

## Writing Policy

### Our Intent

We are dedicated to creating a culture of writing for pleasure. Everyone at Rainbow Forge Primary Academy is a creative, thoughtful and purposeful writer. Our research-based curriculum facilitates children to become confident, independent book-makers, whose work is published and celebrated. Children learn how to spell, building their knowledge of etymology and morphology rooted in a secure grounding in phonics. Grammar is taught effectively; it is applied and examined in the context of real compositions, creating writers who truly understand the craft of developing a text with the audience in mind. Teachers are tenacious assessors with high expectations. Every lesson is utilised to move children forward in their knowledge and skill as a writer, whatever their starting point.

### Writing for Pleasure – The rationale

At Rainbow Forge Primary Academy our approach to writing is based on The Writing for Pleasure Process (Ross Young and Felicity Ferguson). This process was formed following a rich literature review based on:

- Extensive research into the most effective writing instruction including meta-analyses of multiple studies.
- Existing case studies of what the best performing teachers of writing do that makes the difference.
- Research summaries from reputable literacy charities and associations.

This review identified the fourteen enduring and interconnected principles of world-class writing teaching. These practices have, for a long time, been associated with high levels of student achievement and feelings of pleasure in being a young writer.

1. Build a community of writers
  2. Treat every child as a writer
  3. Read, share, think and talk about writing
  4. Pursue authentic and purposeful writing projects
  5. Teach the writing processes
  6. Set writing goals
  7. Be reassuringly consistent
  8. Pursue personal writing projects
  9. Balance composition and transcription
  10. Teach daily mini-lessons
  11. Be a writer-teacher
  12. Pupil-conference: meeting children where they are
  13. Literacy for pleasure: connect reading and writing
  14. Interconnect the principles
- (Young & Ferguson 2021)

## **The writing process**

Children work on a class project which is planned and instructed by the teacher. Each child has the freedom to decide their own content within a given genre. Alongside their class project children have a personal writing project which they are given responsibility to produce each day once their class project has been worked upon.

| <b>Writing for pleasure process –between 21 and 31 days – focus will be on a text type</b>  |
|---|
| <p>Generating ideas</p> <ul style="list-style-type: none"><li>• Children read a range of model texts in the focus text type</li><li>• The product goals are identified collaboratively and a poster is created</li><li>• An ideas party is held for children to clarify what they will write about. <i>Every child will write about something different based on the text type.</i></li></ul>   |
| <p>Planning</p> <ul style="list-style-type: none"><li>• KS1: Book makers plan their text by drawing a picture on each page of the book, discussion and detail is encouraged to support children in their thought process.</li><li>• KS2: A planning format from the Wfp plans will be used.</li></ul>   |
| <p>Drafting</p> <ul style="list-style-type: none"><li>• Over a few lessons, children write out the main basis of their text. This is facilitated through a mini lesson each day, teaching an aspect of the text for children to try out. By the end of these lessons, children will have a complete first draft.</li></ul>  |
| <p>Revising and checking</p> <ul style="list-style-type: none"><li>• In this series of lessons, children are taught effective craft moves to improve their writing. For KS2, these are explored by the children on the right hand page of their literacy book.</li><li>• Book makers were more closely walked through each sentence they have written in the drafting stage and are editing for punctuation and improving individual words.</li></ul> |
| <p>Publishing</p> <ul style="list-style-type: none"><li>• With a focus on handwriting, children publish their books and texts in a meaningful way and share them with others.</li></ul>   |

## **Teacher Planning**

Teachers must use the Wfp Planning guidance and proformas (EYFS, KS1 and KS2)

All planning follows the Wfp Class Projects found on the website. This is discussed as a phase to identify the most pertinent mini lesson for the cohort based on need. The planning is then made available on Rainbow Forge SharePoint at least a week prior to the project beginning. All adults who will support in the room must have read this and understand their role.

See appendix 2 for example of planning format. See SEND heading below for adaptations.

