



Writing policy

Writing in FS

Writing is encouraged in all areas of learning throughout FS. In nursery and the under 2's provision, the foundations for writing are laid, by encouraging messy play and large arm and hand movements. Before leaving our nursery, all children are taught how to correctly hold their pencil, ready for further learning in FS2. In FS2, children are taught the skills they need in order to write a simple sentence. Children are increasingly encouraged to write independently and have independent writing books which they access in provision alone, alongside guided writing with a teacher twice a week.

Writing Process from Y1-Y6

All units of writing will provide opportunities for children to look at poetry alongside another text-type. Units of writing vary in length, from 1 week to 3 weeks. In longer units, children will produce several written pieces of work. Each unit of work will be structured differently, appropriate to the age of the children and the unit being worked on. Some of what may be included is listed below:

- In some units, the teacher will choose a link poem to be analysed and poems will be written by the children inspired by this poem. The poem may be linked to the topic being written about that unit, the theme of the writing or the mood. Children will focus on figurative language here and learn more about choosing appropriate vocabulary for the context.
- In every unit, the teacher will work on some grammar related work through the Active English approach. At this point, teachers are free to choose the context of the learning. Children may complete some stand along grammar practise exercises, as well as longer extended pieces of writing to practise the application of the skill. They may use images or videos as stimulus and can use drama to enhance learning if appropriate.
- Teachers will present children with examples of texts of the text-type they will be producing at the end of the unit they are studying. They may analyse the genre or grammatical features of the text, or both. As a class, a success criteria for the text type will be created and displayed on the working wall. They may also be provided with a WABOLL to improve using the success criteria and new knowledge of the genre. Example texts may be written by the teacher, or taken from Pobble. Once children are confident of the features, they may critique writing of other children (from Pobble) and assess against the success criteria which has been produced by the class.
- Children will plan their own writing, based around a class' theme or whole class book. In non-fiction, writing is planned using success grids, which are differentiated to the ability of the child. In fiction, other planning structures may be used, including story mountain, boxing clever, mind maps, flow charts and more. The planning format can be chosen by the teacher appropriate to the children's needs. During planning, additional vocabulary work will be done, which may include clines to assist children in vocabulary choices when writing.
- Children write their final piece using their planning to help. Teachers model writing at this stage (on a different topic) not only to demonstrate how to turn planning into a coherent piece of writing, but also to model the grammar focus taught in the unit and revisit any other aspects of grammar which teachers notice need attention. Children then write their piece of work independently. Children are presented with a differentiated success criteria, dictionaries, thesaurus' and writing toolkits to help them to write.
- The teacher models editing a particular focus to the class, and the class practise editing a child's work on the board. They then return to their own work and edit that specific feature. Older children may focus on editing and improving several aspects at once. Children are challenged to become increasingly mindful of the effectiveness of their writing and language choices at this stage, editing to improve this, and less of the mind-set that 'I've got it in, so I don't need to change it'. eg Children may have used a semi-colon, but



that doesn't mean it's been used in an appropriate place or that it creates an effect on the reader by it being there.

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- The final stage of any unit is **Publish**; however, this may not be included on all journeys. Where it is, it should not be written in English books - teachers should think creatively about how this is done. For example, creating a class anthology of poems or a class book of Greek Myths.

Marking in writing - FS

In nursery and FS, all writing is assessed using Development Matters and statements are marked against. All support which has been given by a teacher is clearly annotated and initialled. A next step is identified on each piece of writing.

Marking in writing – Y1-Y6

Skills lessons

Stickers will be used to show the child what they have done well (smiley face next to the sticker) and what they need to work on (T next to the sticker)



Writing (both assessed and non-assessed)

- A grid will be stuck into books, under the finished writing. Teacher will tick items done correctly, put a T next to the target for next time and choose a few spellings for the child to correct in the lower lines.

Rainbow Forge Primary Academy A L.E.A.D. Academy			
Spellings to practise:			



Planning

Writing is planned on the planning proforma as seen below. Experienced teachers only need to produce the pacing grid at the top, outlining the sequence for the unit. RQTs need only create the pacing grid, plus additional comments. NQTs or trainee teachers need to produce full lesson by lesson planning.

English Plan

Year Group		Week Commencing	
Teachers		Outcome	
Audience		Purpose/Effect	



Monday 7th	Tuesday 8th	Wednesday 9th	Thursday 10th	Friday 11th
Monday 14th	Tuesday 15th	Wednesday 16th	Thursday 17th	Friday 18th
Monday 21st	Tuesday 22nd	Wednesday 23rd	Thursday 24th	Friday 25th

Week 1

Day	Active English	Main Learning Objective	Teacher Input	Activities	Plenary