



ENGLISH - WRITING POLICY



English - Writing Policy

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Curriculum Intent

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community.

We do this through:

A COMMITMENT TO ACADEMIC EXCELLENCE

A PASSION FOR CREATIVITY

NURTURING SOCIAL INTELLIGENCE

WORKING WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for the creative arts and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals. .

We want all our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead, whilst celebrating everything that makes us special

Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We work alongside parents as a partnership. We are committed to developing meaningful links with organisations and individuals in our area.

English at Rodings

At Rodings Primary School our English curriculum encompasses the essential skills of reading, writing and communication.

We ignite a love of literacy for our learners by putting storytelling at the heart of our English curriculum. This gives children the opportunity to develop their ability to listen intently and develop great oral communication skills while mastering the language in order to imitate and innovate the stories that they hear. They are exposed to texts from around the world with a variety of genres and narratives of diverse compositions. Allowing the children to begin to understand how the audience and purpose affect the language choice of the author.

Through systematic, daily phonics teaching we create children who are confident to utilise letters and sounds which form the fundamental building blocks for reading and writing.

We understand that reading opens many doors for children to develop emotionally, intellectually, socially and spiritually. Therefore, we offer our children a wide range of reading opportunities through whole class reading lesson, group reading lesson and individual reading to read for both *purpose* and *pleasure*.

We are committed to putting vocabulary at the heart of all of our English work. We teach children to write through an approach called 'The Write Stuff', where teachers are continually modelling the writing process, discussing rich and impactful vocabulary and taking their time to craft interesting pieces of writing.

We aim to develop thoughtful, sensitive listeners who are also keen to communicate their thoughts, ideas and emotions respectfully and with confidence.

We work together to ensure our children leave our school as independent learners, with a love of reading, writing and language.

National Curriculum Overview

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Curriculum Content

LKS2

	AUTUMN	SPRING	SUMMER
YG	Explore	Discover	Create
Year 3 Fiction	Adventure Story Science Fiction Story	Historical Story Myth	Fantasy Story Mystery Story Poetry
Year 3 Non-fiction	Explanation Text Recount	Persuasion (advert) Instructions	Non-chronological report Balanced Argument (letter)
Year 4 Fiction	Mystery Story Fantasy Story	Historical Myth	Science Fiction Story Adventure Story Poetry
Year 4 Non-fiction	Balanced Argument (speech) Recount	Persuasion (speech) Non-chronological report	Persuasion (letter) Newspaper/Journalistic Writing

UKS2

	AUTUMN	SPRING	SUMMER
YG	Explore	Discover	Create
Year 5 Fiction	Mystery Story Adventure Story	Historical Story Traditional Tale	Poetry Science Fiction Story Fantasy Story
Year 5 Non-fiction	Non-chronological Report Persuasion (speech)	Newspaper report/Journalistic Writing Explanation Text	Instructions Balanced argument (Speech)
Year 6 Fiction	Fantasy Story Adventure Story	Historical Story Mystery Story	Traditional Tale Science fiction story Poetry
Year 6 Non-fiction	Non-chronological report Balanced Argument (letter)	Recount Persuasion (advert)	Biography Persuasion (letter)

Writing Overview

At Rodings Primary School, we have adopted 'The Write Stuff' approach to our teaching and learning of English to ensure clarity to the mechanics of writing. Following a method called 'Sentence Stacking', the approach places emphasis on sentences being 'stacked together' chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. Within each genre studied by the children, they will learn to sentence stack, focusing on the style of the author and impact of words and sentences most appropriate for that particular genre. All genres covered within writing sessions are those as taken from our Writing Progression Document (see above).

Within each writing lesson, pupils' learning is 'chunked' into three distinct parts for a writing lesson; initiate, model, enable. The 'initiate' stage is a time to inspire: through the use of a stimulus, pupils are immersed in a rich language discussion and activities to provide a wealth of vocabulary to aid their writing. The model stage is the chunk whereby the teacher demonstrates the thoughts and processes of a writer and articulates writing choices. The enable stage is the opportunity for pupils to showcase what they can do within particular writing parameters known as The Three Zones of Writing: FANTASTICS, GRAMMARISTICS and BOOMTASTICS.

The Three Zones of Writing are essential components to support pupils in becoming great writers. Through the nine idea lenses known as the FANTASTICS, pupils focus on intended purpose of a sentence. The GRAMMARISTICS allow pupils to focus on the grammar element of writing which focuses on sentence structure, grammar rules and punctuation. The BOOMTASTICS allow pupils to capture and create a vivid visual for the reader through the use of poetic devices. Throughout the writing process, children edit and redraft their work in response to feedback from their teacher and peers.

At the end of each unit the children complete a piece of independent writing in their writing portfolios based upon the genre taught.

In year 1, the children spend the first half term focussing on writing simple sentences before the Write Stuff approach is introduced in Autumn 2.

Early Years

Children take part in daily 'Drawing Club' sessions where, using sounds previously taught, the children are introduced to writing their first sentences. A stimuli/hook is used and children create drawings based upon this whilst learning new vocabulary. This drawing is the springboard for mark making, letter formation and creating simple sentences.

Feedback

Writing lessons/blocks are followed up with an editing lesson/session where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses.

Assessment

All writing units are followed by an independent write which is assessed by the class teacher using the 'Performance of Writing' assessment sheets. Once a year, each class takes part in a national Comparative Judgement window. Comparative judgement is a process where judges compare two responses and decide which is better. Following repeated comparisons, the resulting data is statistically modelled and responses placed on a scale of relative quality.

SEND/Inclusion provision

Through our whole class English teaching, we provide learning opportunities that enable all pupils to make good progress and reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in English, usually in liaison with the SENCO. Progress made by these children is monitored by class teachers and the SENCO and is discussed during SEND reviews and Pupil Progress meetings.