

Writing Policy

Ledbury Primary School



Approved by:

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Contents

1. Aims – Intent	1
2. Organisation and Planning - Implementation	13
3. Inclusion	18
4. Assessment	18
4. Link with other policies.....	19

1. Aims

1.1 Intent

Writing is most of all an exercise in determination, first to get the job done, second to get it done right. Tom Clancy

At Ledbury Primary School, the teaching of writing is of paramount importance within a broad and balanced curriculum. Our aim is to ensure that every child within our school, regardless of background and potential difficulty, leaves our school as a competent writer, with a good understanding of the conventions of Standard English and when to use it effectively. We aim to ensure all our children leave at the end of Year 6 with the skills and confidence to write for many different purposes, ensuring that both secretarial and compositional skills are at the required standard. Our belief is that the ability to write with confidence for range of purposes and audiences ensures that children leave Ledbury Primary fully prepared for their further education, ready to achieve their aspirations and thrive in their adult life.

A secure knowledge of spelling and grammar and an understanding of how to edit writing is taught throughout the school in a systematic and progressive way. The content of writing lessons is planned to build on children's previous knowledge as well as introduce new learning, which is engaging and memorable. Children leave LPS with a deep understanding of different text types and how to construct them effectively with clear purpose.

We aim to ensure that all pupils: -

- Develop lifelong enjoyment and pleasure in writing
- Give children rich and exciting experiences that stimulate quality pieces of writing
- To write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- Develop an interest in words, their meanings; developing a growing vocabulary in spoken and written forms

- Understanding a range of text types and genres – be able to write in a variety of styles and forms appropriate to the year group
- Use a suitable, well matched Toolkit, to ensure the appropriate development of technical vocabulary, which is to be articulated consistently
- Immerse children in a rich world of words, which evoke feelings such as happiness, sadness, anger.
- Understand that this experience allows us to make connections with other people
- Walk through doors, to past, to the future, and to other worlds both real and imagined

It is our goal that, by the end of their primary education, all pupils at Ledbury Primary School are able to write fluently, and with confidence, in any subject.

1:2 Writing Culture

Developing a culture of writing at Ledbury is fundamental to the progression of the children, not only in writing, but across all other subjects.

In classrooms, teachers will place a high value on writing by: -

- Ensuring that each classroom have on display, the current Text Type being taught, this will be displayed on the washing line alongside the Toolkit elements
- Placing a high priority on the *purpose* of each Text Type taught. Each Text Type will be given a real-life context to its purpose. E.g. a newspaper report is to inform the reader about important things that are happening around the world
- Modelling a high standard of handwriting (KS2 joined) across all subjects, at all times
- Promoting a love of writing by the implementation of our Ledbury Primary Writing Journey books, as a continuing journey and a lifelong progressive skill
- Providing children with Magpie Books to liberate their writers voice in whatever form they wish, scaffolded alongside the teacher during the shared write process

The school will create an environment to promote a culture of writing by: -

- Exhibiting displays around the school of quality writing by the children
- Using the Let's Say concept to hook and inspire children to write creatively for purpose
- Hosting events to promote writing such as the BBC Radio 2, 200 words writing challenge
- Engaging with authors on social media and in planned events. Promoting a passion for the writing process

1:3 What Writing Looks Like in our School: -

The Deep Write Process - The Deep Write process may vary in length, anything from 1 week to 3 weeks, depending on the text type and purpose for writing.

EYFS -

- Continuous provision outside and inside, which changes weekly according to the teaching focus, based on children's needs, interests and stages of development
- Teacher focused writing provision, in reception in small groups or 1:1
- Floor books, to evidence photographs of the children's writing

KS1 –

Imitation phase– opportunities for model text, toolkit, story maps, drama, hot seating and grammar lessons)

Innovation phase – opportunities for shared, guided and independent writing

Invention phase – opportunities for mind mapping to generate ideas, boxing up plan, editing and final piece of writing – Deep Write

KS2 –

Imitation phase – opportunities for model text, toolkit, story maps, drama, hot seating and grammar lessons)

Innovation phase – opportunities for shared, guided and independent writing

Invention phase – opportunities for mind mapping to generate ideas, boxing up plan, editing and final piece of writing – Deep Write

The Light Write Process - To ensure we develop imaginative, creative and effective writers, we plan for 'Light Write' opportunities that sit between 'Deep Write' units.

Whole School

- Could be linked to current topic, class novel, school trip, current affairs, seasonal events or a stand-alone piece inspired by 'Let's say...' or a picture or video stimuli
- A maximum of 1 or 2 days
- Could include toolkit if needed

- **Phonics Writing**

EYFS and Key Stage 1 - follow Read Write Inc programme with daily morning sessions. Writing within phonics sessions for the Fred Fingers element, also for dictation of sentences and red word spellings.

