

Writing Policy

Status	Non-Statutory
Review cycle	2 years
Date written/last reviewed	October 2026
Date of next review	October 2028
Name of Headteacher	Joanne Wreford
Signature of Chair of Governors	Christina Powell
Published on website	Yes

Writing Intent

Learning to write is one of the most important things that a child at primary school will learn. Writing transcends all other subjects of the curriculum and as such, gives children a voice to share their ideas with the world. Learning to write encompasses handwriting, spelling, grammar and punctuation as well as what we want to write and who we are writing for. At Meadlands, we are passionate about enthusing, inspiring and strengthening the skills of all our authors, empowering them with this lifelong skill. Vocabulary acquisition is at the heart of our learning intent at Meadlands and we recognise the pivotal role that plays in the writing process. Every opportunity to teach and retain vocabulary is taken in every subject which naturally feeds into quality writing.

Aims

- To provide opportunities for writing through the use of high quality texts or stimuli
- To provide children with concise learning objectives that refer to the purpose and effect of the genre they are working within
- To provide children with comprehensive success criteria that allow them to fully understand how to meet their objective
- To give children a clear understanding of how to succeed through effective modelling and shared writing opportunities
- To promote children's writing through preparing for it with quality speaking and listening or drama activities
- To enable high quality writing through exposing children to new language and vocabulary
- To encourage mastery for writing by providing opportunities to write independently and for extended periods, over a number of sessions
- To support children in improving their writing through timely and effective feedback
- To create a culture of writing across the school through providing children with opportunities to write in other curriculum subjects, in after school activities and at home
- To create a culture of continuous improvement across the school through a celebration of the editing process
- To encourage a love of writing across the school
- To ensure that every child achieves to the best of their ability and in relation to year group expectations
- To use questioning as a means of strengthening children's understanding of grammar for purpose and effect
- To provide children with a broad range of meaningful writing experiences
- To ensure that the ability of every child is understood and that high, individual expectations are set through use of this knowledge
- To make English "irresistible"

Links to our whole school intent

VOCABULARY:

- Vocabulary focus in learning units
- Reading aloud to children allows them to assimilate more and a greater depth of vocabulary
- Book talk / discuss language use
- Light boxes
- Spelling lists / Have a go books on tables – for trying ambitious words.

- Explicit vocabulary lessons taught using our Root Awakenings scheme (Latin and Greek root words)
- Upgraded dictionaries / thesaurus
- High quality texts chosen for units of work.

MEMORY:

- Increased opportunities for writing by explicitly including writing in all cross curricular units. This will embed writing strategies further and ensure greater immersion into the topic, making it more memorable.
- Immersion phase should create highly engaging experiences that the children are more likely to remember.
- "Where have we seem this word before?" Slides to be included
- "Memory Lane" slides or game at end of units for Topic
- Half-termly spelling tests encourage longer term memory of words.
- Spelling Bee competitions raises stakes.

WELLBEING:

- Celebration of writing through the use of the "green slide"
- Mid lesson stops – use of visualiser to celebrate and enhance self-esteem with regard to writing. Shows all work is valued
- Establishing clear purpose and audience also ensures work is for a reason and valued by all
- Star Writer awards
- Star Writer assemblies
- Demonstration phase is an opportunity to perform, publish, celebrate.
- Published books to raise levels of pride taken in work.

Entitlement

Writing is a core subject within the National Curriculum (2014). All children will be given the opportunity to cover the programmes of study relevant to their year group. In both key stages, writing is taught explicitly and daily. Further opportunities for writing will be provided within science, maths or topic sessions. In Early Years, writing activities happen daily with all children being given the opportunity to take part.

Implementation

Early Years Foundation Stage (EYFS)

In the Foundation Stage, children are encouraged to attempt their own emergent writing and their efforts are valued and celebrated. We aim to encourage independent writing through their phonetic understanding. Their knowledge of key words is supported through reading and writing activities, including shared reading and writing. Legible letter formation is explicitly taught and modelled on a daily basis. A wide variety of opportunities are provided for children to engage in writing activities and independently apply their phonic skills through role play, creative activities, computing and the outdoor area.

