



# Writing – One Page Policy



## The Problem

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Writing outcomes in Year 6 are below national outcomes</li> <li>• Writing outcomes across the school do not support Year 6 in being on track for national outcomes</li> <li>• Although topic based, real and relevant, writing opportunities are being offered, some children do not have the technical skills to write effectively for the purpose and audience.</li> </ul> | <ul style="list-style-type: none"> <li>• Missed opportunities to link reading and writing sometimes result in children not being fully conversant in the conventions and features of the genre.</li> <li>• Rich texts are not fully utilised to maximise impact on writing</li> <li>• Children’s quality of language choice is not fully developed</li> <li>• Opportunities to model the writing process are not being consistently used.</li> </ul> |
|---|--|

## The Solution – Key Principles

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Reading and writing will be planned and delivered using a joined-up approach.</li> <li>• Guided reading will be used as an opportunity to introduce up and coming genres to enable pupils to pre-learn some of the features and conventions of a range of genres before applying them to their writing.</li> </ul> | <ul style="list-style-type: none"> <li>• Writing will be taught through a topic linked approach, where possible, utilising rich texts to exemplify the genre and high expectations with the following weekly timings:             <ul style="list-style-type: none"> <li>○ 4 x 1 hour writing lessons weekly</li> <li>○ One lesson per week will include a focused grammar session with an opportunity to apply to a writing task.</li> <li>○ 30 minutes of reading time will be allocated to the writing lessons weekly. This reflects the integral interleaving of reading and writing strategies required to deliver understanding of the different text types and their defining conventions, and the sharing of rich texts. It is acknowledged that this will occur with more intensity at the beginning of the unit, and less frequently during extended writing.</li> <li>○ Spelling – 60 minutes a week in a 2 week block with the first lesson to introduce the spelling being 30 minutes. In year 6, one 15 minute spelling lesson will be replaced with Turbo GPS.</li> </ul> </li> </ul> |
|---|--|

### Genre Exploration

At the start of each unit pupils will explore typical genre text to identify key features and how they work.

The process will be:

- Identify** – Locate the feature in the text.
- Explain** – Why how the feature works.
- Impact on reader** – Explain what effect/impact the author intends the feature to have on the reader.
- Compare** – use a number of examples to evaluate and compare authorial intent and impact on the reader.

### Developing Language Capacity

Learners will be provided opportunities to develop their language capacity through:

- Activities that extend their expressive and receptive vocabulary;
- Collaborative learning activities where pupils share their thought processes;
- Pupils articulating their ideas verbally before they start writing.

### Writing composition strategies through modelled and supported strategies

Purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for. There are four main purposes of writing:

**to entertain to inform to persuade to discuss**

Pupils need to learn the features and conventions of different genres. Exposure to a rich range of genres and identification of key features will support this. Throughout the year, the writing curriculum will be taught using a balance of 50% **Entertain** purpose with the remainder taken evenly from **Inform** and **Persuade**. Further development of persuade will be achieved through **Discuss** in UKS2.

### The Writing Process



planning;  
drafting;  
sharing;  
evaluating;  
revising;  
editing; and  
publishing.

### Effective Writers

Effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy. The strategies should be described and modelled before pupils practise them with feedback. Shared writing allows teachers to ‘think-aloud’ and share their thought process for each strategy with pupils. Support should then be gradually reduced as pupils take increasing responsibility.

### Grammar

Grammar input is explicitly taught within one session per week and rehearsed within the session, linked where possible to the writing sequence e.g. Punctuated speech to fit within a story. This grammar strategy will then be applied to the writing throughout the week. Turbo SPaG will be used to revise and consolidate technical skills with pupils reasoning about writing using a collaborative learning approach.

### Independence

The independent write will be retained but as a half termly one session write and edit against a prompt linked to the teaching sequence.

Writing is likely to be independent if it: (STA)

- emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about
- enables pupils to apply their learning independently, possibly with an element of choice, for example writing from the perspective of a chosen character
- has been independently edited and / or redrafted by the pupil. This may be in response to self, peer, or group evaluation
- is produced by pupils who have independently drawn on classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites for support or ideas
- is informed by clear learning objectives and limited success criteria which are not over detailed and do not over-aid pupils

### Reasoning about Writing

To write well students must be able to think well. Reasoning about writing develop higher order thinking skills as a foundation for writing skills.

The process will be:

- Describe** – What have you or the author have done
- Explain** – Why has the author (or you) made the choices
- Justify** – Explain why you are correct
- Compare** – drawing on previous learning, knowledge, previous learning

### Assessment

High-quality assessment and diagnosis should be used to target and adapt teaching to pupils’ needs:

- Match structured interventions to pupil’s specific literacy needs.
- Narrative writing will be used at the beginning of the year to assess children and enable teachers to quickly get to know their classes and individual pupil’s strengths and weaknesses and adapt planning accordingly to meet need.

### Coverage

Writing purpose	Entertain	Inform	Persuade	Discuss
LKS2	Stories Descriptions Poetry Characters/settings	Explanation Recount Letter Biography Newspaper article	Advertising Letter Speech Poster	



# Writing – One Page Policy



<ul style="list-style-type: none"> <li>This will be achieved through both adaptive class teaching, the use of bespoke target cards with small step targets based on current or previous leaning and targeted interventions delivered by TAs and tutorials.</li> </ul>	<p>UKS2</p>	<p>Narrative Descriptions Poetry Characters/settings</p>	<p>Report Recount Biography Newspaper article Essay</p>	<p>Advertising Letter Speech Campaign</p>	<p>Balanced argument Newspaper article Review</p>
---	-------------	--	---	---	---

## Outcomes

Half termly published outcomes will be identified by year teams and the finished pieces will be kept in Best Books as a record of children’s progress over time.