



*Manor Field*  
PRIMARY SCHOOL  
*Respect Believe Achieve*



<b>Writing Policy</b>	
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Article 29 (Goals of Education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Mission Statement:**

At Manor Field School Everybody Matters

**Vision Statement:**

All pupils become socially and emotionally intelligent, as well as academically, so they can access all learning and life opportunities, now and in the future.

Max Granger  
Writing Lead  
Written: December / 2020

## Writing Policy

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### **1. Vision**

Writing is at the heart of everything we do at Manor Field. We know that writing is a fundamental skill which allows learning and life opportunities now and in the future. The skill of writing enables pupils to communicate their thoughts, ideas, opinions and also as a way of documenting and conveying their knowledge and skills. We prepare pupils for their future lives by teaching them the skills they need to communicate effectively.

We believe that all children should be given the opportunity to experience a high quality education of writing . Throughout their time at Manor Field School, children will experience a range of high quality literature and model texts covering the key fiction genres, non-fiction text types and poetry.

### **2. Intent**

The aims of our writing curriculum are:

- To develop pupils in becoming efficient and effective writers who are able to write appropriately for a variety of audiences and purposes.
- To develop pupils in acquiring the knowledge and skills to communicate effectively within a range of contexts.
- To expose pupils to a wide-variety of high-quality literature
- To ensure all pupils can confidently use and identify a range of grammatical structures, and use them to enhance their writing.
- To expose pupils to high-quality modelled, shared and guided writing, modelling the skills and techniques of being a confident writer
- To build and internalise a bank of stories that support them in developing their imagination, vocabulary, writing techniques and confidence;
- To ensure all pupils have opportunities to plan, edit, draft and present their work.
- To allow children to develop a writer's voice, selecting vocabulary and grammar which best suits their own purpose.
- To receive informative and motivational feedback in order to move them on developmentally, as well as motivationally as writers.
- To develop pupils' love of writing.

### **3. Curriculum Implementation**

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through daily focused writing lessons, the children learn a range of skills, concepts, attitudes and methods of working. Wherever appropriate, writing lessons are linked to the class theme, and, therefore, the wider curriculum. We strike a balance between fiction, non-fiction and poetry with an emphasis on whole texts rather than extracts.

## Writing Policy

The writing journey for each unit of work is split up into three key strands:

- Imitation
- Innovation
- Independent application

### Imitation

Once the teacher has established a creative context and an engaging hook to their unit, a typical writing unit begins with an engaging activity to hook the children's interest. This is often followed by the oral rehearsal of a model text, helping to internalise the structure, vocabulary and grammatical features of the text. In this way the children hear the text aloud, say it for themselves and enjoy it before seeing it written down. Once this phase is finished, children are in a much better position to consider the writer's toolkit - thinking carefully about the writing skills that help to make that text successful. The class co-construct a toolkit for this type of text so that they can talk about the ingredients themselves.

### Innovation

Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. Text maps can be used in Key Stage 1 to support less confident writers at the planning stage, allowing them to change simple parts of the key structure to develop their own ideas.

Modelling and shared writing is absolutely key at this stage, to demonstrate the writing process to the children. This allows the children to see how to innovate the model text and select words and phrases that really work. Editing plays a crucial role in allowing the children to reflect on the quality of their work. Throughout the shared writing, the children should be strengthening the toolkit so they start to understand the type of ingredients that may help. With the aid of a visualiser, the whole class can also discuss some of the more successful work. Time is then given to enable the children to give their own work a polish in the light of these discussions and perhaps to begin the dialogue about what works by writing their own comment on their work for the teacher to comment on, therefore developing their writer's voice.

### Independent application

The teacher now has the opportunity to assess the children's work and to adapt their planning in the light of what the children can actually do. Often, once teacher marking and assessment has taken place, further focussed skill lessons may be taught, addressing any weaknesses that the children may have had in their final piece. The children can now be given a brand-new context in which to independently apply what they have learnt throughout the unit, applying grammar, vocabulary and composition skills to a new piece of work.

## **4. Curriculum Planning**

To ensure continuity and progression for all of our pupils the curriculum is carefully organised from the Early Years to Year 6 and enables the pupils' knowledge and understanding of the writing process to develop. We have introduced a skills progression to ensure each time an objective is revisited there is an increase in complexity and level of challenge. Each objective has been mapped across the different year groups, linking to the theme where appropriate.

## Writing Policy

### **4. Assessment - Analysing Impact**

The three main types of assessment to be carried out are:

- **Assessment for learning (formative)** – the continuous assessment the teacher undertakes in order to plan the next stage for the pupils' learning. This includes both evaluative and diagnostic assessment, and is usually drawn from the child's level of performance in the daily writing activities.
- **Self-assessment** – the child's evaluative assessment of their own understanding, often guided by an adult or peer.
- **Summative** – assessments that find out or summarise what the child knows, which usually happens at the end of the writing unit.

### **5. Monitoring**

The subject is led by the writing lead, ensuring skills are met across the year groups and the learning is appropriate. Medium Term planning is designed by class teachers and help and support is offered by the Subject Lead where necessary.

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations by the Subject leader. Subject portfolios contain the key documents for each subject, and contains evidence of their implementation across the school.

Ends