Writing in Reception takes place in all areas of provision. The fundamental phonics skills such as grapheme-phoneme correspondence and letter formation are taught through daily phonics lessons. Literacy lessons also take place daily, in which pupils are taught to write in a range of contexts. Writing

opportunities are placed in both the inside and outside areas, enabling pupils to transfer the writing skills they are taught in lessons out into their wider play through child-initiated learning. High quality children's literature is used weekly to guide the pupil's writing. By the end of the year, pupils are expected to independently write sentences, with their writing being read and understood by themselves and others.

Key Stage 1 (Years 1 and 2)

In Year 1, children will be taught to write sentences by saying out loud what they are going to write about, put several sentences together and re-read their writing to make sure it makes sense. They also have the opportunity to discuss what they have written and to read it aloud.

In Year 2, children learn to write for a range of purposes, including stories, information texts and poetry. Children are encouraged to plan what they are going to write and to read through their writing to make corrections and improvements.

Key stage 2 (Years 3 to 6)

In Years 3 and 4, children are encouraged to draft and write by talking about their writing. They will continue to learn how to organise paragraphs and, if they are writing non-fiction, to use headings and sub-headings. When they are writing stories, they will learn to use settings, characters and plots. Children in Years 3 and 4 will be expected to use what they know about grammar in their writing and to read through what they have written, to find ways to improve it.

In Years 5 and 6, children will continue to develop their skills in planning, drafting and reviewing what they have written. Children learn to identify the audience for and purpose of their writing. They will be expected to use grammar appropriately. In non-fiction writing, children will use headings, bullet points and other ways to organise their writing. They will be expected to describe settings, characters and to integrate dialogue in their stories which moves the story on.

<u>Spoken Language/Oracy</u>

At Meadlands, we believe that speaking and listening form the foundations of all learning in English. In formal and informal situations, we create and encourage opportunities for meaningful conversation, discussion, and debate about learning. Questioning forms the basis of our teaching and we strongly encourage children to be curious and to share their thoughts confidently in a supportive environment. Through spoken language, children learn how other people make sense of the world, how language is sued to reason, how emotions and identities are expressed, and how to work together to solve problems. Spoken literacy objectives are woven into our English unit plans.

What does speaking and listening look like at Meadlands?

Across the school:

- Listening to and participating in stories, articles, poems, rhymes and songs
- Use of sentence stems to scaffold oral responses in class
- Using the strategy ***Agree, Build, Challenge*** to guide respectful discussions
- Questioning across the curriculum
- Drawing links verbally across the curriculum
- Reciting and reading aloud
- Performing stories and poems
- Presenting in front of an audience
- Drama activities to enrich children's learning
- Debating
- Group work and reporting back

'Discussing language must be an integral part of English teaching'

Writing

Quality literature is at the heart of all our teaching, providing children with a meaningful context in which they can explore and be challenged. English lessons use exciting stimuli, such as books, films or images to ignite the children's imaginations and these are linked to the wider curriculum wherever possible. Carefully sequenced units of work include immersion into our genre using a variety of techniques including drama, analysis, discussion and research. Grammar is threaded through each unit together with practice of techniques for successful writing. Children assess the purpose and audience for each piece of writing that they produce, and have the opportunity to plan, draft, proofread, edit, publish and perform their work. During the course of the year, children develop their writing skills and confidence across several genres which include fiction, non-fiction and poetry units. (See Yearly Overviews)

What does Writing look like at Meadlands?

Across the school:

- A purpose and audience is established for each piece of writing that is carried out.
- Writing units are carefully planned and sequenced appropriate for the genre taught.
- An exciting stimulus/hook – quality book, film, poem, photograph is used for each Writing unit. Wherever possible, this is linked to class topics to promote engagement, memory and broader learning.
- Language and vocabulary is developed by:
    - reading aloud to the children
    - including drama
    - discussing language – defining words, exploring content, word families, etymology, magpie words, words in light boxes
- NC coverage is made explicit and included in the planning slides (hidden page).
- Non-negotiables are set as a baseline standard for each year group. (See appendix 1)

- Grammar is taught in context as part of the writing unit but also explicitly.
- Consideration given to children with SENs – inclusive activities planned.
- Extended writing is developed through a number of sessions (age appropriate), alongside regular peer and teacher critique and feedback for editing and review. (Pink and Green slides, visualiser stops)
- From Year 2 onwards, time is planned for children to respond to marking and feedback (purple pen)
- A feedback session at the end of the unit (can be a few days later after marking) to celebrate, evaluate and set targets.
- Writing is displayed and celebrated all over the school
- A Star Writer can be to the Writing Lead for each unit of work and will receive a Meadlands Writing Award sticker.
- We ensure progression in complexity of tasks and expectations year on year (see Writing Progression document)

'Children can access stories and language beyond their reading levels when they are read to and when they see performances. Dialogue makes more sense when we act it out and when context and visual aids are provided.'