- **My Writing Journey Book**

Whole School - Each child to have a writing book that they will take with them on their journey through school. Children will write in their 'My Writing Journey' book once every term. Autumn term will have a history focus, spring term will have a geography focus and summer term will have a science focus. The writing focus will be decided by the class teachers –it could be linked across the phase where appropriate. The writing will be

unsupported and not marked; purely a piece to celebrate their progress of writing from the previous term/year. This will be a wonderful way to celebrate each individual child's writing journey throughout their time at Ledbury Primary School.

1:4 Our Philosophy

At Ledbury, we want all children to have access to a range of opportunities for writing, building confidence to write for a range of purpose and audiences. This approach is achieved through high quality modelling and scaffolding yet at the same time, is also challenging and stimulating, which implemented through a consistent writing process. This will lead children to become happy, confident writers who can use these early skills as a stepping stone into their futures as writers.

1:5 This is the knowledge and understanding gained at each stage:

EYFS

English from Development Matters

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Physical Development from Development Matters – links to early writing

Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

EYFS - Nursery

Birth to three - babies, toddlers and young children will be learning to:

- Enjoy drawing freely
- Add some marks to their drawings, which they give meaning to
- Make marks on their picture to stand for their name

3 & 4-year-olds will be learning to:

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy
- Write some or all of their name
- Write some letters accurately
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

- Use a comfortable grip with good control when holding pens and pencils
- Start eating independently and learning how to use a knife and fork
- Show a preference for a dominant hand.

EYFS – Reception

Children in reception will be learning to:

- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Develop the foundations of a handwriting style which is fast, accurate and efficient

Key Stage 1&2

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Key Stage 1

Year 1

Writing: Transcription Spelling

- **spell:**
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- **name the letters of the alphabet:**
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- **add prefixes and suffixes:**
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- **apply simple spelling rules and guidance**
- **write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far**

Writing: Transcription Handwriting

- **form lower-case letters of the correct size relative to one another**
- **start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined (Year 2)**
- **write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters**
- **use spacing between words that reflects the size of the letters**

Writing: Composition

- **develop positive attitudes towards and stamina for writing by:**
- **writing narratives about personal experiences and those of others (real and fictional)**
- **writing about real events**
- **writing poetry**
- **writing for different purposes**
- **consider what they are going to write before beginning by:**
- **planning or saying out loud what they are going to write about**
- **writing down ideas and/or key words, including new vocabulary**
- **encapsulating what they want to say, sentence by sentence**

- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

Writing: Vocabulary, Grammar and Punctuation

- develop their understanding of the concepts set out by:
- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently, including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2
 - some features of written Standard English
 - use and understand the grammatical terminology in discussing their writing

Year 2

Writing: Transcription Spelling

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Writing: Transcription Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Writing: Composition

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

Writing: Vocabulary, Grammar and Punctuation

- develop their understanding of the concepts set out by:
 - leaving spaces between words
 - joining words and joining clauses using 'and'
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1
- use the grammatical terminology for discussing their writing

Key Stage 2

Lower Key Stage 2

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Writing: Transcription Spelling

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Writing: Transcription Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Writing: Composition

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing: Vocabulary, Grammar and Punctuation

- develop their understanding of the concepts set out in:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
- learning the grammar for years 3 and 4 in [indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in accurately and appropriately when discussing their writing and reading

Upper Key Stage 2

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should

understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Writing: Transcription Spelling

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Writing: Transcription Handwriting and Presentation

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task

Writing: Composition

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing

- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing: Vocabulary, Grammar and Punctuation

- develop their understanding of the concepts set out by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
 - learning the grammar for years 5 and 6
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semicolons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading

2. Organisation and Planning

2:1 Implementation

At Ledbury we believe that consistency and well-taught English is the bedrock of a valuable education. As a whole school we ensure the teaching of writing is purposeful, robust and also shows clear progression for all children.

The whole school adopts an overarching narrative for each term, where children hear the different ‘voices’ of the past, present and future, led by the curriculum areas of history, geography and science. We ensure that each year group carefully plans their text types, to suit the theme for each term. This provides an approach to writing that crosses the curriculum and impacts the purpose and topic knowledge, which in turn builds on the writing process. In line with the National Curriculum, we also ensure that each year group plans and links their spelling, writing composition, vocabulary, grammar and punctuation objectives within each text type. This is then delivered through the explicit teaching of ‘Toolkits’ for each text type taught.