## **The learning environment**

Teachers and teaching assistants hand write all learning environment resources onto flip paper, this should be displayed in a neat, clear way that is useful to the children.

Each classroom must have:

- Class publishing house menu with children assigned as experts in certain genres
- Class responsibilities poster
- Model texts for the genre currently working on
- Personal writing journals or personal writing folders
- Grow the Code phonics posters
- The writing process displayed with the agreed icons (Appendix 1)
- FS2: a box for children to place class projects when finished for the day
- EYFS: Kid writing poster

Then as the unit progresses, teachers will add:

- Model texts for the genre being studied (real world, teacher created or from the Writing for Pleasure planning)
- Product goals, with icons/pictures to illustrate
- Ideas party
- List of what each child is writing (writing register)

Children resources

- EYFS: A4 stapled books readily available in the writing area, a wide choice of pens and pencils, A Personal writing project folder to store all books created that term.
- KS1: A mixture of A4 landscape, A4 portrait and A4 portrait books stapled ready (for children to be directed to based on ability), sharp pencils, colouring pencils, rubbers and rulers on each desk, A Personal writing project folder to store all books created that term.
- LKS2: A literacy book for class projects, with a title page and product goals, double page spread clearly marked with the left as a writing page and the right hand side as a 'Try it out' page, A4 portrait books stapled ready (larger for SEND), sharp pencils, rubbers and rulers on each desk, A Personal writing project folder to store all books created that term.
- UKS2: A literacy book for class projects with a title page and product goals, double page spread clearly marked with the left as a writing page and the right hand side as a 'Try it out' page, Personal writing journal each, sharp pencils, pens, rubbers and rulers.

## **Children's planning**

### **Drawing**

*Drawing is not a rehearsal for writing: drawing is writing* - Horn & Giacobbe (2007)

For children in Nursery, FS2, KS1 and LKS2, drawing, along with talking, is a form of planning. In nursery, children learn that their book is only finished when every page has a picture and some writing on it. On leaving FS2, children understand this is the expectation and are able to produce books like this independently.

### **Other Planning Techniques**

These are introduced as the children develop For example: Idea hearts; What do you know?; Top fives and top tens; I'm an expert in; Webbing; Classification trees and Five finger planning. Details on all of these are found in the WfP planning documents.

### **Drafting**

This is a sequence of lessons which allow children to write the main skeleton of their story or non-fiction piece. They are not overloaded with craft moves and detail at this stage; the aim is to have the storyline clear before focussing on improvement in the revision stage.

Key stage 2 draft into books and each lesson should be recognised with a short date in the margin.

## **Revising and Checking**

At Rainbow Forge Primary Academy, children learn that no piece of writing is ever finished on the first attempt. Editing is not an optional extra, it is where authors put the most effort to ensure their audience is captivated and entertained by their writing.

EYFS: The focus is on checking their book is finished, every page has writing and an illustration. Their book has a front cover title, author's name. As children learn to write conventionally, conferencing will be held 1:1 with children during the revising stage where segmenting for spelling is taught.

KS1: As children become confident with writing sentences checklists are introduced. These will contain the basics of punctuation for children to take responsibility to check and correct. They are taught how to identify a temporary spelling and to return to correct. The checklists will also include personal targets for individuals.

KS2: The revising process takes greater precedence as children are taught complex sentence structures and a wide range of effective grammar. They are taught to 'have a go' using a range of craft moves on the right hand side of the page. They then use a \* or numbering system to embed any chosen moves into their final written piece on the left. They will be given opportunity to write this as a fluid text when publishing. Their checklists also contain a personal target to ensure each child makes progress towards their own goals.

Each mini lesson that focusses on a revising strategy should be given a title on the 'Have a Go' page.