Planning and Teaching

Planning

1. **LONG TERM OVERVIEW** – books and genres, broken into half term units. Books should be linked to class topics wherever possible. Can have more than one genre per stimulus. Opportunities for writing across the curriculum included and grammar and spelling coverage.

2. **MID-TERM PLANS** – detailing a breakdown of the writing units and genres to be covered per half term. This includes identifying the purpose and audience for each piece of writing, sequencing of lessons, structured using our IMMERSE-PLAN-APPLY-DEMONSTRATE-FEEDBACK model and the appropriate success criteria per unit. It also includes grammar and punctuation coverage and spelling.

3. **UNIT PLANS (SLIDES)** – for each final outcome (2/3 per half term on average). These should include: Sequencing of lessons, Class profile (hidden page), NC coverage, SEN considerations, grammar covered, feedback sessions at end of every unit to celebrate successes and identify targets. Units of planning should adhere to the mastery model: IMMERSE-PLAN-APPLY-DEMONSTATE-FEEDBACK with several lessons being devoted to the "Immerse" phase and writing to be carried out over a number of sessions. Planning must be clear and saved on the T. drive.

'Non-fiction writing is often strongest when a cross curricular approach to planning is adopted, so that topics being studied in foundation subjects are linked to appropriate text types being taught in English. Children's writing is then grounded in a genuine interest in and sound knowledge of the topic.'

Unit Planning:

We recognise that in order to develop creativity within our children, we must ensure teachers feel able to be creative also. We offer a structured approach to the planning and teaching of writing but acknowledge the need for teachers to be flexible with this in order to ensure best outcomes for the

children. Teachers should feel confident in being able to provide writing opportunities that respond to the strengths and interests of their children, their own strengths, the time of year, the class topic and current world issues.

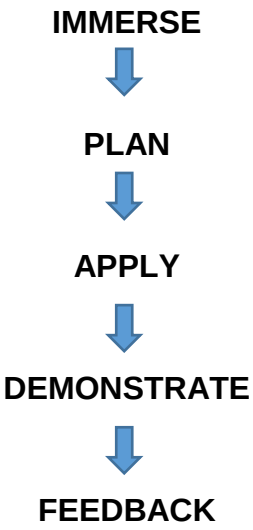
Primarily, we take a topic-based approach to the planning and teaching of writing. This is to ensure that the children's learning is contextualised, meaningful and develops their understanding of other curriculum areas. Each half term, classes use their current topic as inspiration to plan for units within the following genres:

- Fiction
- Non-fiction
- Poetry

Each of these units is based upon a high-quality stimulus. This is usually a text but could be a video, picture, person etc. The text may be a full chapter book that the class will spend time analysing together or an extract or picture book. Children should be exposed to a broad range of genres throughout the year in order to read and write for a range of purposes. Within this, the children should develop the writing skills relevant to National Curriculum expectations. They should also develop their own creative voice and personal style. (See Yearly overviews and Writing Progression document)

Each unit should aim to support children in meeting curriculum standards, developing their use of meaningful, creative language within the constructs of spelling, punctuation and grammar. Every lesson should have a purposeful learning objective, underpinned by success criteria that allow all children to succeed. (See appendix 3)

Our unit planning takes the following format:



1. IMMERSE

Following exposure to their initial stimulus (HOOK), children within this stage should be given the opportunity to harness the skills needed for a successful final outcome. They should develop their understanding of new vocabulary, concepts, characters, settings etc. They should be encouraged to be imaginative and curious. This stage could include:

- Drama activities e.g. hot seating, freeze frames, conscience alley
- Speaking and listening activities

- Reading aloud to the children
- Responding to themes within texts
- Exploring vocabulary
- Immersive experiences – building settings from stories
- School trips
- Research
- Reading and responding to the works of existing authors
- Co-constructing success criteria
- Shared or paired writing experiences
- Modelling
- Explore style and levels of formality
- Editing and improving pieces with a particular skills focus

'When children are engaged in their work, they persist despite challenges and obstacles and take visible delight in accomplishing their work.'

