



Writing Policy

Newton Hill

Community School

Statement of intent:

At Newton Hill, we intend to create confident writers who develop stamina for writing throughout school. We aim for all of our children to be independent writers, building on a range of skills as they work through each journey of writing. Throughout this journey, we ensure the children of Newton Hill are immersed in a range of genres and have a clear understanding of purpose. Our learners will have a secure understanding of the purpose of a text type, the purpose and intended impact of writing skills/tools and the ability to carefully select vocabulary with careful attention to the desired effect on the readers' thoughts and feelings. Our learners are challenged and encouraged to take risks and view mistakes as another part of the learning process. Our learners will always set high expectations for themselves where they take pride in all aspects of learning and in everything they produce.

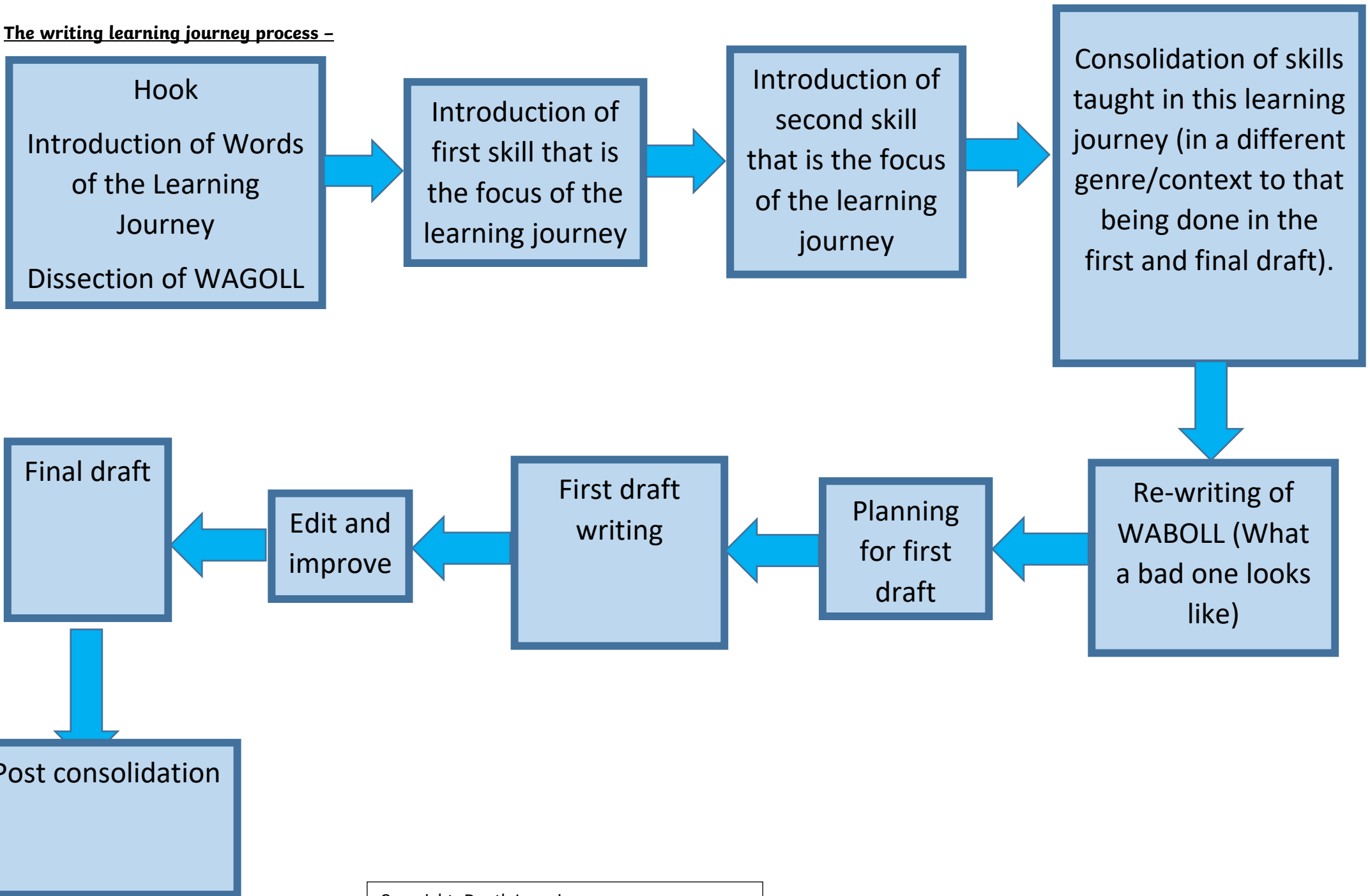
Newton Hill School:

- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- Provides a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, practise, evaluate their work as well as carry out an effective edit and improve process.
- Ensures that all pupils understand all elements of English, as per the national curriculum.

