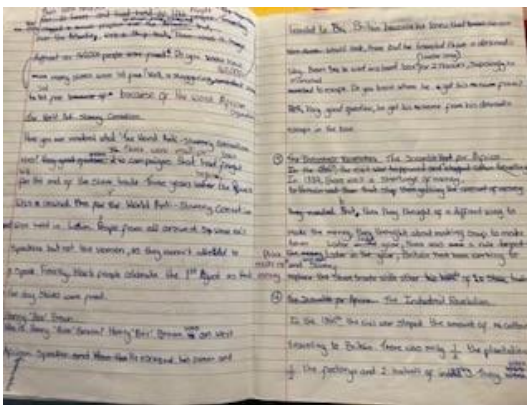
Independent sequence

This sequence should follow the below journey (each point is not a specific lesson):

- Discuss the purpose/ key features of desired outcome
- Agree/recap success criteria from sentence stack lessons
- Experiences to support knowledge and vocabulary
- Planning
- Editing (if ready)
- Writing for published piece (not compulsory)
- Self-assess (LJs for KS2 when ready)



Shape	Success Criteria	Success Sentence
W?		
W		
☀️		
👁️		
▶▶▶		
▶▶▶		
😊		
👉		



### **Feedback**

- During sentence stack lessons, marking should be addressing the key non-negotiable spelling, punctuation and grammar, as the lessons are highly scaffolded.
- The learning objective/ success criteria to be highlighted in green show if it has been achieved as well as the words/phrases in written work where objective has been achieved.
- Verbal feedback is always preferable and any teacher corrections with children can be shown in green pen. If marking is done away from children, a pink highlighter to be used to show children where to edit/consider their next steps.
- If children self or peer assess their work they are to mark as above with yellow highlighter.
- Longer extended pieces of writing/independent writing would require more detailed oral/written feedback and completion of school monitoring form for each child twice a term.
- Work edited by the children will be done in purple pen.

### **Displays/ Learning environment**

Within the classroom, the following, where feasible, are displayed and referred to:

- The Writing Rainbow (clear and accessible for the children)
- The Writing Rainbow lenses
- The non-negotiable laundry
- The journey (either plot points or NF shapes to show the journey of writing.
- Sentence stack area (to celebrate the children's sentences)
- Where feasible, an area for live modelling.
- Resources to support independent writing (word mats, spelling mats, dictionaries, thesauruses etc)