



Redesdale Primary School

English (Writing) Policy

Policy reviewed:	June 2022
Policy adopted by Sub Committee	7 th July 2022
Policy review date:	June 2025



REDESDALE PRIMARY SCHOOL

English – Writing Policy

CURRICULUM INTENT

Introduction

At Redesdale Primary School, our English Curriculum is designed to enable our pupils to acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking, and listening which will equip them with the tools to achieve within school and beyond. It is our intention to immerse pupils in high quality texts, to instil a love of reading in all our pupils and families and to develop a passion for discovery and curiosity so that they can be at their imaginative best when exploring our text-centred English curriculum.

English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all areas of the curriculum. The acquisition of language skills is of the utmost importance to us here at Redesdale Primary School and therefore the teaching of all aspects of English is given a high priority within school across all ages and phases.

The teaching of writing at Redesdale embraces all our wider Curriculum Drivers and we believe that writing can:

- Spark a **love of learning**.
- Enrich learning with **real-life experiences**.
- Develop **life-long communicators**.
- Foster **emotionally intelligent** individuals.

By focussing on these identified drivers and placing them at the heart of our curriculum we believe our children will be ready to successfully meet the challenges of the next stage of their education. Developing a confidence in basic language skills enables children to communicate innovatively and effectively, preparing them for their future learning journey through education and beyond.

Aims and Objectives

At Redesdale Primary School, it is our intention to provide pupils with a high-quality education in English that will develop pupils' ability to speak, read and write with great fluency, master the mechanics of both reading and writing and develop a love and a true

interest for English so that they can communicate their thoughts, ideas and emotions effectively.

Writing is an integral part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. It is our intention that pupils develop a clear understanding of the writing process to establish themselves as an author. Through our text-centred English curriculum, we foster pupils' interest in writing and offer a reason and context for writing which enables the children to write for purpose and audience. Pupils are taken on a writing journey which builds their knowledge of writing for context and purpose, provides opportunities for all pupils to explore a variety of text types by planning, drafting and re-drafting their writing.

Our curriculum design will allow pupils to develop their knowledge of text type features, audience, language, and effective composition. It is our intention to broaden our pupils' exposure to high level vocabulary to allow pupils to apply their understanding of vocabulary and grammatical features within and across the English curriculum.

Pupils must learn to understand the relationships between words, word meaning, implied meaning and figurative language within writing lessons, whilst ensuring that children are supported in their spelling strategies. Pupils will be taught to control their speaking and writing consciously and to use correct Standard English.

IMPLEMENTATION

Teaching and Learning

Our English curriculum is derived around a sequence of high-quality age-appropriate texts with fiction, non-fiction and picture books incorporated into half-termly and termly units across Y1 – Y6. By focusing the learning around a set of themed texts, pupils can talk about and explore high quality books. Incidental writing opportunities are planned for and built into units to support the acquisition and development of the relevant vocabulary and grammar requirements of each year group. These short, creative writing opportunities are designed carefully to build the necessary content for a longer piece of writing (Spotlight Text or Hot-Write) at the end of the unit. These pieces of writing are planned, drafted and re-drafted before being assessed by teachers to check and measure progress through a unit of learning.