2. PLAN

Children within this stage should plan for the final outcome through:

- Drama to plan
- Planning sheets / models
- Story mountains
- Sequencing
- Collaborative organisation of ideas (shared plans)

3. APPLY

Children within this stage should be feeling more confident to write independently (see Appendix 2), as they have been equipped with the skills and language needed to accomplish their best. It is here where they may apply multiple skills to an extended piece of writing. **This piece, as well as any other pieces the teacher is aware is independent, can be used as a means of assessment.** During this stage:

- Children work from their plans and success criteria
- Children write over multiple lessons for extended pieces, breaking the writing down into manageable sections.
- Lessons begin with a **pink and green slide** from day before. Teacher and children purple pen together to pull out all features we are looking for. Opportunities to discuss grammar, punctuation and vocabulary choices. Up-level, upgrade. Shows children how to effectively proofread and edit. Modelling excellence.
- Children have opportunity to proofread their piece from the day before moving on to the next section. Makes the editing process more manageable.
- Lessons may include a **Polaroid moment**: Highlighting a flash of excellence from a child from the day before. This inspires others and children are encouraged to share ideas and magpie good ones.
- Lessons should include **visualiser stops** to celebrate children's work and to inspire others. Also, sets high stakes as anyone's work can be showcased.

- From Year 2, children will be given the opportunity to edit and improve their final pieces, using purple pen, linking to the success criteria.
- Children are given the opportunities to use dictionaries, word mats, thesaurus to check spelling and improve vocabulary choices.
- In KS2, children may have the opportunity to evaluate others' work and peer edit.

'Although it is tempting to rush the writing process – the time for preparation is crucial to yield great results.'

4. DEMONSTRATE

At this stage, children have the opportunity to demonstrate their success by **performing, publishing** or **evaluating** their work. This can take various forms depending on the key stage.

5. FEEDBACK

It is really important to give timely and detailed feedback to the children after they have produced their unit final outcomes. The **feedback session** will use a pink slide and a green slide to celebrate successes and set future targets. In Upper KS2, children are encouraged to identify and set their own targets, supported by the teacher. A one-off grammar lesson may be required, or spellings may need to be revisited.

NOTE: It is noted that the delivery of each phase of a unit will vary depending on the content, genre and teacher style. The mastery approach and structure must be followed.

Grammar

An understanding of how to use grammar correctly, use relevant meta-language and identify word classes and sentence types is taught both in the context of a piece of writing and also explicitly in whole class work. Linked to the National Curriculum guidelines for year groups, grammar is taught and planned to fit in with relevant genres of writing. Each class has a grammar washing line with the relevant vocabulary to be explored that year. Previous year objectives may also be revisited if necessary.

Spellings

Understanding how to spell correctly is important in supporting children to organise their thinking around language. Knowing how to apply spelling rules and recognising key words is empowering for children. Spelling plays a significant part of the standardised assessment and is taught throughout the school. The 2014 National Curriculum is used as a guideline as to which spellings should be taught in which year group and the No Nonsense spelling scheme is used for teaching spelling strategies. Further details of our spelling strategy can be found within our Spelling Policy.

Handwriting

We place value on children taking pride and care over their work and handwriting is a key part of this. In the early years, there is a big emphasis upon fine motor skills and we use a range of resources to practise these basic skills. This moves into correct letter formation with a focus on both upper and lower case letters. We aim to ensure that all children are writing in continuous cursive script by the end of Key Stage 1. This is then refined and maintained throughout Key Stage 2.

What does handwriting look like at Meadlands?

Across the school:

- We use the RWI scheme as the basis for our teaching, which links handwriting to common spelling patterns.
- We take the view that handwriting should be taught little and often – daily in Reception, 3 times per week in KS1 and KS2.
- We use cursive script and encourage children to join their writing as soon as they are forming their letters correctly from Year 2.
- Extra handwriting groups occur in classes throughout the school where the class team feel that additional handwriting support is needed.
- Pen licenses are awarded to pupils demonstrating consistently high standards of handwriting. These are awarded by the Writing Lead.
- In Year 6, all children will use a handwriting pen to complete work in books unless there is a specific reason not to.