## **Lessons**

| <b>The Lesson - Writing Workshop</b>   |  |
|--|--|
| <u>Mini Lesson 10 - 15 minutes</u>   |  |
| <ul style="list-style-type: none"> <li>• Where children learning something about writing</li> </ul>  |  |
| <u>Writing Time 40 – 50 minutes</u>  |  |
| <ul style="list-style-type: none"> <li>• First few minutes quiet focussed writing on class project based on mini lesson. Adults are writing in their journals.</li> <li>• Adults now move to start conferencing with individuals or small groups</li> <li>• As children complete the writing on their class project, they move to continue their personal writing projects.</li> </ul> |  |
| <u>Class sharing &amp; Author's chair 10 – 15 minutes</u>  |  |
| <ul style="list-style-type: none"> <li>• An opportunity to share and talk about their writing.</li> </ul>  |  |

## **Mini-lessons**

Mini-lessons are orientated towards showing children things that other writers do when composing their books to make them exciting, successful and memorable. The children are then invited to try the same things in their class project. These mini lessons incorporate the grammar teaching.

Teachers must utilise the Wfp plans, mini lessons should be selected based in need of the cohort. There should broadly be consistency across the phase, however there may be occasions where mini lessons are adapted to the needs of the class.

Children who have struggled to grasp a mini lesson should be caught up immediately with a small group focus conference to guide them in using the craft move in their class projects.

### **Personal Writing Projects**

At any one time children are working towards a class project and also a personal writing project.

This is an essential element of the process and enables children to build stamina and confidence. They should use personal writing projects to write about the things they are passionate about. They have freedom to write what they like.

Children establish how to use personal writing journals and personal book making folders with a week of dedicated lessons at the start of each academic year using the Wfp Personal Writing project Launch Plans. This is reviewed and reminded regularly.

Children are given the opportunity to publish one out of every four personal projects. They are given the freedom to publish this as they wish and share with an appropriate audience. Published books are celebrated during author's chair.

***Quality is assured through weekly conferencing. Teachers read a fifth of their class's personal writing projects a day. They then provide feedback and guidance to these children the following day.***

### **Authors chair – 10-15 minutes**

This is children's opportunity to read aloud their work. This daily activity enhances the learning in a number of ways:

- Promoting articulation and confidence
- Maintaining focus on the audience as children write
- Ensuring high standards as there is a knowledge this writing will be shared
- Additional opportunity for assessment as the teacher and TA listens
- Opportunity for the audience to magpie effective craft moves
- Building the sense of a community of writers within the class
- Driving children to produce their best work
- Opportunity for children to test out craft moves. Did their writing have an effect on the audience?

### **Assessment**

Assessment starts with a relevant and targeted product goals list. Children are taught all new craft moves on this list and reminded of those already taught through mini lessons.

We know timely, relevant, verbal feedback, with time given for children to act on this immediately is the most effective. Therefore, following each mini-lesson teachers hold conferences with individuals and small groups where assessment for learning is used and in the moment adaptations and clarification, additional modelling or support can be implemented. Children should have multiple conferences over the project with the more vulnerable pupils having the most to promote progress. When adults give children verbal feedback in a conference they should glue in a conference slip. If that child is assessed on the Birmingham Toolkit teachers write BTK Step\*.

Teachers do not write corrections on the children's drafts, as the child will review themselves. Teacher marking is on the checklist against the product goals.

Checklists are used during the review. Children self assess against these goals. Once the child has reviewed the teacher will then mark against this checklist. These contain all the product goals and may contain a personalised target. For children being assessed using the Birmingham Toolkit, at least one aspect from their writing continuum will be identified on their checklist. If the child is able to use this personalised goal it independently in their writing they receive a progress smiley face and 5 dojos.

Conferencing and feedback is also given to personal writing projects. Teachers ensure children have at least one conference per week in one of their books.

As children are all writing their own individual texts about their chosen subject, there is no risk of teachers over modelling and scaffolding. The writing for pleasure process allows all writing to be formally assessed, whether it is in a class project, personal project, in a literacy book or book making. Teachers use the end points identified on the concept progression map and mark these as achieved on DCPro.

## **SEND**

Children who are working at EYFS or KS1 level in KS2 will work on a book making approach in both class project and personal writing projects. This can be within literacy books and personal writing journals depending on the child's preference.

