



# Huxley & Utkinton St. Paul's C.E. Primary Schools Writing Policy



Utkinton St Paul's  
C of E Primary School

"Developing confident children through creativity and choice within a Christian community"

"Enabling every child to fulfil his/her potential in a nurturing Christian environment"

## **Purpose**

- To raise standards in writing through ensuring teaching that is highly effective and cohesively planned; highly structured; implemented across the curriculum and based on accurate, regular assessment.
- To ensure pupils have high levels of literacy knowledge, understanding and skills appropriate to their age and to ensure they are very well equipped for the next stage of their education.

## **Planning**

- Years 1-6 are expected to cover 2 or 3 genres each term given in Medium Term Plans (please see p.1 of Writing Structures Booklet for coverage and development of each genre over time).
- Teaching staff should use the Programmes of Study and Literacy Company writing assessment grids for their year group (s) as a starting point. NB. It is 'expected' that all the children in that year/age group achieve those Programmes of Study/assessment criteria at the end of that year (Year 1 & 2) by the end of two years (Years 3 & 4/ Years 5 & 6). Please hi-light/annotate the Literacy Company Writing Assessment Grids to show coverage/impact during year.
- Each theme has a list of 'Key Texts' and 'Related Texts'. The 'Key Texts' are high quality texts (tend to be fiction) that are linked to the theme and can be used to provide continuity/a vehicle over a period of time, whilst the 'Related Texts' are high quality texts that related to either genre to be covered or the theme or sometimes a text that could be used as a key text if the teacher felt it was more appropriate.
- It is essential that before planning that the teacher reads the 'Key Texts' (request copy from LP) and maps out when it will be used for individual responsive activities or to introduce a genre. This medium term plan should be sent to the Headteacher before the start of each term.
- Daily planning should be recorded on the school weekly planning format and sent to the Headteacher and any Teaching Assistants working in the class by Sunday for the following week.

## **Agreed Teaching Procedure for general teaching**

- Read the 'Key Text' with the class (copies can be bought for children if requested).
- Provide opportunities for the class to respond to the text before/between points where specific genre teaching is entered.
- All writing should conform to the agreed presentation of paragraphs in the 'Writing Structures' booklet.

## **Agreed Teaching Procedure for genre teaching**

N.B. This sequence is a suggested order which may need to be adapted for each specific genre. Staff should teach children the genre using the agreed language and structure in the 'Writing Structures' booklet.

Start each lesson with an activity linked to the genre to warm-up. Could be talking in the style of a genre for a given period of time, with focus on language features or may be finishing/writing a sentence with a specific focus. Use Pie Corbett's books for this section.

## **Imitation**

Create exemplar text with all key features and examples of Alan Peat sentences within – read through with children.

Discuss what type of writing it is, its audience, what they would want to learn and where you might find such a text.

Could be a reading response session where children are given selected reading questions to respond to, linked to the genre. Could complete one whole class and then complete a similar one individually.

Pick out key language features (such as causal connectives, persuasive phrases, etc from an exemplar text discuss purpose and then try writing some sentences using these.

Pick out key features from across the text. Discuss individual examples in context, relating to their purpose within the text. e.g. why have they included the causal connective within that specific sentence?

Text map the introduction together as a class and then ask children to text map and perform the rest of the piece.

Box up exemplar text – whole class initially and then individually finish the rest of the boxing up.

### **Innovation**

As a class, box up an example for a shared writing topic, linked to the genre on a mobile whiteboard. Take a picture of this for future sessions.

Introduce Alan Peat sentences linked to writing introduction – find them in text and then try writing own for a shared writing theme. **\*May have to show video or have some reading input to support knowledge base for this section.**

Children then individually write an introduction for the shared writing theme with focus back on the boxing up for this section.

Introduce Alan Peat sentences that could be included in main body of text. Encourage children to create some of their own, after discussion on structure.

Shared write a middle paragraph, focusing back on the boxing up from earlier session – trying to include sentence types where possible.

Children write a middle paragraph of their own, using sentence types. Then review and analyse these against the original boxing up.

Children then try independently writing a conclusion/summary after re-reading the one from the original text and referring to the boxing up strategy.

Go through the shared writing that the children have created and develop a checklist for what we need for a successful piece of explanation writing.

### **Independent Application**

Set up the scenario for the children's independent piece of writing and discuss who their audience will be, what their audience will want and how they will meet the needs.

Children then independently box up a plan for their piece of writing, using previous boxing up activities as a source of ideas to 'magpie'.

Children then independently write their own text, using the checklist and boxing up activity as a reference point whilst writing.