Classroom Display and Resources

We endeavour to create a language rich classroom environment; one that engages children's interests and supports them on their journey to becoming independent writers. This includes our 'grammar washing lines' and our "punctuation birds" displayed on the whiteboards at the front of the class room.

Other displays and resources should include:

- Star writer boards or areas to celebrate pupils' work, updated on a half termly basis
- Dictionaries, spelling mats or spelling displays
- Thesauruses
- Book displays
- Modelled writing or shared writing examples
- Sentence starter examples
- Phonics posters
- Writing display boards with examples of work taken from across the writing unit.
- Vocabulary for all Topics

Marking and Feedback

We firmly believe in the power of immediate, personalised feedback, so much feedback is given "live" by teachers during lessons. Being next to a child and having a conversation in the moment about their work has far more impact than lengthy written feedback in many instances, so adults create classrooms

where this dialogue is possible and powerful. Regular written feedback is still given, in Literacy, Topic and Science books following the Meadlands Feedback policy, after extended pieces of writing.

What does feedback look like at Meadlands?

Every piece of work must be responded to in one of the following ways:

- Acknowledgement marking (tick or stamp)
- Verbal feedback / Visualiser stop – "live feedback"
- Closed marking (right or wrong answer using green for great and pink for think)
- Pupil conferencing – 1:1 conversation with child giving personalised and detailed feedback
- Deep marking – for the end of unit final published piece. This will look different across the key stages.



  - In Y1-5, teachers will use the green for great, pink for think highlighters and include a green and pink comment at the end of the piece. Teachers will also identify "**Next Steps**". A **success criteria grid** can also be used by the teacher and pupil to mark extended pieces. House Points can be awarded. A whole class marking crib sheet can also be used to identify targets and celebrate successes.



  - In Y6, the structure above is followed in the Autumn term. In the Spring term onwards: independent, published pieces of work are marked by comments in the margin identifying the TAFs for the end of key Stage. Children are given an overall green comment, and their **Next Step**. Whole class marking crib sheets can also be used to identify "Next Steps" and celebrate successes.



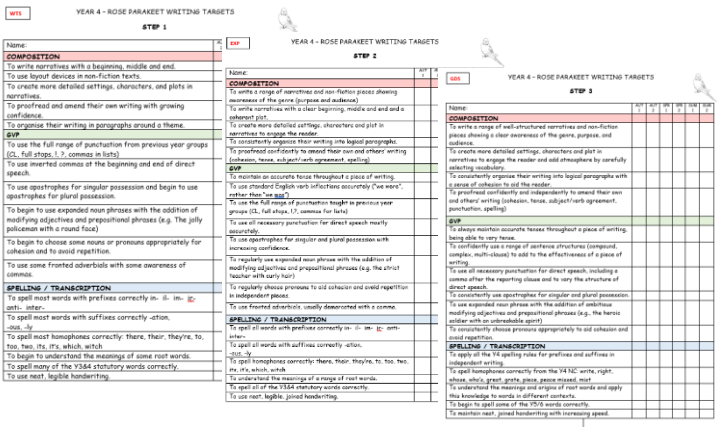
  - Assessment steps for each child are completed at least once per half-term and kept in the assessment Year Group Folder by the teacher.

In order to support children with their proof reading and editing skills, the following code can be used:

Symbol	Meaning
SP	Spelling Error
VF / LF	Verbal Feedback / Live Feedback
CL	Capital Letter
P	Punctuation
G	Grammar
!	Careless error!
☑ (purple tick)	Upgrade this word with a synonym
?	Check for sense
//	New Paragraph
/	New Line
^	Omission/Additional Words

Assessment and Monitoring:

We assess children in accordance with the schools Assessment Policy, using both formative and summative assessment strategies. We make formative assessments within writing sessions, through marking work and assessing independent pieces. Every year group has a set of class Meadlands "Assessment steps". In Years 2 and 6, these are the TAFs. Assessment Steps (see below) are available to support teachers to track children's progress, identify gaps in learning, feed forward into planning, set targets and make accurate judgments. They can also used in moderating sessions.