Text-centred Curriculum Approach to Writing

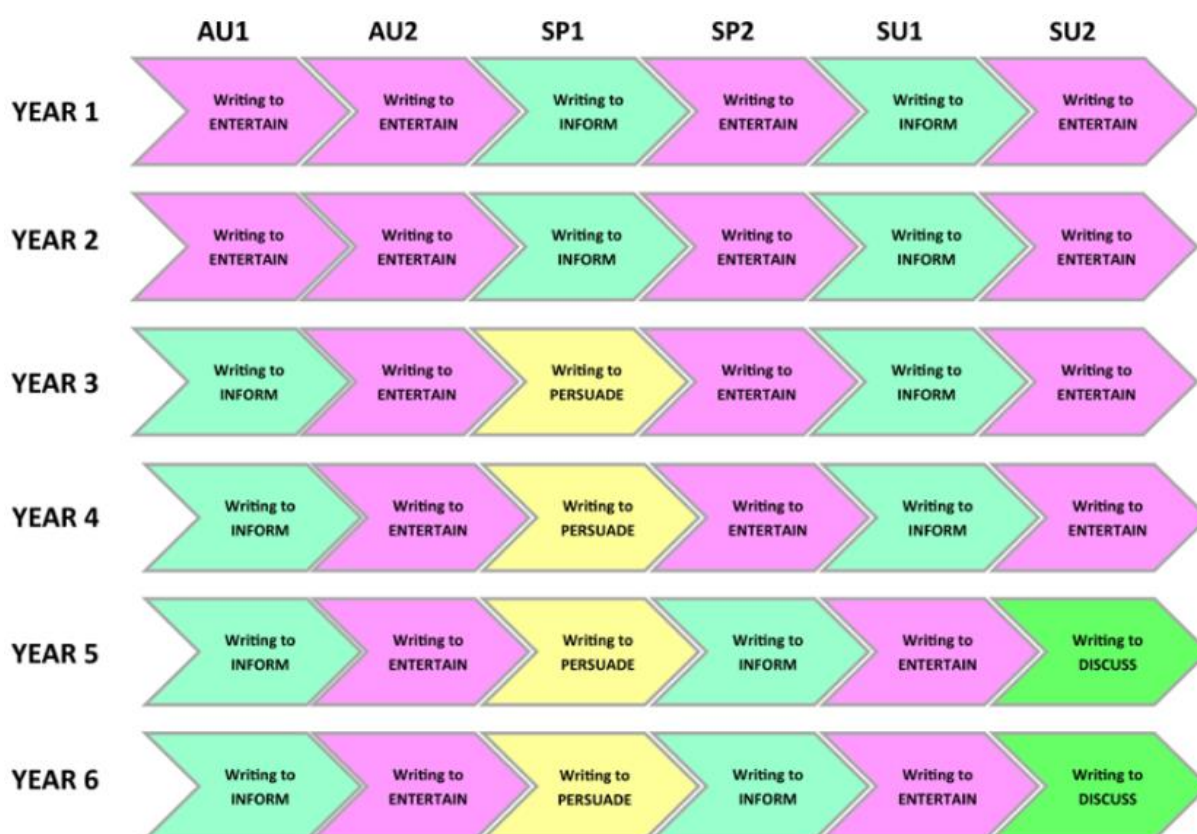
At Redesdale Primary School, we believe that writing is strengthened by instilling a love for reading within our pupils. We value the importance of reading to supplement writing, providing a purpose and a context. We believe that pupils who are provided a reason for writing demonstrate flair and effective writing composition, leading to high quality outcomes. Our English curriculum is taught by studying a range of high-quality texts which are carefully chosen with *Doug Lemov's 'Five Plagues of the Developing Reader'* in mind and where appropriate, can provide strong cross-curricular links. Grammar, spelling, and oracy are embedded within our English units and correspond effectively with the text types and incidental writing opportunities chosen as part of the writing process. Teachers use 'Impact

Grids' to help them consider the writing features required to produce an effective piece of writing to match the English units 'Writing Purpose'.

Writing for Purpose
























Our English Curriculum plan is based around the concept of Writing for Purpose. Rather than teaching a wide range of text types or genres, these are focussed into their common purpose. Across Y1 – Y6 these four types of writing are: Writing to entertain; to inform; to persuade; and to discuss. By ensuring pupils understand the purpose and context of their writing, their outcomes have greater meaning. The below graphic illustrates how the four purposes are allocated across KS1 and KS2. Teachers long term plan include these purposes in the weightings below, although individual year groups have the freedom to position them across the year as they see fit. They are also able to choose which text types they wish to cover within the purpose. However, they must focus on the same purpose for writing within a half term for the children to master the skills which are being taught.

