

## **Introduction and Intent**

At Manor we recognise the importance of achieving competency in the English language as a key life skill. Through the use of the English National Curriculum 2014, it is our intent to ensure that all our children develop a love of writing and have the skills to communicate effectively through the written word, including expressing their thoughts, ideas and intentions in a clear and creative way. We teach grammar, vocabulary, punctuation and spelling and the skills of editing to ensure their writing is understood. We lead by example and expect our children to take pride in their work and write fluently with neat presentation and handwriting. We teach our children to show resilience by developing their knowledge of how to assess their writing, refine and edit, ensuring that most of our children, across the key stages reach age related expectations.

## **Implementation**

Writing is one element across the school that we have continued to adapt to meet the needs of our children and our creative and thematic curriculum. Writing is taught for at least one hour a day during the English lesson. To link and relate the reading and writing experience, class texts and lessons are carefully selected based on the pupils' interests alongside the National Curriculum expectations. During English lessons, pupils discuss and explore new vocabulary, apply grammar skills and experiment with a wide range of punctuation. Throughout the school, we aim to cover all writing genres (narratives, recount, poetry, discussion, instructions, explanation and persuasion). The teaching of writing is embedded and extended from EYFS to Year 6. Writing genres are generally covered over a fortnightly basis depending on the children's age. We aim to inspire all pupils to become skilled and confident writers who are resilient and ambitious.

Post COVID, we identified language acquisition as an area for development across the school. We have begun to implement The Talk for Writing approach which is taught from EYFS with the intention of supporting pupils to internalise text structures. This approach is having a high impact on their oracy skills. In addition to this, it enables children to write independently. Sequences of writing lessons begin with a creative hook to capture the imagination of pupils from the beginning of the unit. Story mapping is used to support pupils with internalising the text structure and key language patterns. As it has the greatest impact on younger learners, we are currently implementing this approach to EYFS, KS1 and lower KS2.

We have also introduced spoken language overviews for each group, suggesting key skills and vocabulary choices the children should be exposed to and encouraged to make. Alongside this, we have provided teachers with sentence stems to help to scaffold the children's spoken contributions in different genres. Exposure to a language rich environment and sentence stems have been an area which we have strived to embed across the school through the use of working walls and two tier words.

Our writing process is broken down into three stages: Engage, Develop and Express (Independent application). Teaching and learning usually takes place within a whole class setting with appropriate support given as needed through collaborative and independent work.

## **Engage**

During this early stage it is important to excite the children and spike their interest in the theme of their writing. In order to do this a 'hook' is used to engage children. Book trailers, themed or destroyed classrooms, role-play, discussions and mysterious incidents are some of the ways we achieve this.

Children are introduced to the genre of text they will be focusing on and the current class reading book. The writing purpose is shared and children are given the opportunity to independently identify the features of that genre of text whilst making their own check-list of what a good one looks like. This fosters independence and a self-help culture.

## **Develop**

In the 'Develop' stage, children's knowledge and ability to 'morph' themselves into character is developed. The use of fun, interactive activities such as school trips, independent research, cooking, construction, art work and hands-on investigations are used to ensure children are immersed in a wide-range of experiences as well as gaining a deeper understanding of the topic and genre they are writing about.

## **Innovation (Independent Application)**

The 'Innovation' stage is where children move towards writing independently. During this process vocabulary, spelling, key words, phrases and composition of appropriate sentence structures are displayed and discussed to enable children to independently apply these to their writing. Language patterns are examined and internalised through role-play and hot-seating activities.

Children are given the opportunity to create their own success criteria in order to give the children more ownership of their writing. Children and their teachers create a 'shared box up' plan and conduct a 'shared write', enabling children to see an exemplar piece of writing and a model on how best to plan their work.

Once these stages are completed children begin independently planning, drafting and editing their own text and adding own content, prior to swapping their work for peer-assessment and final publishing.

During the final stages of writing children are encouraged to look back on the activities conducted throughout the unit and to include grammatical features which they identified during the 'Engage' stage.

## **Assessment**

Teachers assess writing in line with our assessment policy. Developmental feedback is used to identify where children have met elements of the success criteria and set next steps and targets for the upcoming unit. Throughout the writing process, teachers use formative assessment to assess knowledge gaps and plan and adjust lessons in-line with the children's ongoing needs. Children in KS1, are encouraged to reflect and assess their own learning verbally in preparation for KS2. In KS2 children are given regular opportunities to reflect on their own writing as well as peer assess and improve each other's work.

## **Resources**

All children have access to a help desk with dictionaries and thesauruses in their classroom. Teachers ensure children are given exemplar texts so that they are clear of the expectations, features and objectives of their writing. Writing packs which include model sentence structures,

statutory spelling lists and word mats are also provided to foster independence and self-help strategies.

### **Monitoring and Review**

The Executive Headteacher, Senior Leadership Team and English Coordinators will monitor the effectiveness of this policy when necessary. The Executive Headteacher and English Coordinators will report to the governing body on the effectiveness of the policy annually and, if necessary, make recommendations for further improvements. Teachers are supported by English Coordinators through sharing good practise during INSETs and making contributions to all year groups cohort analysis, which are used to form the discussions during progress meetings. To ensure high quality teaching and learning, English Coordinators monitor the subject half-termly and help to support teachers and support staff with their practice. Data is collected and analysed termly by the Senior Leadership Team and English Coordinators.