Writing Learning Journey and lesson timings

Each unit of writing will consist of learning done through **roughly** a 2-3 week learning journey and will be done through 1 hour lessons In our English lessons from Monday to Friday. This is in order to ensure that the build-up of knowledge and skills is progressive and clear. Although the pedagogical process is detailed for each lesson, teachers have the professional scope to make adjustments where they think they are needed. For example, if more than one lesson is needed to embed a skill then this can be done or if an extra lesson is needed for drama/speaking and listening then teachers have the freedom to do so. There is no need for Learning Journeys to begin on a Monday or to be completed on a Friday. This being said, there is an expectation that each stage of the learning process takes place and is evident through books, learning environment and planning. Learning journeys can be based on our book-led texts, videos, real life events, images or lyrics from a song (anything that might get the children excited about writing).

The writing learning journey process –



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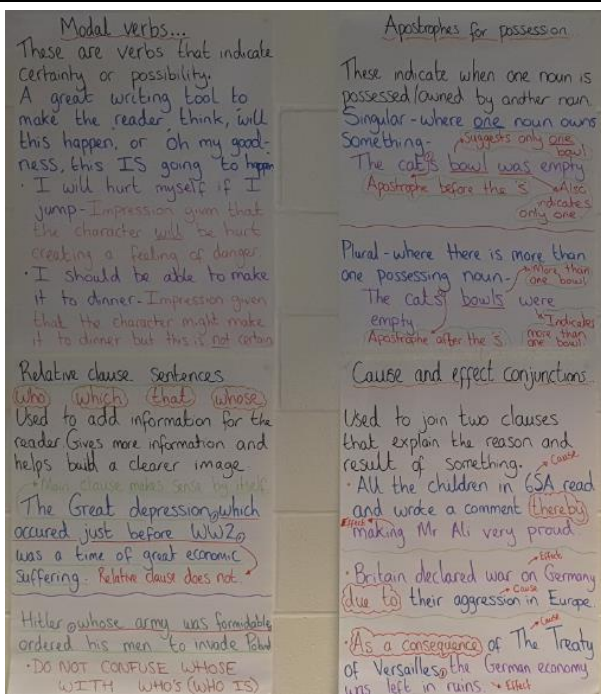
Hook – There must be a hook into the learning journey in order to make the writing engaging and purposeful. These hooks can be small and simple or as extravagant as you want. You may stage a break-in, show the children a letter from the Prime Minister, drama activity in an air raid shelter. Section from the book, film clip

New vocabulary of the learning journey – Children are to be introduced to the words of the learning journey here. These must be explained to the children with examples given and the use of these words should be modelled so that pupils have a secure understanding of how to use vocabulary appropriately and in context. Children in KS2 will be given the opportunity to investigate the vocabulary further including definition, synonyms, antonyms and applying to sentences. Words need to be on display on the English board.

Introduction to text type through WAGOLL - Looking at features within the genre including which writing tools are best suited and why with focus on purpose – this shows the children the expectation of what they themselves are aiming for by the end of their unit of work. This should include:

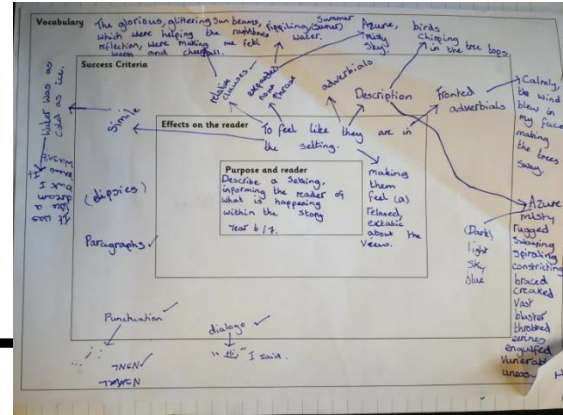
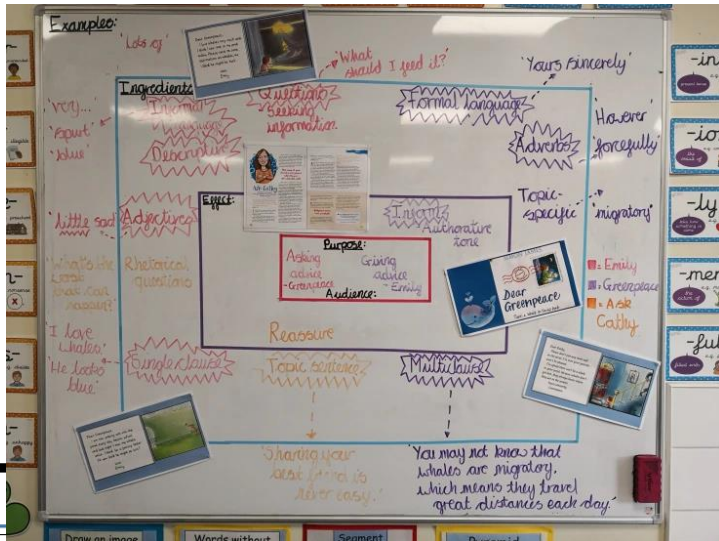
- Features of the genre you are covering (e.g. if you are writing an autobiography it should have key dates, be written in chronological order, first person pronouns etc.)
- New vocabulary of the learning journey
- Evidence of the skill(s) that you will be covering (writing tools).

Where possible, the WAGOLL is written by yourselves, this way you can easily show the above expectations.

<p>2</p>	<p>First skill of the learning journey - Here, you will focus on one of the two skills children will be applying in this unit of work. These must be related to the National Curriculum and should be referred to as 'Writing Tools'. It is vital that children understand the purpose of the tool they are using and its desired impact on the reader. E.g. I will use contrasting conjunctions as this will help add detail for the reader in relation to an opposite point. This is an opportunity for the children to fully understand the writing tool/s they will be using. You will produce a guide to place on your working walls for children to refer to as detailed previously.</p> <p>These working wall guides may stay up for as long as they are required beyond a unit of work, as children may need to refer to these when applying tools to other writing independently.</p> <p>Based on the first skill you taught the children, they will complete sentence level work in the context of the stimulus they are using to form their own writing. E.g. For 'Street Child', if you were focussing on the skill of using relative clauses, the children would produce sentences that apply this skill...</p> <ul style="list-style-type: none"> • Jim Jarvis, who held his last shilling close to his chest, skipped through the icy streets of the city to the pie shop. • The workhouse, that was notorious amongst the destitute children of London, was the last place Jim wanted to live. 	 <p>Modal verbs... These are verbs that indicate certainty or possibility. A great writing tool to make the reader think, will this happen, or Oh my goodness, this IS going to happen. • I will hurt myself if I jump - Impression given that the character will be hurt creating a feeling of danger. • I should be able to make it to dinner - Impression given that the character might make it to dinner but this is not certain.</p> <p>Apostrophes for possession These indicate when one noun is possessed/owned by another noun. Singular - where one noun owns something - suggests only one bowl. The cat's bowl was empty. Apostrophe before the S - indicates only one. Plural - where there is more than one possessing noun - more than one bowl. The cats' bowls were empty. Apostrophe after the S - indicates more than one bowl.</p> <p>Relative clause sentences (who) (which) (that) (whose) Used to add information for the reader. Gives more information and helps build a clearer image. The Great Depression, which occurred just before WW2, was a time of great economic suffering. Relative clause does not. Hitler, whose army was formidable, ordered his men to invade Poland. • DO NOT CONFUSE WHOSE WITH WHO'S (WHO IS)</p> <p>Cause and effect conjunctions Used to join two clauses that explain the reason and result of something. -> Cause. • All the children in 6SA read and wrote a comment (thereby) making Mr Ali very proud. • Britain declared war on Germany (due to) their aggression in Europe. • (As a consequence) of The Treaty of Versailles, the German economy was left in ruins. -> Effect.</p>
<p>3</p>	<p>Second skill of the learning journey - Here, you will repeat the process of teaching a skill but focussing on a different skill/writing tool. Again, produce a guide for the working wall that will aid children's understanding and independence.</p>	
<p>4</p>	<p>Consolidation of skills - Children to complete activity to consolidate learning around the two skills they have learnt so far. It is important that they aim to include vocabulary for the learning journey in their application. Following the second input of a skill/writing tool, here children are expected to produce writing where they are applying the use of both skills learnt during this unit so far. The may be in the form of a character/setting description, a short extract, a different POV etc. but should be related to the stimulus where possible. This should not be in the form of the writing you expect to do as the end piece. This is so that children have the opportunity to apply their learning in a different context.</p>	
<p>5</p>	<p>Re-writing a WABOLL - Children here will be given the opportunity to re-write an example of the end piece which is not to a high standard. The purpose of this is to give the children the chance to up-level writing, apply the use of the skills taught and apply the use of the words of the learning journey without being distracted by the content and context as this will already be within the WABOLL. Your WABOLL should show a poor example of use of vocabulary and use of writing tools but otherwise should not contain mistakes or sentences that do not make sense. Before children are sent to re-writing the WABOLL, there should be discussion, modelling and</p>	