YEAR 4 – ROSE PARAKEET WRITING TARGETS

STEP 1

Name:	
COMPOSITION	
To write narratives with a beginning, middle and end.	
To use layout devices in non-fiction texts.	
To create more detailed settings, characters, and plots in narratives.	
To proofread and amend their own writing with growing confidence.	
To organise their writing in paragraphs around a theme.	
GVP	
To use the full range of punctuation from previous year groups (CL, full stops, !, ?, commas in lists)	
To use inverted commas at the beginning and end of direct speech.	
To use apostrophes for singular possession and begin to use apostrophes for plural possession.	
To begin to use expanded noun phrases with the addition of modifying adjectives and prepositional phrases (e.g. The jolly policeman with a round face)	
To begin to choose some nouns or pronouns appropriately for cohesion and to avoid repetition.	
To use some fronted adverbials with some awareness of commas.	
SPELLING / TRANSCRIPTION	
To spell most words with prefixes correctly in- , il- , im- , ir-, anti- , inter-	
To spell most words with suffixes correctly -ation, -ous , -ly	
To spell most homophones correctly: there, their, they're, to, too, two, its, it's, which, witch	
To begin to understand the meanings of some root words.	
To spell many of the Y3&4 statutory words correctly.	
To use neat, legible handwriting.	

YEAR 4 – ROSE PARAKEET WRITING TARGETS

STEP 2

Name:	
COMPOSITION	
To write a range of narratives and non-fiction pieces showing awareness of the genre (purpose and audience)	
To write narratives with a clear beginning, middle and end and a coherent plot.	
To create more detailed settings, characters and plot in narratives to engage the reader.	
To consistently organise their writing into logical paragraphs.	
To proofread confidently to amend their own and others' writing (cohesion, tense, subject/verb agreement, spelling)	
GVP	
To maintain an accurate tense throughout a piece of writing.	
To use standard English verb inflections accurately ("we were", rather than "we was")	
To use the full range of punctuation taught in previous year groups (CL, full stops, !,?, commas for lists)	
To use all necessary punctuation for direct speech mostly accurately.	
To use apostrophes for singular and plural possession with increasing confidence.	
To regularly use expanded noun phrase with the addition of modifying adjectives and prepositional phrases (e.g. the strict teacher with curly hair)	
To regularly choose pronouns to aid cohesion and avoid repetition in independent pieces.	
To use fronted adverbials, usually demarcated with a comma.	
SPELLING / TRANSCRIPTION	
To spell all words with prefixes correctly in- , il- , im- , ir- , anti-inter-	
To spell all words with suffixes correctly -ation, -ous , -ly	
To spell homophones correctly: there, their, they're, to, too, two, its, it's, which, witch	
To understand the meanings of a range of root words.	
To spell all of the Y3&4 statutory words correctly.	
To use neat, legible, joined handwriting.	

YEAR 4 – ROSE PARAKEET WRITING TARGETS

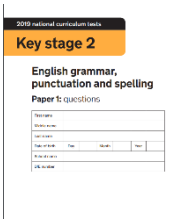
STEP 3

Name:	
COMPOSITION	
To write a range of well-structured narratives and non-fiction pieces showing a clear awareness of the genre, purpose, and audience.	
To create more detailed settings, characters and plot in narratives to engage the reader and add atmosphere by carefully selecting vocabulary.	
To consistently organise their writing into logical paragraphs with a sense of cohesion to aid the reader.	
To proofread confidently and independently to amend their own and others' writing (cohesion, tense, subject/verb agreement, punctuation, spelling)	
GVP	
To always maintain accurate tenses throughout a piece of writing, being able to vary tense.	
To confidently use a range of sentence structures (compound, complex, multi-clause) to add to the effectiveness of a piece of writing.	
To use all necessary punctuation for direct speech, including a comma after the reporting clause and to vary the structure of direct speech.	
To consistently use apostrophes for singular and plural possession.	
To use expanded noun phrase with the addition of ambitious modifying adjectives and prepositional phrases (e.g. the heroic soldier with an unbreakable spirit)	
To consistently choose pronouns appropriately to aid cohesion and avoid repetition.	
SPELLING / TRANSCRIPTION	
To apply all the Y4 spelling rules for prefixes and suffixes in independent writing.	
To spell homophones correctly from the Y4 NC: write, right, whose, who's, great, grate, piece, peace missed, mist	
To understand the meanings and origins of root words and apply this knowledge to words in different contexts.	
To begin to spell some of the Y5/6 words correctly.	
To maintain neat, joined handwriting with increasing speed.	

