



# **CANTRELL PRIMARY AND NURSERY SCHOOL**

## **WRITING POLICY**

Adopted by the *Governing Body*:

Date of Next Review:

## **Intent**

At Cantrell Primary School, the intent for writing provision is to foster a love for writing, develop pupils' ability to communicate effectively, and enable them to become confident and articulate writers across different purposes. Considering the fundamental importance of speaking, listening, reading and writing in everyday life, we are dedicated to enabling our pupils to develop as confident, creative, and enthusiastic writers. The intent is to provide a curriculum that is rich, challenging, and inspiring, providing meaningful contexts and quality texts as inspiration. We immerse the children in high quality texts and experiences to deepen understanding and explore new and challenging vocabulary. We aim for pupils to have a solid understanding of grammar and spelling through explicit teaching, providing them with the fundamentals for writing, enabling them to feel confident to be creative and succeed. The intent is not merely to teach English as a subject but to embed language and literacy across the entire curriculum, ensuring that pupils can effectively communicate ideas, opinions, and emotions in a variety of contexts.

## **Foundations for writing – transcriptional fluency**

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing them down). Pupils need sufficient capacity in their working memory to plan, compose and review effectively. This requires transcription skills to be secure.

As a result, fluent transcription skills are a critical focus for the early years and Key Stage 1. To reflect the importance of this, transcriptional fluency and accuracy is a focus for all of the children at Cantrell Primary School.

For our youngest writers, dictated sentences are used to help children manage how much is in their working memory and take away the pressure of thinking of a sentence and remembering everything they need to include in it. This ensures the children can focus on their accuracy with spelling, letter formation/handwriting and punctuation. Only when children are transcriptionally fluent, do the children move on to working on composition skills.

To ensure the importance of this is not lost as the children go through school, every lesson includes a dictated sentence at the beginning. This is a prime opportunity for teachers to live mark any mistakes and encourage children to prioritise accuracy with their work.

For any older writers who have still not mastered the skill of transcriptional fluency, dictation is used to help these children succeed and make progress. Ample opportunities are given for children to practice their phonics, handwriting and sentence building skills to close the gap between themselves and their peers.

## **Implementation - The Teaching Sequence for Writing**

Our writing sequence involves seven important steps in order to create and build confident and successful writers.

## 1. Immerse

This is the first and in many ways the most important part of the Teaching Sequence for Writing. This is where we separate the WHAT to write from the HOW to write. Very often we give pupils exciting, interesting writing contexts but ultimately they do not have enough knowledge of what to write about.

During the IMMERSION stage, the teacher's role is to give the pupils the context for writing - the vocabulary, phrases, facts etc.

The immersive stage can involve the following:

• Hot seating	Royal Shakespeare Company ideas	
• Teacher in role	Role on the wall	Videos
• Soundscape	Vocab rating/climb	Draw on experiences
• Physical experiences	Visual texts	Zone of relevance
• Conscience alley	Label picture with given vocab	Reading
• Drama	Thesaurus work	Senses work

The ultimate goal of the IMMERSION stage is for the pupils to TALK through the context for writing. Oral rehearsal is vital for successful writing. In addition, explicit exposure to high level vocabulary ensures the children are equipped with ambitious vocabulary in order to be able to use these words in their own writing.

## 2. Analyse

The National Curriculum states that children must 'evaluate writing similar to that which they are going to write' NC 2014. The analysis stage is where we introduce the concept of the WAGOLL – What A Good One Looks Like. The WAGOLL is the same text type that is going to be written by the children.

During the analysis phase, the children evaluate the WAGOLL highlighting the features that help the writing meet the purpose, discussing authorial intent e.g. why did the writer do that? What does he/she want the reader to think?. The teacher also skilfully guides them to identify the features of the writing that the pupils need to learn in order for the writing to be successful and meet the year objectives for Appendix 2 of the National Curriculum. It is here that the pupils identify the SUCCESS CRITERIA for the next phase of the Teaching Sequence for Writing.

The WAGOLL illustrates the end goal of the writing and should be referred to throughout the teaching sequence. It should be ambitious to ensure children have high expectations of their own writing and challenge themselves. The WAGOLL can also be adapted to meet the needs of all learners.

*Example WAGOLL for a year 3 text about Howard Carter's discovery of Tutankhamun's tomb.*

*Purpose: To describe Howard Carter's discovery to relay his excitement*

The day had finally arrived. After years of looking, weeks of waiting and days of wondering, the day had come. With his heart beating out of his chest, Howard Carter calmed himself with comforting thoughts. He almost didn't dare to dream that the thing he had been searching and hoping for for so long was potentially within touching distance. He inhaled deeply and extracted his chisel from within his pocket. The anticipation was palpable and sweat was dripping down Carter's forehead.

He gently took his chisel and made a small indentation in the rock, just big enough to squeeze a lit candle through to reveal the tomb's secrets. Carnarvon, who had been waiting nervously could bare it no longer and whispered anxiously 'Can you see anything?'. Holding his breath, Carter answered simply 'Yes. Wonderful things.'. Eager to glimpse more of what lay inside, they made the hole bigger and scrambled down into the Antechamber. By the flickering light of the candle, shadows danced on the walls showing hundreds of things. Amazing things. Unimaginable things. A sensational collection of treasures that would make history.