Children who are working at least 2 years behind the age related expectation in writing are assessed using the Birmingham Toolkit (BTK). For these children, small steps of progress are tracked on a paper copy of the writing continuum which is attached to their literacy book or writing folder. These targets are often non-genre specific and children should know which target they are aiming towards in their writing. Depending on the age and ability of the child this may be in the form of an additional checklist or a visual reminder placed in front of them. They should be exposed to and taught the age related product goals, but conferencing for these children should focus on their personal BTK targets.

Additional adaptations for children with literacy specific difficulties may include:

- Talking tins for oral rehearsal
- Sentence maker cards to aid grammatically correct sentences
- Vocabulary banks
- Individual Grow the Code phonics mats
- Typing extended pieces of writing

## **Publishing**

All class projects are published and distributed to the appropriate audience. How and where to do this should be a collaborative exercise with the children.

Publishing ideas include:

- Making a book
- Creating a leaflet
- Writing over an image
- Creating a class anthology
- Word processing

Distributing to an audience ideas include:

- Sharing with a younger class in school
- Inviting parents to a themed reading
- Delivering to a local community group (eg. care home or toddler group)
- Delivering to a local business (eg. Hairdressers, take away, book shop)
- Posting to local houses, leaving in the library, leaving on transport.
- Posting to a pen pal, or person of interest (eg. MP, sports personality, author)

If children have shared with the public, teachers must ensure safe contact details (teacher email address or links to Rainbow Forge accounts on twitter and facebook) are left to encourage the audience to share their enjoyment with the children.

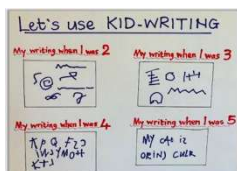
A publishing party is held in the classroom to celebrate their achievements.

Teachers must take a photocopy of all published pieces which are given away to ensure a record is kept.

1 in 4 personal projects should be published in a way the child chooses.

## **Nursery**

A core principle at Rainbow Forge Primary academy is teaching children that their ideas are fascinating, and they have the power to share these with an audience whatever their age and ability.



Kid writing is taught to empower our youngest children to write and retell their stories. Teachers model mark making into hand made books and tell these stories to the class. Opportunity is given for children to have a go at this approach and encouraged with daily authors chair time. Adults in the provision hold conferences with the children choosing to book make where the focus is on celebrating the ideas and scaffolding the verbal retelling of the story. As children learn the letter of their name they are encouraged to write this on their creations, they also learn the vocabulary of bookmaking, understanding the purpose of a front cover, title and how to share with an audience.

As children learn the graphemes and skill of segmenting in FS2 they are taught to incorporate letters into their writing, supported by their Grow the Code mats and adult led instruction.

## **Active Spelling**

Phonics is the basis of children learning to spell and this is taught systematically using Little Wandle throughout FS2 and Y1. In Y2 children begin Active Spelling.

### **The lessons**

Each lesson begins with a review slide, where children's knowledge of previously covered spelling patterns and rules is recalled. Children are asked to write 6 words; the first two are words learnt the

day before, the next two are words learnt in the same lesson last week and the final 2 are words taken from statutory lists, tricky word lists or spelling patterns covered in preceding years/terms. Teachers can control these two words and tailor to the needs of their class. The teacher will then move on to introducing two new words, following a spelling pattern each week. Children will be encouraged to use morphology to explore how the words are made up (prefix/root word/suffix), orthography to explore how the words look (ascenders, descenders, words within words), phonology to explore how the word sounds, etymology to explore where the word comes from and finally graphology to explore the way the word feels to write. The teacher will then introduce 2 sentences, including the two new words for the day, with mistakes in them. Children will work together to find those mistakes. Finally, they apply their knowledge by writing two high quality sentences of their own, using the two spelling words for that day.

### **Ensuring coverage**

Spelling lists are provided within the Active Spelling scheme, which effectively maps out the spellings which are to be introduced each week. This enables teachers to make sure that all spelling rules are covered appropriately.