Writing in EYFS – Reception

Deep Write Process (from Spring Term 2)

The Imitation Phase

Imitation lessons allow children to read, analyse and internalise a high-quality example of a specific text type. The model text should be pitched above the pupils' level and have built into it the underlying, transferable structures and language patterns that students will need when they are writing. It should be no more than 100 words. Model texts are to be shared as a whole class, any new or unfamiliar vocabulary should be identified by the children and discussed as a class. Any evidence of the toolkit should be identified using the colour coded toolkit at the bottom of the text. Widget can be used to create a model text for SEND children where needed. The toolkit might also be tweaked to suit the needs of the child/children.

Opportunities for...

- Model text - reading and analysis
- Vocabulary discussions
- Story maps/drama/hot seating lessons to strengthen memory, internalise and deepen the understanding of the model text
- Grammar lessons – linked to toolkit

The Innovation Phase

Once children are familiar with the text and the toolkit, the innovation phase allows them to concentrate on bringing all the toolkit elements together through shared, guided and independent writing of a new/adapted version of the text. Innovation lessons should have a lesson focus which should be based on one of the tools in the toolkit, or the purpose/reader/audience.

Opportunities for...

- Shared write (whole class)
- Guided write (group)
- Independent writing

The Invention Phase – only applicable when children are ready

The invention phase allows children to apply what has been taught and practiced. Children are guided through planning, drafting and revising their work independently, with a final piece of writing to be produced at the end.

Opportunities for...

- Mind mapping to generate ideas
- Boxing up plan with toolkit
- Draft a chosen paragraph
- Deep Write (final piece of writing) – toolkit to be indicated in margin using coloured crayons to match toolkit

The Deep Write process may vary in length, anything from 1 week to 3 weeks, depending on the text type and purpose for writing, and the needs of the year group.

Light Write Process: Teacher Focused

The Light Write Process will be in place for the autumn term, until spring term 2 and then sit between the Deep Write Process thereafter.

To ensure we develop imaginative, creative and effective writers, we plan for 'Light Write' opportunities that sit between 'Deep Write' units.

- Teachers may provide a stimulus such as a film clip, interesting object, picture book, work of art, music, visit/visitor, class novel or seasonal event
- It should be written over a maximum of 1 or 2 days or 2 x teacher led sessions – whole class and/or small groups.
- Could include toolkit if needed

Feedback

Lesson feedback to be recorded in CT's feedback books. Whole class, group or individual misconceptions should be identified and acted on accordingly, either at the start of the next lesson, in a small group or individual intervention with the CT or LSP.

Spellings

- spellings should be written by the CT (in yellow highlighter) at the end of the piece of writing or if correcting the child's name, at the top of the page.
- Children to write out each spelling over the top the highlighted, modelled example
- These can then be recorded on a white 'Spelling Card' (bookmark) to be kept in their writing books – this will then support them in future lessons

Interventions

Where appropriate, for an individual or a small group of children, an intervention session could take place. This sticker should be stuck in immediately following the lesson where misconception/need for intervention was identified.

Writing in KS1 and KS2

Deep Write Process

The Imitation Phase

Imitation lessons allow children to read, analyse and internalise a high-quality example of a specific text type. The model text should be pitched above the pupils' level and have built into it the underlying, transferable structures and language patterns that students will need when they are writing. It should be no more than 350 words. Model texts are to be shared as a whole class, any new or unfamiliar vocabulary should be identified by the children and discussed as a class. Any evidence of the toolkit should be identified using the colour coded toolkit at the bottom of the text. Widget can be used to create a model text for SEND children where needed. The toolkit might also be tweaked to suit the needs of the child/children.

Opportunities for...

- Model text - reading and analysis
- Vocabulary discussions

- Story maps/drama/hot seating lessons to strengthen memory, internalise and deepen the understanding of the model text
- Grammar lessons – linked to toolkit

The Innovation Phase

Once children are familiar with the text and the toolkit, the innovation phase allows them to concentrate on bringing all the toolkit elements together through shared, guided and independent writing of a new/adapted version of the text. All children should have Magpie books to use during innovation lessons to record words, phrases and ideas. Innovation lessons should have a lesson focus which should be based on one of the tools in the toolkit, or the purpose/reader/audience. Feedback can be given during the lessons, as well as via a visualiser or photographed work on the screen at the start of the next lesson. This will allow teacher's to show children how to improve their own writing and identify the toolkit elements they have used, until they can increasingly edit in pairs or on their own.

Opportunities for...

- Shared write (whole class)
- Guided write (group)
- Independent writing

The Invention Phase

The invention phase allows children to apply what has been taught and practiced. Children are guided through planning, drafting and revising their work independently, with a final piece of writing to be produced at the end.

Opportunities for...

- Mind mapping to generate ideas
- Boxing up plan with toolkit
- Draft a chosen paragraph
- Deep Write (final piece of writing) – toolkit to be indicated in margin using coloured crayons to match toolkit

The Deep Write process may vary in length, anything from 1 week to 3 weeks, depending on the text type and purpose for writing, and the needs of the year group.