Formal teacher assessments are made once per term. These judgements are based on children's entire portfolio of independent work, both in literacy and topic books. From here, children's progress is monitored and discussed during Pupil Progress Meetings. We are then are able to discuss any pupils identified as not making expected progress. Intervention can then be planned for and put into place, with the support of senior leaders and our school SENCO.

In the summer term, all year groups will make their final, summative assessments. Years 2 and 6 will do this through reviewing the children's work against the Teacher Assessment Frameworks (TAFs). Children in years 1, 3, 4 and 5 will do this through reviewing the children's work against our school's assessment tool, and our own "Assessment Steps" document. In the Foundation Stage, levels of understanding are recorded on the Foundation Stage Profile throughout the year as they are achieved. They will be given an end of year 'age-related' result.

Throughout the course of the year, teachers will meet to review and moderate individual examples of work. This may happen within school or alongside other schools. This helps to ensure that we are keeping in line with National Curriculum standards and making the best judgements for all our children. We believe this is extremely important in ensuring our teachers feel confident in the accuracy of their opinions. It allows them to feel proud of what they have achieved while being able to learn more from their peers, both within our school and the local community.


2019 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 1: questions

For Year 6, children will sit the Grammar, Punctuation and Spelling SATS paper which test all objectives over Key stages 1 and 2.

Writing is monitored by the English subject leader and overseen by the school Curriculum Lead.

Equal Opportunities:

We recognise that every child is different and comes to school with their own unique experiences of language and literacy. First and foremost, it is important to us that these experiences become a part of their writer's voice and are celebrated within the classroom. From here, we are able to provide children

with writing opportunities that expose them to new learning and language. These opportunities will meet individual need and allow them to succeed as best they can within year group expectations.

We also recognise that some children may have a 'particular weakness' within writing. This is when a child meets all of the statements they are being assessed against except one or part of one, despite ongoing and targeted support. The Standards and Testing Agency (STA) state:

- A pupil's writing *should* meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.

In these instances, and in keeping with national guidelines, a teacher will use their professional judgement to make a fair assessment. This decision will be moderated internally as well as externally.

Special Educational Needs:

The application of different skills within the writing process can be complex. We recognise that some children may find one or more of these skills difficult and will need additional support.

Additional support is provided in a number of ways including:

- Quality time with their class teacher
- Small group work, pupil conferencing to support with editing
- Interventions to support individual need
- One-to-one support from a Learning Support Assistant or additional resources

Progress is then monitored closely by the class teacher, alongside our school SENCO and personalised targets are set. Our aim is to ensure that these children are given achievable goals that celebrate their successes and allow them to see their own improvements.

Quotes taken from:

Mastering Writing at greater Depth – Bushnell, Gill & Waugh

Mastering Primary English Joliffe & Waugh

APPENDIX 1

Non-Negotiables

In order to maintain high standards and ensure that children continue to apply previous learning, we have developed a list of 'non-negotiables' for writing within each year group. These were developed alongside the children as well as through our understanding of curriculum expectations within previous year groups. These non-negotiables are on display within all classrooms and apply to all lessons.

Year Group	Non-Negotiables
1	• Use sounds I have been taught • Finger spaces
2	• Use finger spaces • Use capital letters and full stops on some sentences • Use question marks
3	• Use capital letters and full stops • Use question marks and exclamation marks when needed • Use commas for lists when needed • Use apostrophes for possession and contraction • Spell most of my common exception words correctly • Use continuous, cursive handwriting
4	• Use capital letters and full stops • Use question marks and exclamation marks when needed • Use apostrophes for possession and contraction • Use commas for lists when needed • Use paragraphs • Spell words correctly that I know how to spell and use a dictionary for those I don't • Use continuous, cursive handwriting
5	• Use capital letters and full stops • Use question marks and exclamation marks when needed • Use apostrophes for possession and contraction • Use commas for lists when needed • Use speech marks correctly • Use paragraphs • Spell words correctly that I know how to spell and use a dictionary for those I don't • Use continuous, cursive handwriting
6	• Use capital letters and full stops • Use question marks and exclamation marks when needed • Use apostrophes for possession and contraction • Use commas for lists and fronted adverbials • Use speech marks correctly • Spell words correctly that I know how to spell and use a dictionary for those I don't • Use paragraphs • Use continuous, cursive handwriting

We fully understand that, for some children, these non-negotiables can feel more challenging, particularly within Key Stage 1. In this situation, we would ensure that these children are given a set of non-negotiables relevant to their individual need.