Writing Purpose Year 1- Year 6 Overview of unit allocation (positioning of the writing blocks across the year are flexible)



Graphics and teacher guidance document taken from resources published by Miss Wilson (@Templarwilson) and Michael Tidd (@MichaelT1979)

An Example Long Term Plan for Year 6

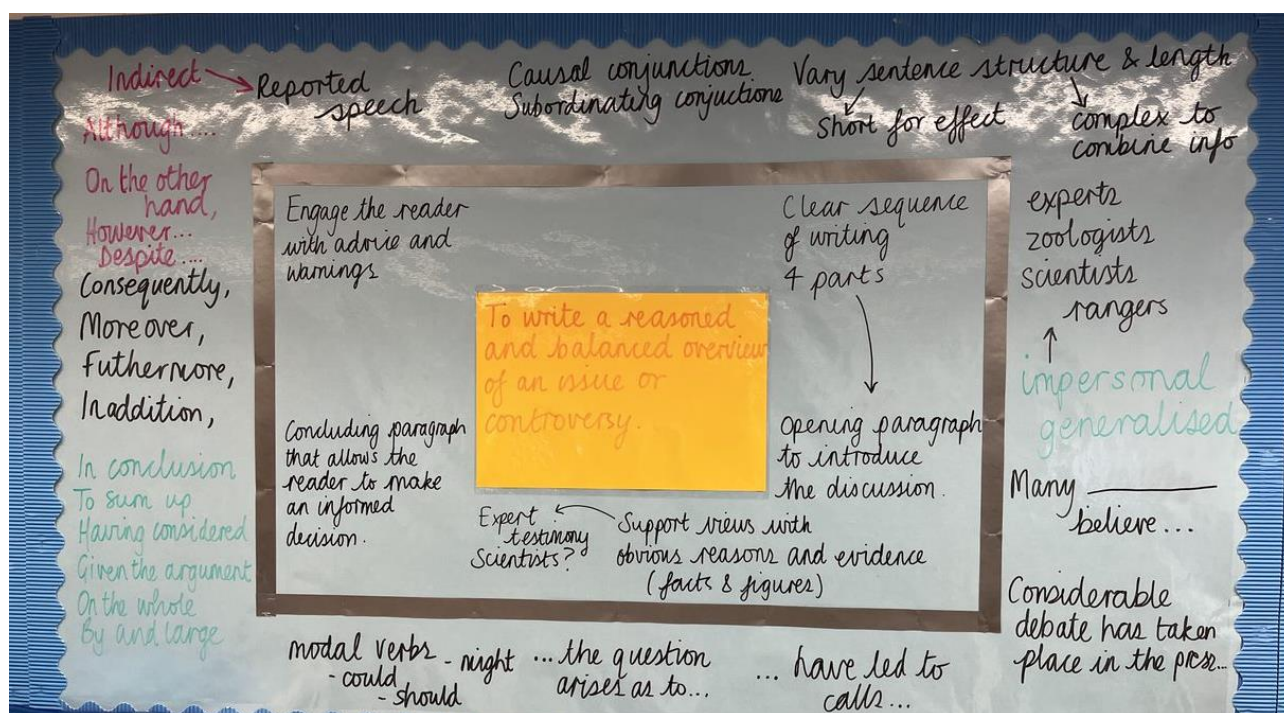
REDESDALE WRITING CURRICULUM OVERVIEW														
Y6	AUTUMN 1			AUTUMN 2			SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
CLASS READER	Teacher Choice						Complexity of Plot		Archaic Texts / Resistant Texts		Complexity of Narrator		Non-linear Time Sequences	
	DARWIN'S DRAGONS						SKELLIG – DAVID ALMOND		THE CALL OF THE WILD – JACK LONDON		COGHEART – PETER BUNZL		THE INFINITE LIVES OF MAISIE DAY – CHRISTOPHER EDGE	
FOCUS TEXTS (ENGLISH STIMULUS)														
LINKED TEXTS														
PURPOSE	WRITING TO INFORM		WRITING TO INFORM		WRITING TO PERSUADE		WRITING TO DISCUSS		WRITING TO ENTERTAIN		WRITING TO ENTERTAIN			
INCIDENTAL WRITING OPPORTUNITIES	Narrative description; setting description; nature documentary commentary; diary extract		1 st person narrative description (historical); fact-files; role on the wall; character studies; diary extracts; informal letters		Narrative description, formal / informal speech writing; diary extracts; debate writing; persuasive letter; campaign article		Formal speeches; reports; 1 st person narrative description; debate writing; essay writing; poster; campaign article		Narrative descriptions (characters / settings); descriptive poetry; character studies; predator fact-files;		Narrative descriptions (characters / settings); narrative poetry; detailed descriptions			
SPOTLIGHT TEXT / HOT WRITE	Non-chronological report – dragon.		Newspaper Report Formal Letter Diary Extract		Emotive poem to highlight an issue		Balanced Argument		Dual Narrative – The Hunter & The Hunted		Ghost Story – for oral retelling			

