

Writing Policy



Intent

Here at Westroyd it is our intent to provide children with key transferrable writing skills to build on year on year. We believe that writing is a key skill for life both inside and out of education and that is why it features across all the subjects taught across our school. Children will write for a range of purposes and audiences while their love of writing grows as we provide children with a range of engaging hooks to capture their imagination. We aim to provide the children with real, relevant and purposeful reasons for writing and believe that this not only produces higher quality writing, but allows our learners to apply their skills to a range of different contexts.

Writing in EYFS

Within early years, we use a variety of strategies to aid the physical development of our writers to ensure they can progress through KS1 with the fundamental skills required to become proficient, confident writers. Children are provided with a range of activities within areas to aid the development of fine motor skills such as scissor skills and dough disco to improve finger strength and dexterity. These activities, coupled with daily handwriting and opportunities for mark making, lay the foundations for children to develop a love for writing at the earliest stage of their school life.

- Our EYFS writing process, rooted in Talk for Writing (T4W), engages children in story comprehension, imitation, innovation, and invention to develop their early literacy skills. First, children are introduced to a story through visual aids, simplified language, and props, which provide a foundation of story elements and structure. In the **Imitate** phase, the teacher uses T4W actions and Makaton to retell the story, guiding children in re-enacting key language, nouns, and verbs through “My turn, your turn.” This phase includes drama techniques, such as hot seating, to deepen engagement, followed by collaboratively creating a story map with symbols and visuals. Initially scaffolded, this activity becomes more independent over time.
- By spring, sentence work is introduced, where teachers model sentence construction and address misconceptions, generating class success criteria through visual aids, and supporting children in group sentence work. In the **Innovate** phase, children creatively adapt the story by altering elements like characters and settings. Through “boxing up” the story structure, the teacher models adaptations using post-it notes on the story map, fostering brainstorming and guided retelling with the new elements. Children then depict these changes in pictorial story maps, labeling new characters or settings. Finally, in the **Invent** phase, children create original story sections, like a new problem, using the boxed-up framework. Teachers guide this inventive writing process by modeling idea generation, sentence structure, and creative problem-solving. This approach builds children’s literacy skills, narrative understanding, and confidence in story creation.

KS1 and KS2

Our writing curriculum supports children to write for real purposes with a clear audience. We have developed our long-term plans to ensure skills and genres are built upon and enhanced throughout each year group, each year. The curriculum is based on class texts, real-life experiences or topic-based hooks that are used to motivate, inspire and support understanding across the curriculum.

We deliver our writing lessons with a clear and consistent structure throughout school based upon the principles of teacher modelling and practice. We believe

Lesson Sequence:

<p>Analyse (1 to 2 lessons)</p> <p>Why is this/are these a good example?</p> <p>Who are the audience? What is the purpose?</p> <p>What makes this effective?</p>	<p>Introduce your stimulus- what is the context for your writing? <i>Extract from your book? Video? Specific part of your topic? Can you include a <u>hands on</u> experience as part of this?</i></p> <p>Introduce your genre and text type</p> <p>Read your WAGOLL</p> <p>Identify Audience and Purpose- who would want to read this? Why has it been <u>written?</u>- how can you tell?</p> <p>Identify parts which are effective/you enjoyed</p> <p>Identify key features/focus on paragraphs</p> <p>New SPAG features/skills do not need to be a focus of this lesson</p>
<p>Practise</p> <p><i>In the practice stage, teachers should work using the concept- define, apply, master.</i></p> <p>Define- what is the skill? Identify and use the skill in isolated sentences.</p> <p>Apply- Can I use the skill in context related to my writing?</p> <p>Apply- Can I use the skill within a paragraph or longer piece of writing, in context, linked to my writing.</p>	<p>Progression of skills – Model and practise of the skills we have introduced</p> <p>Lesson a1 – Skill 1- define: What is the skill? Use skill in isolation</p> <p>Lesson a2 – Skill 1- apply: Begin to use the skill in context- identify the skill within the WAGOLL</p> <p>Lesson a3 – Skill 1- apply: Use the skill as a focus within a paragraph linked to your text type</p> <p>Lesson b1 – Skill 1- define: What is the skill? Use skill in isolation</p> <p>Lesson b2 – Skill 1- apply: Begin to use the skill in context- identify the skill within the WAGOLL</p> <p>Lesson b3 – Skill 1- apply: Use the skill as a focus within a paragraph linked to your text type</p> <p>Lesson c1 – Skill 1- define: What is the skill? Use skill in isolation</p> <p>Lesson c2 – Skill 1- apply: Begin to use the skill in context- identify the skill within the WAGOLL</p> <p>Lesson c3 – Skill 1- apply: Use the skill as a focus within a paragraph linked to your text type</p> <p>Repeat again if using 4 skills</p>

children should be exposed to as much high-quality modelling from their teachers as possible within each and every lesson, mixed in with lots of opportunities to try, practice and apply Children are taught how to ‘think like an author’ and therefore develop the confidence that they too can turn their ideas into great pieces of writing. Our writing sequence is underpinned by selecting genres which fit in with class novels, topics or experiences. These carefully selecting genres provide rich contexts for the children to generate ideas they are proud of and eager to use within their writing.