## **Handwriting**

Early gross and fine motor skills are the building blocks to beautiful handwriting, therefore children from age 2 have carefully planned physical activities to foster hand and arm strength and coordination. Children are given opportunity to mark make in a variety of ways; on the floor, at desks, at easels and in sand trays. As children move through Nursery they begin to copy large repeated patterns using a range of materials and objects.

When children are ready to learn to write letters in FS2, this is taught alongside the phonics using the Little Wandle letter formation phrases. Once all letters have been learnt they will be returned to in letter families. Children in Y1 and 2 continue to learn formation to ensure they are secure in this before learning cursive script.

In KS2 handwriting lessons focus on correct cursive formation and build to ensure stamina and pace when writing.

### **Additional Support for handwriting**

Children will be identified for the Warwickshire Fine Motor intervention if they are struggling to form letters correctly. Children in Y5 and 6 who have persistent difficulties due to difficulties or disabilities may record longer process of writing using a laptop.

### **Documents and resources to be used alongside this policy:**

Planning and guidance documents on the Writing For Pleasure website. All teaching staff have full logins to access all resources.

Rainbow Forge Concept progression map

DCPro writing objectives and BTK objectives

### **References**

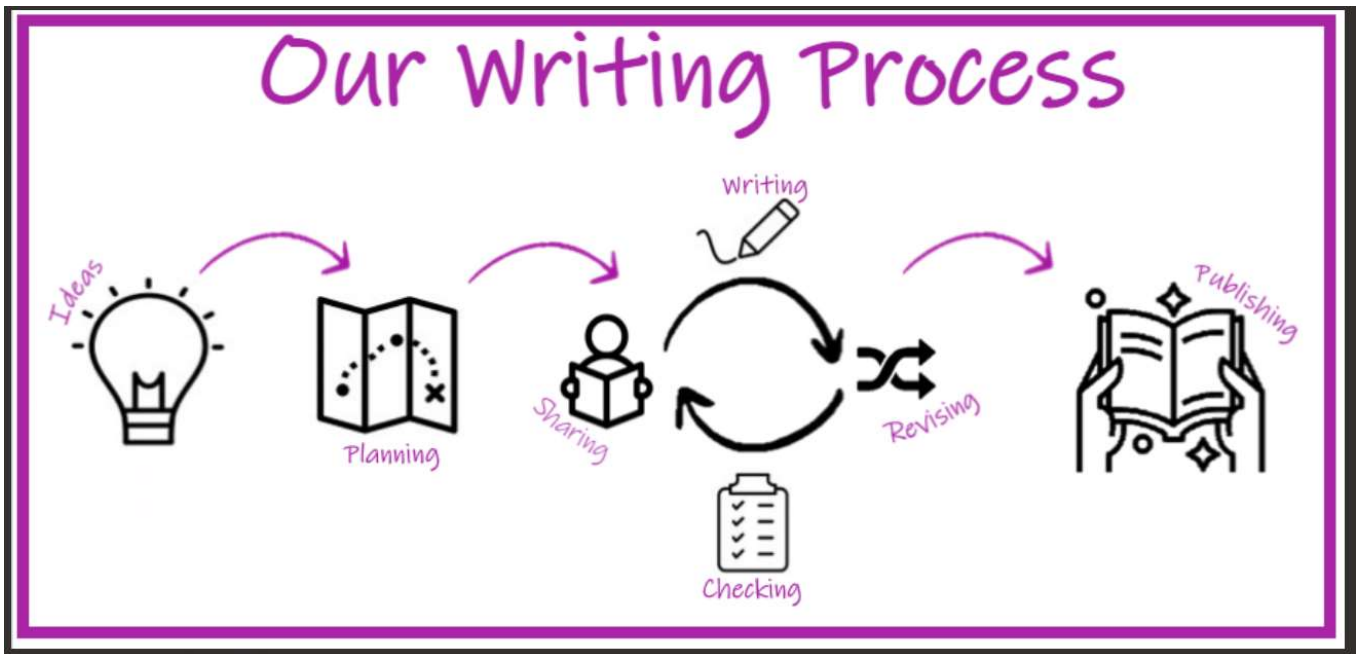


Wood Ray, K., Glover, M. (2008) *Already ready : nurturing writers in preschool and kindergarten*, Portsmouth, NH: Heinemann