### **3. Skills**

Spelling, punctuation and grammar (SPAG) is an essential part of the National Curriculum and is taught within context in the Teaching Sequence of Writing. The necessary SPAG skills that are needed for the children to succeed with their writing are identified at the planning stage of each unit and sequential units are planned to ensure full coverage of all National Curriculum objectives.

At Cantrell, SPAG skill lessons are taught using Spelling Shed to ensure consistency and coverage of all elements of the curriculum for each year group. Spelling Shed PowerPoints are used to ensure the correct and consistent terminology is used, however independent tasks are created to suit the individual child and fit the context of the unit of writing.

See Spelling Shed Grammar Overview for coverage.

### **4. Plan**

Planning should be a working document that help pupils to organise/ sequence their writing. Planning is a collaborative process where there will be lots of discussion between the children and teacher. The children will use the previous work from the writing unit as well as the WAGOLL to help with this process. This will look different depending on the purpose of the writing and the age of the children. Some of these are ways in which we may plan our writing at Cantrell:

- Notetaking
- Planning template
- Oral rehearsal

- Plan a paragraph – write a paragraph
- Does a story need all the parts? Opening / build up / problem / climax / resolution. Is this too much to think about?
- Stories could start ‘in the middle’ and be limited in actions. Keep it simple. Story snapshots are much better – focus in on this part.

## **5. Write**

The write part of the Teaching Sequence for Writing is often the most straightforward as the children are well prepared to write their final piece after doing the following:

- Immersed them in the WHAT to write (displayed on the learning wall)
- Analysed the text type that is to be written and the types of words / phrases / sentences that should be used.
- Reinforced the SPAG objectives appropriate to the year group AND introduced them to new learning.
- Planned the piece with the pupil knowing exactly what each paragraph/part is going to contain.

The writing process may be spread over multiple sessions as the children are encouraged to focus on the QUALITY of their writing.

## **6. Edit/Review**

At Cantrell, we use green pens to edit our work. This is a specific skill we teach to help the children look for simple additions, revisions and corrections needed in order for the children to improve their writing.

The children will sometimes be provided with a ‘checklist’ to help them identify what they need to check within their writing, moving on to the children identifying themselves what they need to make sure they have included to have successfully written for the specific purpose.

Both self-assessment and peer-assessment is used in order for the children to develop their reflective practice and critique skills. This also gives the children the opportunity to self-monitor and take some responsibility for their own targets.

## **7. Publish**

At Cantrell, we take pride in our work. Because of this, we believe it is important for the children to ‘publish’ their work at the end of a writing unit to celebrate what we have achieved.

Every half term in KS2, this writing is published in our pink writing assessment books. These books help to showcase our achievements and progress as we move through school.

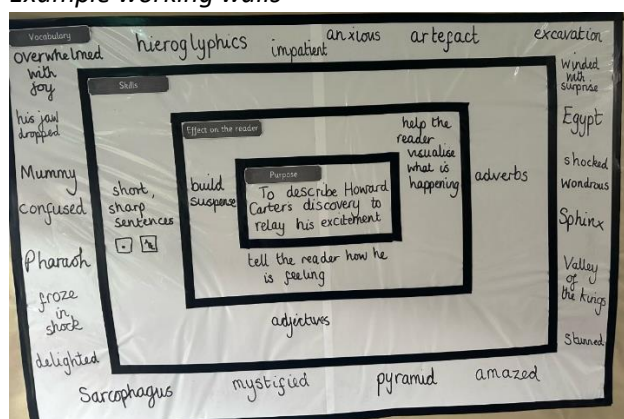
## Writing and the Working Wall

Learning walls are invaluable to the success of the teaching sequence. Their intention is to support the child when it comes to the writing stage and to answer any question that they may, ordinarily, feel that they have to ask.

They highlight the purpose of the writing to the children, remind them of the desired effect on the reader, specific skills we need to demonstrate and example vocabulary that they can 'magpie' in their own final piece.

Our working walls are consistent through school and are used and modelled within our English lessons to ensure the children understand how to use them successfully.

### *Example working walls*



## Spelling

At Cantrell Primary School, spelling is taught using Spelling Shed. This ensures consistency in teaching strategies as well as coverage of all National Curriculum objectives for each year group.

In KS1, spelling is primarily taught using Little Wandle Letters and Sounds Revised, however any NC spelling objectives not covered by the scheme are taught using Spelling Shed.

Spelling lessons are taught explicitly and separately from our English lessons.



Please see Spelling Shed Pace and Progression document for coverage.

## Handwriting

At Cantrell, we use LetterJoin to teach handwriting. This ensures consistency in teaching techniques and provides our children with the skills they need to produce neat handwriting.



Foundation 2 and Year 1 focus on fine motor skills and letter formation (print).

Year 2 recap letter formation before moving on to introducing cursive letters.

Year 3-Year 6 encourage joined handwriting (where appropriate) and children begin to develop their own style.