APPENDIX 2

Our understanding of **independent writing** is taken from the STA guidance for independent writing which states:

'Writing is likely to be independent if it:

● *emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about*
● *enables pupils to apply their learning independently, possibly with an element of choice, for example writing from the perspective of a chosen character*
● *has been independently edited and / or redrafted by the pupil. This may be in response to self, peer, or group evaluation*
● *is produced by pupils who have independently drawn on classroom resources such as dictionaries,*
thesauruses, word banks, classroom displays, books or websites for support or ideas
● *is informed by clear learning objectives and limited success criteria which are not over detailed and do not over-aid pupils*

Writing is not independent if it has been:

● *modelled or heavily scaffolded*
● *copied or paraphrased*
● *supported by success criteria that are over-detailed and over-aid pupils*
● *edited as a result of direct intervention by a teacher or other adult, for example where the pupil has been directed to change specific words for greater impact, or where incorrect or omitted punctuation has been indicated*
● *produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text.'*

We recognise that some children may find it difficult to remain independent when writing longer pieces. In these instances, the teacher will evidence when or how they have been supported through marking stamps. We also recognise that independent writing will not only happen during this stage. Children may produce pieces when in the 'Practice' stage, within topic sessions or as the result of a one off stimulus.

APPENDIX 3

For greater depth writing, simply ADD LOV(V)E:

Audience and purpose
Derived from reading
Developed through spoken language
Levels of formality
Organisation
Vocabulary
Variation of sentence structure to suit purpose
Editing for accuracy and enhancement

(Herts for Learning – Mastering Writing at Greater Depth – Bushnell, Gill, Waugh)

Appendix 4

Drama techniques

'For children who are particularly struggling with writing, and those who have become disaffected by failure, drama can be a lifeline for re-engagement and for building up their self-esteem and belief in themselves as writers'

3D Living Pictures

Bring pictures to life through freeze frames, thought tracking and improvisation.

Read More

Action Clip

Bring freeze frames to life in just a few moments.

Read More

Conscience Alley

One person walks down an alleyway made by the group and listens to thoughts or advice.

Read More

Cross-Cutting

Cross-cutting (also called split-screen) is a drama technique borrowed from the world of film editing, where two scenes are intercut

Read More

Developing Freeze Frames

How to use drama techniques such as freeze frames across the curriculum.

Read More

Flashbacks and Flash Forwards

Performers in a scene are asked to improvise scenes which take place seconds, minutes, days or years before or after

Read More

Freeze Frames

The use of body-shapes and postures to represent characters or objects.

Read More

Forum Theatre

A technique pioneered by Brazilian radical Augusto Boal. A play or scene, usually indicating some kind of oppression, is shown

Read More

Hot Seating

A character is questioned by the group about his or her background, behaviour and motivation.

Read More

Narration

Narration is a technique whereby one or more performers speak directly to the audience to tell a story, give information

Read More

Role on the Wall

Role on the wall is a collaborative activity for developing thoughts and ideas about a character.

Read More

Role Play

Role play is the ability to suspend disbelief by stepping into another character's shoes.

Read More

Soundscape

The leader or one member of the group acts as conductor, whilst the rest of the group are the 'orchestra'.

Read More

Spotlight

Spotlighting is a useful teaching technique for sharing improvised drama when you have divided the class into smaller groups. When

Read More

Storytelling

Storytelling is one of the simplest and perhaps most compelling forms of dramatic and imaginative activity. A good place to

Read More

Tableaux

In a tableau, participants make still images with their bodies to represent a scene.

Read More

Teacher in Role

Teacher in role (TiR) is an invaluable technique for shaping the dramatic process and developing students' learning. Simply put, the

Read More

Thought Tracking

A way to speak aloud the thoughts or feelings of a character in a freeze-frame.

Read More

Whoosh! Bringing Stories Alive through Drama

An interactive technique in which participants become characters and objects in a story as it is told.

Read More

Find out more at: https://dramaresource.com/drama-strategies/