IMPACT

Assessment

Teaching and support staff use a wide range of formative assessment tools during the lesson and after the lesson to judge the impact that the teaching of writing is having on children's learning. These may include Whole Class Feedback to support improvements after a short piece of writing for example (**see our Feedback & Monitoring Policy**). At the end of a 'Spotlight Text' or 'Hot-write', teachers refer to the **Impact Grids** (see image below) they created (and added to with the class during the unit) to assess how well each pupil has crafted their writing and how effectively it matches the purpose for writing. **Editing stations** (Emma Stanley 2018 - @MissStanleyYr6) are used to help guide pupils through the editing, re-drafting, and improving process. These are designed to help pupil's address spelling, vocabulary, punctuation, and grammar misconceptions which may have arisen. Children are given time to reflect on these and edit/improve their writing using a purple polishing pen. It is vital that measuring the impact of our teaching of writing closely informs our planning going forward, individualising our curriculum to meet the needs of all children.

As per our **Feedback and Monitoring Policy**, editing on a smaller scale often takes place daily. Teachers begin most English lessons with a 10-minute focus where positives taken from the previous lesson will be praised and where, with some guidance, children reflect upon and address any misconceptions from the previous day's lesson, which may include; editing spelling errors, improving vocabulary and completing a dictation sentence. Dictation sentences will give children the opportunity to apply skills which show consolidation of any misconceptions addressed, whether that is spelling, punctuation or grammatical errors and also indicate to teaching staff where further teaching may need to take place.



Example of an **Impact Grid** (taken from Year 6 Spring 2 Writing to Discuss Unit)

Monitoring and Evaluation

The English Subject Leader monitors samples of children's work produced in English Writing lessons and across other curricular areas where Writing to Learn purposes may be evident, History, Geography and Science for example. Moderation of half-termly (or more frequent) final pieces of writing as well as lesson drop-ins to engage with teachers, pupils and subject content play a huge role in the monitoring process.

It is the responsibility of the Subject Leader to monitor the standards of children's work and the quality of the teaching of Writing. The Subject Leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for English and Writing across school. The Subject Leader is responsible for informing the Headteacher of the strengths and areas for development in the subject and for identifying ways to make further improvement. The Subject Leader has allocated time for monitoring English Writing including reviewing samples of children's work and visiting classes to observe a range of teaching opportunities, in addition to speaking to children about their experience of the subject and their involvement in lessons.

Reviewing the Policy

This policy will be reviewed every three years by the Subject Leader, in conjunction with the Headteacher and Governing Body. Any changes made to this policy will be communicated to all members of staff.