scaffolding on how the WABOLL can be improved. It is important that in addition to the skills of that particular learning journey being discussed, other writing tools appropriate to the learning journey are also talked about and used as a way of improving the WABOLL.

6 **Planning stage** - Children to plan their piece of writing based on the stimulus. Here, children are given a planning frame where they are guided into using the skills taught as part of the learning journey as well as the words of the learning journey. Please see examples. These should be displayed. Key stage 2 can use the planning grid on their working wall.



Introduce themselves at the start of the interview.	What did you see?	What did you hear?	Anything else you can tell us?
Modal verbs I will use:	Modal verbs I will use:	Modal verbs I will use:	Modal verbs I will use:
Apostrophe for possession sentence I will use:	Apostrophe for possession sentence I will use:	Apostrophe for possession sentence I will use:	Apostrophe for possession sentence I will use:

Opening paragraph	
Main argument 1	Bracketed sentence and contrasting conjunction sentence:
Main argument 2	Bracketed sentence and contrasting conjunction sentence:
Main argument 3	Bracketed sentence and contrasting conjunction sentence:

Structure - How I will layout my explanation text			
Title	Global Depression	Assessment -	
Opening paragraph	Picture with caption	Relative clause sentence:	
Treaty of Versailles	Hitler and the Nazi Party	Causal conjunction sentence:	
Appeasement	Picture with caption	Hitler and the Nazi Party -	
Treaty of Versailles -	Global Depression -	Rise of fascism and dictatorships -	OP - General information about WW2.
Relative clause sentence:	Relative clause sentence:	Relative clause sentence:	
Causal conjunction sentence:	Causal conjunction sentence:	Causal conjunction sentence:	

7 **First draft preparation with focus on SPAG skills** - Before a first draft is complete, the class teacher must lead a shared write with the children so that they will have an idea of where to lead their own writing. During the shared writing session, it is vital that you 'think out loud', purposefully referring to the skills/writing tools and spelling rules you are focusing on. When children write their first draft, it is important that they are reminded to refer to their plans and refer to the working wall to help them in their writing.

8	<p>Edit and Improve using the annotation and footnote/flap system – Children will independently and/or collaboratively read back through their own writing. They can also use a whole class ‘editing stations’ technique (example on the t:drove). Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in purple editing pen. Once they have done this, they will then use a footnote system in order to improve/add sentences or sections to their work for their final draft. They can also replace sections and use the flap system (see example). Explain that the expectation is that they add/change at least 5 sentences of sections of writing as a minimum.</p> <p>NOTE: Corrections or edits, where one word is being changed or if there is a punctuation mark being added, should be done in the body of the text. Anything beyond this where children are changing or adding a whole sentence or a paragraph, this should be done as a footnote or flap.</p> <p>Ensure that pupils understand that during this process they should think about all aspects of writing they can improve, not just skills within that learning journey. This is so that children focus on what can be improved holistically.</p>
9	<p>Final draft with continuous improvements - Must be completed at the end of each unit and must include all the edits and improvements that have been made during these sessions. It is vital that children understand that this is not just an exercise in writing up the first draft with improvements in our best handwriting. Model to the children how we should continue to improve our work as we write mentally. This is so that self-improving and on-going editing becomes second nature to children. When modelling how to make continuous improvements, it is important to think out loud so children can ‘see’ your and understand why you are making these changes.</p>
10	<p>Post consolidation lesson – After assessment of the learning during the learning journey, a follow-up lesson should be done which addresses any skills that have not been fully embedded. This can be a stand-alone lesson or can be linked to the context of the writing done. Think about how children who have secured all skills can be challenged here. For example, if a child has secured their use of relative clauses, can they apply this to different forms of writing? Can they use the relative pronoun ‘whose’?</p>

New Vocabulary for our Journey

For each journey, children will be introduced to new words. These words should be relevant to the work being produced within the English learning journey. As part of our work on continuous provision across the school, children will expand their vocabulary and knowledge of vocabulary, encourage children to improve their writing and spelling and allows independent learning. There must be a minimum of 6 new words introduced to the children during each learning journey which are displayed. If using chapter books vocabulary can should also be displayed.