When complete, children self-assess and then peer assess each other's work against the agreed criteria on the checklist.

Once complete, children have opportunity to improve the paragraph they feel needs the most improvement. Finally, following a thorough mark by teacher, children produce a final copy of their work – either by hand or on the computer, depending on activity.

For more information on these stages please see Appendix 1 from 'Talk for Writing Across the Curriculum' by Pie Corbett.

### **Handwriting**

- Children to be taught basic letter formation in Reception. All children to be taught/use dyslexia-friendly cursive writing from Year 1 onwards unless otherwise agreed with the Headteacher/SENCO due to special circumstances. Teachers to decide when children are ready to make the transition to pen. Children need to be using pen by Year 6 to aid the transition to high school, unless there are special circumstances agreed with the Headteacher/SENCO. Children to use black fibre tip or gel pen, no biro's.

**Cross- Curricular**

- Teachers to make links between other areas of the curriculum where possible and provide opportunities for children to apply the skills developed in English lessons in afternoon sessions.

**Assessment**

- Teaching staff should highlight/annotate the Programmes of Study for their year group(s) and the Literacy Company assessment grids.

**Monitoring**

- Weekly Monitoring through teacher's planning. Half-termly monitoring through book scrutinies and lesson observations.

This Policy was drawn up in consultation with Staff and Governors in Spring 2016. It should be read in conjunction with the Reading, Phonics, Spelling and Handwriting Policies.

Headteacher Wendy Pearson

Governor (Huxley) [Signature]

Governor (Utkinton) [Signature]

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# Handout 1

## The 'Talk for Writing' process

### Ingredients:

- Overall writing objective, e.g. To write engaging ... text
- Theme/topic that will excite and engage the children
- Exemplar text (carefully selected/written) to bring out key features (colour coded as appropriate\*)

#### Stage 1: Imitation stage

- Warm up the text with focused oral games (see list on right)
- Use 'Talk for Writing' storytelling routine to help children learn the text using a text map to support them
- Get children to draw own text map
- Keep performing it until they have internalised the language patterns
- Present the exemplar text in written form and explain the colour coding
- Box up the text (shared planning) to show how it is structured
- Draw out key ingredients of text type

#### Supporting activities for imitation stage

- Move from whole group to groups to pairs
- Reinforce : gabble; tennis, mime etc.
- Use washing line text maps to represent paragraphs
- \*Begin by colour coding connectives and gradually introduce other key non-fiction features (see page 16)

#### Stage 2: Innovation stage

- Warm up the text with focused oral games (see list on right)
- Show the children how to use a similar boxed up grid to plan innovation
- Use shared writing to show children how to innovate on the basic pattern scaffolded by the exemplar imitation text on the whiteboard and the boxed up planning for innovation on your writing wall
- Immediately after shared writing, get children to write a version of their own innovating on the model for themselves
- Use guided writing to support pupils
- Use formative assessment approaches – peer assessment and formative marking – to help assess progress and establish what needs teaching next



#### Warming text activities for stages 1-4

- Connectives games using the key connectives for the text type, e.g. connectives of the week; connectives tennis
- Oral rehearsal games to strengthen understanding of and confidence in using the key language patterns: e.g. role play (hot seating; Professor Know-it-all; mobile phone; newspaper interviews; Just a Minute; news broadcasts; cat walk information; panels of experts etc.); draw and retell; telling your talk partner; miming; Facebook status etc.
- Text-based activities: e.g. book talk; sorting, clumping; cloze; comparing; sequencing; reading as a writer; magpieing; reading around topic; identifying key language patterns; annotating; highlighting features; living sentences etc.
- Writing activities: e.g. editing; teasing out key ingredients; modelling topic sentences; improving text etc.
- Throughout, reinforce awareness through magpieing words and phrases from related reading and oral work into the writing

#### Stage 3: Independent application

- Support the children in deciding what their chosen theme will be and how they will gather their content
- Warm up the text with focused oral games (see list on right)
- Use shared planning to box up a plan for another theme based on the same structure
- Use shared writing to show how you can adapt the model in a variety of ways
- During the shared writing get the children to have a go for themselves
- Use formative assessment approaches – peer assessment and formative marking – to help assess progress and establish what needs teaching next

#### Stage 4: Application across the curriculum

- Warm up the text with focused oral games (see list on right)
- Provide a colour-coded exemplar text showing how the approach fits this curriculum topic
- Use shared planning to box up a plan for this curriculum topic based on the same structure
- Use shared writing to show how you can use the plan to structure your writing for this topic
- During the shared writing, get the children to have a go for themselves
- Let the children write one for themselves
- Build on this foundation each time children need to write similar text