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Young, R., Ferguson, F. (2020) *Real-World Writers: a handbook for teaching writing with 7-11 year olds* London: Routledge

### Appendix 1 – Icons to be used in all classroom displays



Appendix 2 – example of KS1 Book making week planning.

| Day 1  | Day 2   | Day 3   | Day 4  | Day 5  |
|--|---|---|--|--|
| <p><b>Mini-lesson</b></p> <p>Teach a mini-lesson on making a great front cover. Then, in subsequent days, teach about drawing and drafting on each page. You can also teach functional grammar lessons. Eventually, move onto to mini-lessons related to revising against the <a href="#">product goals</a>.</p> <p>Towards the end of the project teach mini-lessons on proof-reading, handwriting or touch-typing.</p> | <p><b>Mini-lesson</b></p> <p>Teach a <a href="#">mini-lesson</a> that is going to be useful to the children during that day's book-making time.</p>   | <p><b>Mini-lesson</b></p> <p>Teach a mini-lesson in response to what you've seen your children need instruction in most.</p> <p>Pupil conferencing will help you know exactly what they need. This will be different for different classes.</p> | <p><b>Mini-lesson</b></p> <p>Don't plan your mini-lessons too far ahead.</p> <p>Mini-lessons need to be responsive to what you see your children need instruction in most.</p>   | <p><b>Mini-lesson</b></p> <p>Teach <a href="#">functional grammar mini-lessons</a> on things you need the children to use from the <a href="#">framework</a>.</p> <p>After the mini-lesson, invite children to try using what they've learnt about during book-making time.</p>    |
| <p><b>Book-making time</b></p> <p>What's the process goal for this session?</p> <p>Silence – write yourself for 5 minutes at one of the class' tables.</p> <p><a href="#">Pupil-conferencing</a> for the remainder.</p> <p>Ensure children have time to both write in silence and talk about their developing pieces with their peers.</p>   | <p><b>Book-making time</b></p> <p>What's the process goal for this session?</p> <p>Make a note of things you have to discuss time and again during pupil-conferencing.</p> <p>If you need to, teach an additional mini-lesson during book-making time do so.</p> <p>Use your notes to decide what needs to be taught as a mini-lesson the next day.</p> | <p><b>Book-making time</b></p> <p>What's the process goal for this session?</p> <p>Don't be afraid to stop book-making time to teach another mini-lesson if you feel your children really need it.</p>  | <p><b>Book-making time</b></p> <p>What's the process goal for this session?</p> <p>If the majority of your children are unable to write independently during book-making time – something is wrong. Consider what it is and teach a mini-lesson on it or create a resource to help them.</p> | <p><b>Book-making time</b></p> <p>What's the process goal for this session?</p> <p>Stop book-making time quite regularly and ask children to read what they've written so far. Also give them an opportunity to share with others. Then back to very quiet pupil-conferencing.</p> |
| <p><b>Class sharing /Author's chair</b></p> <p>Let children share their writing with each other at their tables before you start author's chair.</p>   | <p><b>Class sharing /Author's chair</b></p> <p>During author's chair, ask the child to 'warm up' their text by letting everyone know what it's about before they begin.</p>   | <p><b>Class sharing /Author's chair</b></p> <p>After a child has shared, ask if someone can explain what the book was about.</p>  | <p><b>Class sharing /Author's chair</b></p> <p>Invite children to share what they liked about the piece they heard and what they think needs work.</p>   | <p><b>Class sharing /Author's chair</b></p> <p>Sometimes, ask the children what they feel they might need a mini-lesson on tomorrow.</p>   |