This should be displayed in classrooms as follows and should include the definition of the word, what type of word class it is and an example of the word within a sentence (related to the stimulus). Where possible, the example sentences should be created using the skills being taught for the learning journey. So, if one skill being taught is fronted adverbials, the example (some, not all) sentences should include fronted adverbials.

These should be premade and printed either on A4 or A3 so that they are visible by ALL children. See example on t:drive. These should include the word, word class, definition, an example of the word used in a sentence and synonyms for that word.

Definitions of vocabulary

- Tier 1 – high frequency in spoken language (table, slowly, write, horrible)
- Tier 2 – high frequency in written texts (beneficial, moderation, required)
- Tier 3 – subject specific, academic language (amphibians, onomatopoeia, timbre)

Working Walls

These are an extremely important part of the learning process as they provide children with a form of continuous provision they can keep referring to throughout the journey. These should detail the skills being taught, give explanations and model examples. These should be written clearly and placed where all children can see them. During the process, the working walls should be referred to regularly and often as a way of modelling their use. The children should see that you are using these as a form of continuous provision. These should remain on the walls for as long as the children need and should remain after a learning journey so children are reminded and encouraged to use these skills in other writing.

Spellings

Each week, children will be taught a spelling rule/pattern based on the curriculum explicitly taught in Read, Write Inc or Little Wandle.

The format for READ Write INC weekly teaching is:






Session	Activities
1	Speed Spell Spelling Zone Dots & Dashes
2	Rapid recap (online only) Word changers
3	Words to log and learn Dictation
4	Four in a row Choose the right word
5	Team Teach Jumping red/orange words

Cross-curricular links

Each term, there should be three writing learning journeys linked to other areas of the curriculum. Use the cross-curricular overviews to help you with ideas on how to link writing to History, Geography, Science and RE. These are suggested links/ideas and it is not compulsory for these particular links to be used. These overviews can be found on the school shared drive.

Equal spread of coverage of genres

Genres of writing should be covered with an equal spread. Non-fiction followed by a narrative followed by descriptive writing. This is done so that children have the opportunity to apply skills equally to a range of writing as well being able to develop technical, structural and vocabulary understanding. It also gives fixed points of comparison for each piece of writing. These genre overviews should be done at the start of the year but done so loosely so that they can easily be adapted if and when needed. These overviews should detail the any links made to other areas of the curriculum as well as skills that will be covered.

	 Writing to entertain	 to inform 	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instructions		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Edit and improve process using annotations and footnote/ flap system

Children will independently and/or collaboratively read back through their own writing. Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in red pen. Once they have done this, they will then use a footnote system/flap system in order to improve/add sentences or sections to their work for their final draft. Explain that the expectation is that they add/change at least 6 - 10 footnotes **as a minimum** in order to improve their writing.

Corrections or edits where one word is being changed/added or if there is a punctuation mark being added should be done in the body of the text (annotations). Anything beyond this where children are changing or adding a whole sentence or a paragraph, this should be included as a footnote.

Ensure that pupils understand that during this process they should think about all aspects of writing they can improve, not just skills within that learning journey. This is so that children focus on what can be improved holistically.