Light Write Process

To ensure we develop imaginative, creative and effective writers, we plan for 'Light Write' opportunities that sit between 'Deep Write' units.

- Teachers may provide a stimulus such as a film clip, interesting object, picture book, work of art, music, visit/visitor, class novel or seasonal event
- It should be written over a maximum of 1 or 2 days
- Could include toolkit if needed

Feedback

Lesson feedback to be recorded in CT's feedback books. Whole class, group or individual misconceptions should be identified and acted on accordingly, either at the start of the next lesson, in a small group or individual intervention with the CT or LSP.

Spellings

- 3x spellings should be written by the CT (in pencil) at the end of the piece of writing
- Children to write out each spelling 3 times underneath the modelled example
- These can then be recorded on a white 'Spelling Card' (bookmark) to be kept in their writing books – this will then support them in future lessons

***Spelling correction focus should firstly be red words/high frequency words, then topic/text specific words and finally new/unfamiliar words**

Interventions

Where appropriate, for an individual or a small group of children, an intervention session could take place. This sticker should be stuck in immediately following the lesson where misconception/need for intervention was identified.

Toolkit

Toolkits should be tailored to each text type, taken from the year group writing objectives and be a maximum of 5 tools per text. Toolkits should show a progression of challenge for each tool – colour coded red, orange, green, blue and then purple. Use pencil crayons to match the toolkit colours when annotating the model text. Children will begin using the toolkit in the margin from Summer Term Year 2 onwards throughout Key Stage 2. During innovation lessons, only pencil should be used to indicate elements of the toolkit in the margin – the example of the tool used could be underlined with a pencil and a ruler in their text to show their understanding.

We carry out planning in writing in line with the National Curriculum. Our plans are written daily after evaluation of that day's lesson and assessment of the progress of pupils. Teachers have planning and assessment books which are available for scrutiny.

Miscellaneous

All children to be writing in pencil.

Use pencil to edit/polish their work.

Children will be taught to join their writing in the Summer Term of Year 2 and the Autumn Term of Year 3. From Year 3 onwards all children should be joining their handwriting.

Pride in presentation should always be a priority.

Reading objectives should be covered in their Text Talk books, rather than writing books.

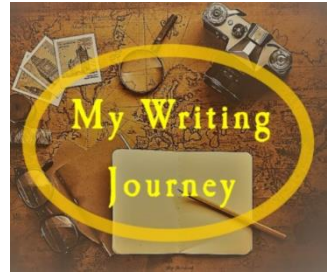
Spelling objectives can be covered in the writing books where necessary for moderation (Year 2 and Year 6)

Stick sheet/sticker into book, even when a child is not in the lesson, and next to the date write the reason – absent/intervention etc to build up a picture of the gaps in the writing process for individual children.

Use the space inside the front cover of the writing book for an objectives mat suited for the level of the writer.

My Writing Journey Book

Each child to have a writing book that they will take with them on their journey through school. Children will write in their 'My Writing Journey' book once every term. Autumn term will have a history focus, spring term will have a geography focus and summer term will have a science focus. The writing focus will be decided by the class teachers – it could be linked across the phase where appropriate. The writing will be unsupported and not marked; purely a piece to celebrate their progress of writing from the previous term/year. This will be a wonderful way to celebrate each individual child's writing journey throughout their time at Ledbury Primary School.



3. Inclusion

- **Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:**
- **More able pupils**
- **Pupils with low prior attainment**
- **Pupils from disadvantaged backgrounds**
- **Pupils with SEND**
- **Pupils with English as an additional language (EAL)**

Teachers will plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy.

4. Assessment

Continuous assessment for learning combined with the children's deep writes supports our final professional judgement.

4. Cultural Capital

Cultural capital can be defined as powerful knowledge. Knowledge that is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work. Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital.

In English (Writing), this powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

Powerful subject knowledge in Writing:

- The statutory English curriculum of 2014
- The knowledge of a range of authors, their work and their importance to literature through history, including modern day
- The spelling of everyday and more complex words incorporating prefixes and suffixes
- Invite visitors to support the teaching of the curriculum

Powerful personal knowledge in Writing

- Writing in a range of genre, seeing the impact writing has on its audience
- A depth of vocabulary and when to apply it in different contexts
- Developing social skills through written communication (links to PSHE and Computing/Internet Safety)
- Local library trips to support a love of literature
- Using writing to communicate ideas in other curricular areas - Trips to various locations and reflecting on their experiences
- Invite visitors into school as inspiration for writing as a career
- Use writing to communicate with people in the community to gather information about local/national/global issues
- Enjoyment of word games as part of wellbeing Use national days e.g. remembrance, to develop knowledge and empathy.

5. Links with other policies

Please see Ledbury Primary's English policy for more information.