Within each writing sequence SPAG and language skills are carefully chosen to provide children with appropriate opportunities to apply their skills and enhance their writing. These skills are delivered using the concept: define, apply, master.

Define- what is the skill? Identify and use the skill in isolated sentences.

Apply- Can I use the skill in context related to my writing?

Master- Can I use the skill within a paragraph or longer piece of writing, in context, linked to my writing.

	<p><i>Lessons b, c and d should build upon previous skills taught and incorporate them into the apply lessons.</i></p> <p><i>Define skill lesson does not need to be taught if teacher believes the skill has already been embedded in previous units</i></p>
<p>Plan</p> <p>What vocabulary am I going to use in my writing?</p> <p>What is the structure going to be?</p>	<p>Teacher models planning using a range of scaffolds eg, word mats, WAGOLL, previous lessons in sequence</p> <p>Plan writing in a ping pong style between teacher and children</p> <p>Children are given the opportunity to peer assess and magpie throughout planning lessons</p>
<p>Draft</p> <p>Can I use my plan and knowledge to draft my final piece?</p>	<p>Early work – Drafting stage- Ping pong write.</p> <p>Use plan/scaffolds throughout drafting lessons</p> <p>Peer marking should be a feature of the end of a drafting lesson.</p>
<p>Review, edit, improve</p> <p>What would make my writing better?</p>	<p>Show a paragraph from the class to up-level together. Identify what is lacking and misconceptions related to SPAG.</p> <p>Children respond to edits</p> <p>Children respond to teacher suggestions/feedback</p> <p>Once written, introduce genre checklist for children to self-assess.</p> <p>Using purple pen children can go back and put in a skill they might have missed.</p> <p>Draft, review, edit, improve should be a continuous process over at least 2 lessons</p>
<p>Hot Write</p> <p>Can I present a final version of my text well?</p>	<p>Children Hot Write independently with a copy of their draft.</p> <p>Opportunity to focus on handwriting</p>

Once we have embedded the skills required for a particular piece of writing, children will plan and draft their writing in a ping-pong style (I do- you do) with their teacher. Throughout the planning and drafting process, editing is explicitly taught to the children so they can respond confidently to both oral and written feedback. After creating their draft, children will then write

their final piece, their ‘hot write’.

Everything we write in our classrooms relates back to the overall learning. Whether this is topic or text based (or both) we model our writing accordingly.

Units of writing may last between two and three weeks. Writing lessons take place four times a week, although not all of these lessons may always contain writing.

We believe in all writing lessons children should:

- See high quality examples of texts
- orally rehearse their ideas
- develop vocabulary
- develop grammar and punctuation knowledge
- edit their work
- improve their work
- read their own work aloud to others and listen to the work of others

We believe in all writing lessons adults should:

- Model the act of writing
- Model the act of editing and improving
- Provide feedback to children (orally where possible)

Working walls provide children with support in their writing. Working walls are situated in full view of all children. The purpose of the working wall is to support learning, not celebrate. Working walls contain examples of vocabulary, grammar and punctuation that children can use, built-up during teaching.

We believe investing so much into the process for each piece of writing, our children will love writing lessons at Westroyd, believe they can be great writers and ultimately enjoy being successful.

Implementing the Key Writing Strands:

1. Transcription (spelling and handwriting)

At Westroyd Primary School and Nursery we believe handwriting is a lifelong skill key to develop a lifelong learner. Teachers aim to teach handwriting to promote a high standard of presentation in order to communicate in a variety of ways with a range of audiences. We believe children must understand the importance of clear and neat presentation in order to communicate effectively and fluently. Handwriting skills are taught and practised using whole class as well as group and individual approaches using the Penpals handwriting scheme. All adults will provide models of the correct letter formation at all times, using school script in line with Penpals. All adults will use specific pens when writing to ensure consistency across school. Dough disco, finger gym and movement play activities will be used in our early years and key stage one to help develop fine and gross motor skills.

At our school, we believe that a strong foundation in spelling is essential for becoming a successful writer. From Year 1 through Year 6, we have implemented **Spelling Shed** as a key resource to support our students' development in this crucial area. By engaging with Spelling Shed, students not only enhance their spelling skills but also build the confidence and accuracy needed for effective communication. We believe our approach enables our children to spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. We are committed to providing this structured, enjoyable approach to spelling, ensuring that our learners are equipped with the tools they need to excel in writing and beyond.

2. Composition (articulating ideas and structuring them in speech and writing)

Our intent for the teaching of composition in both KS1 and KS2 is to empower every child to articulate their ideas clearly and structure them effectively in both speech and writing. We aim to develop confident communicators who can express themselves creatively and purposefully. By fostering a deep understanding of how language works, we encourage our students to organize their thoughts, plan their writing, and adapt their ideas for different audiences and purposes. Through a progressive curriculum, we ensure that all learners have the skills to craft coherent, structured pieces of writing and to engage in thoughtful, articulate discussions.