Progression in Grammar

Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Noun Phrases	Expanded Noun Phrases	Expanded Noun Phrases	Expanded Noun Phrases	Expanded Noun Phrases	Expanded Noun Phrases
Subordinating conjunctions (because) Co-ordinating conjunctions (but, or and)	Subordinating conjunctions (When, If, That, Because) Co-ordinating conjunctions (But, Or, And)	Subordinating Conjunctions A – although, after, as WH – when I – if T – that E – even though B – because U – until, unless S – since Co-ordinating conjunctions F – for A – and N – nor B – but O – or Y – yet S – so	Subordinating Conjunctions A – although, after, as WH – when I – if T – that E – even though B – because U – until, unless S – since Co-ordinating conjunctions F – for A – and N – nor B – but O – or Y – yet S – so	Subordinating Conjunctions A – although, after, as WH – when I – if T – that E – even though B – because U – until, unless S – since Co-ordinating conjunctions F – for A – and N – nor B – but O – or Y – yet S – so	Subordinating Conjunctions A – although, after, as WH – when I – if T – that E – even though B – because U – until, unless S – since Co-ordinating conjunctions F – for A – and N – nor B – but O – or Y – yet S – so
Past and present tense are consistent	Past simple Past progressive Present simple Present progressive	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect
	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation
	Adverbs	Adverbials	Adverbials	Adverbials	Adverbials
				Relative clauses and relative pronouns	Relative clauses and relative pronouns
				Modal Verbs	Modal Verbs
					Subjunctive form

Punctuation Progression

Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Use separate words with spaces.	Use capital letters, full stops, question marks and exclamation marks.	Recognise direct speech.	use inverted commas and other punctuation to indicate direct speech.	use brackets, dashes and commas to add extra information (parenthesis)	Use a semi-colon, colon and dash to mark independent clauses.
Use a capital letter for I, and at the beginning of sentences.	Use commas in a list.	Use inverted commas to punctuate direct speech.	use apostrophes to show plural possession.	use commas to clarify meaning.	use a colon to introduce a list.
Use full stops.	Use apostrophes to show that a letter is missing.		use commas after fronted adverbials.	Use commas to demarcate relative clause	use a semi-colon within lists.
Use exclamation marks	Use apostrophes to show that something belongs to somebody.				punctuate bullet points of information.
					recognise how hyphens can be used to avoid ambiguity.

Supporting pupils with SEND



To ensure all pupils have access to HQT

- Mastery Approach (concepts taught in small steps, guided independent practice, examples/non-examples)
- writing/planning frames breakdown learning and scaffold thinking
- Vocabulary (explicitly taught, pre-teaching if necessary, visual aids, celebrated)
- Metacognitive strategies (FB4, KIRFs, questioning, paired thinking/reasoning and problem solving aloud)

To create a positive and inclusive environment for all learners...

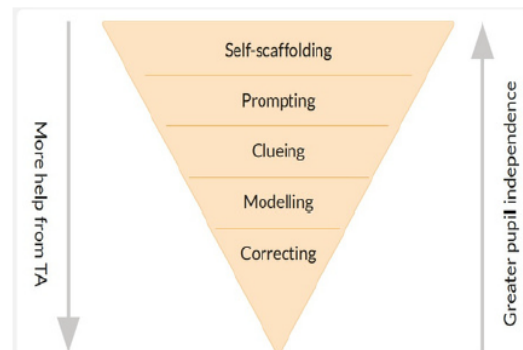
- Inspire and engage children through use of a range of pedagogical approaches e.g. role-drama, modelling
- Visual Aids e.g. Video clips, pictures
- Partner talk, discussions and feedback (reasoning, TTYP, non-verbal feedback)
 - Growth mindset approach

To assess and implement targeted intervention

- Regular marking, AFL strategies/diagnostic assessment used to identify gaps in learning
- Access to high-quality intervention /additional support

To deploy support staff effectively

- Support staff have understanding of English curriculum, VIPERS & Sentence stacking approach-CPD
- TA models high-level vocabulary/supports and encourage rich discussion
- TA focus on understanding rather than task completion
- Frequent discussions with CTs about pupil learning/ongoing assessment



Non-negotiables

For each year group, there is a set of no-negotiables that all pupils must have mastered by the end of the year. This involves them using these tools independently and develop the ability to apply these in other areas of the curriculum. It is important that pupils understand the purpose of these tools and how they impact the reader and develop the txt type. These would be useful to refer to when thinking about the skills coverage for each learning journey.

Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none">• Give meaning to marks they make Use some clearly identifiable letters to communicate meaning.	<ul style="list-style-type: none">• Write simple sentences which can be read by themselves & others.• Use capital letters and full stops to demarcate sentences.• Write demarcated sentences.• Use correct pencil grip.• Write name (correct upper & lower case).• Use correct letter formation for familiar words.	<ul style="list-style-type: none">• Understand how words combine to make sentences Joining words and sentences using 'and'• Use capital letter and full stop correctly Use capital letter for 'I' Introduction to capital letters, full stops, question marks & exclamation marks to demarcate sentences. Use of capital letters for names and personal pronoun.• Sequencing sentences to form short narratives• Write sentences, discuss what they have written and read aloud.• Write with grammatical agreement.	<ul style="list-style-type: none">• Use capital letters, full stops, question marks & exclamation marks.• Use commas in list• Use of apostrophes for singular possession• Write using subordination (when, if, that, because) and co-ordination (or, and, but).• Correct and consistent use of present tense & past tense.• Write different kinds of sentence: statement, question, exclamation, command.• Use expanded noun phrases to add description and specification.• Write under headings.• Write lower case letters correct size relative to one another.• Show evidence of diagonal and horizontal strokes to join handwriting.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Use capital letters, full stops, question marks, exclamation marks and commas for lists. • use conjunctions, adverbs and prepositions, mostly accurately, to inform time, place or cause <ul style="list-style-type: none"> ○ Use conjunctions (when, so, before, after, while, because). ○ Use adverbs (e.g. then, next, soon). ○ Use prepositions (e.g. before, after, during, in, because of). • Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact. • Correctly use verbs in 1st, 2nd and 3rd person. • Use perfect form of verbs to mark relationships of time and cause. • Use punctuation mostly accurately, including some use of inverted commas to indicate direct speech. • Group ideas into basic paragraphs. • Write under headings and sub-headings. • Write with increasing legibility, consistency and fluency. 	<ul style="list-style-type: none"> • Vary sentence structure, using different openers. Use sentences of different forms including some sentence structures with more than one clause • Use past and present tense correctly and consistently • Use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition). • Use adjectival phrases (e.g. biting cold wind). • Use appropriate choice of noun or pronoun. • Use fronted adverbials and use a comma after fronted adverbial (e.g. Later that day, I heard bad news.). • Use apostrophe for singular and plural possession. • Use commas to mark clauses. • Use inverted commas and other punctuation to punctuate direct speech. • Use paragraphs to organised ideas around a theme. • Use connecting adverbs to link paragraphs. 	<ul style="list-style-type: none"> • Use apostrophes for contraction/possessive apostrophe with plural and singular nouns mostly correctly. • Use inverted commas and other speech punctuation to indicate direct speech. • Use commas to clarify meaning or avoid ambiguity. • Add phrases to make sentences more precise and detailed. • Use range of sentence openers – judging the impact or effect needed. • Use pronouns to avoid repetition. • Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will). • Use the following to indicate parenthesis: <ul style="list-style-type: none"> ○ Brackets ○ Dashes ○ Commas • Link clauses in sentences using a range of subordinating and coordinating conjunctions. • Use relative clauses beginning with who, which and that to add detail and description • Use verb phrases to create subtle differences (e.g. she began to run). • Consistently organize into paragraphs. • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). • Use fronted adverbials with commas to vary sentence structure 	<ul style="list-style-type: none"> • Use subordinate clauses to write complex sentences. • Use passive voice where appropriate. • Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day). • Use a sentence structure and layout matched to requirements of text type. • Use semi-colon, colon or dash to mark the boundary between independent clauses. • Use colon to introduce a list and semi colon within a list. • Use correct punctuation of bullet points. • Use hyphens to avoid ambiguity. • Use full range of punctuation matched to requirements of text type. • Use wide range of devices to build cohesion within and across paragraphs. • Use paragraphs to signal change in time, scene, action, mood or person.

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| <ul style="list-style-type: none">• Use 'a' or 'an' before a word starting with a vowel or consonant. | | | |
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Writing Assessments

As part of our assessment and internal moderation, we will judge writing with a holistic view looking at a range of writing across the curriculum. Following the objectives as they are set out in the national curriculum, we will make our assessments using the Wakefield Writing Exemplar. Teacher assessments are recorded termly on FFT Aspire

Handwriting

Cursive handwriting teaches pupils to join letters in words as a series of continuous flowing movements or patterns. Words can be written without taking the pencil off the page. Continuous style provides a directional left, right movement. This flowing, rhythmical movement aids speed and fluency particularly when practised from Foundation level with the final product being neat and fast. This cursive style also lessens the chance of reversing letters by eliminating the need to lift the pencil between letters. The spaces between words become distinct and distinction between upper and lower case is clearer. Pupils with specific learning disabilities find continuous cursive useful because the pencil stays on the page throughout every word, thus simplifying the movement. Children with motor problems learn a series of easy, rhythmical movements, which help to improve fine motor co-ordination.