

# Ripponden J&I School



Writing Policy  
March 2023

## Intent

At the end of KS2 children we want all children leaving Ripponden J&I School to be able to communicate clearly and coherently in writing. Our aim is that all children will be able to express their ideas, understanding and knowledge in a writing style which is appropriate for the purpose and audience of the text. They will be able to write effective composition with appropriate speed and fluency across all areas of the curriculum. Our children will be equipped with the writing skills they need to be able to access the full curriculum in the next stage of their education.

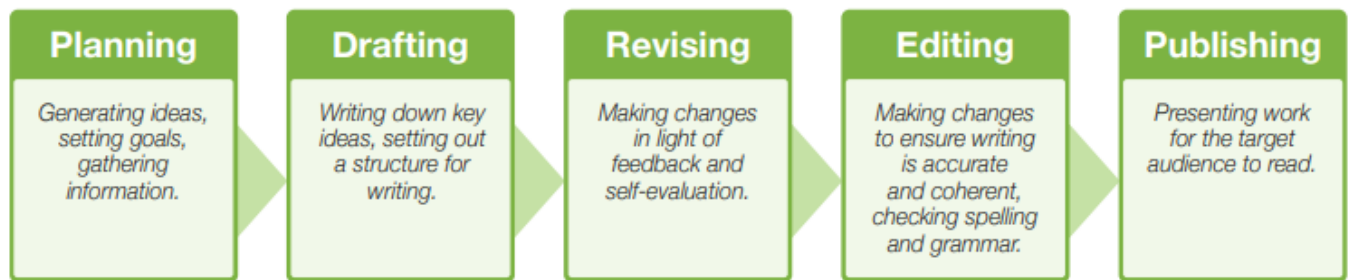
## Implementation

Each KS1 and KS2 class has a daily English lesson or the equivalent. This is dependent on staffing (where more than one member of staff is responsible for teaching the class) and timetabling (where other subjects have to be given an allocated time slot eg. swimming lessons).

We always use high quality texts, resources and experiences to inspire enthusiasm and purpose for writing. English units of work are planned to take anything from 1 week up to a whole half term dependent on the text, year group and cohort. We aim to ensure that there is a balance of reading and writing across all units (as per the EEF Writing Approaches in Year 3 to 13 Evidence Review – see Appendix A).

Units of work are planned with the needs of the children and their current point of attainment as the starting point and are focussed squarely on the intended written outcome. From here teachers plan units based on the knowledge that writing is a process:

**Figure 11: The writing process**



EEF Improving Literacy in KS2 guidance report 2<sup>nd</sup> edition, November 2021, p31 (Appendix B)

Strategies to support this process can be found on page 30 of the above EEF guidance report and have been shared with staff during in-house training (November 2020) and from an external provider in March 2023 (Appendix C).

## Genres and text type

The text type progression grid (Appendix D) shows the appropriate purposes for writing for each year group. Text type and genres are chosen to match this progression as well the needs and interests of each cohort. It is important to provide a number of writing opportunities for each purpose for writing and we aim to include each one at least twice per year.

## Vocabulary

Tier 2 vocabulary (see Appendix E) is selected at the beginning of each unit and identified on medium term plans. The teaching of this vocabulary is explicit as per Beck's Model 2004 (Appendix F). Teacher modelling (both oral and written) encourages children to use this ambitious vocabulary precisely and accurately.

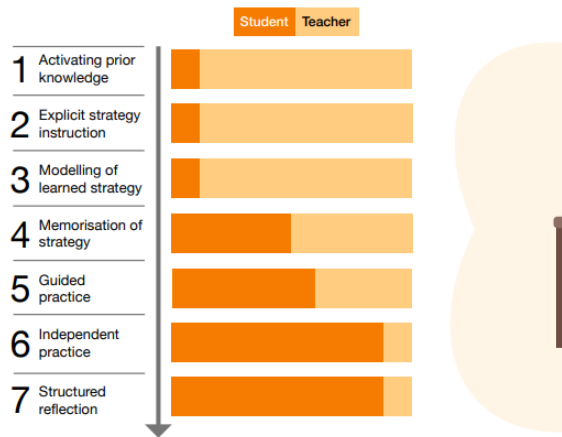
## Grammar progression

Explicit teaching of grammar and punctuation takes place within the context of the text and within the writing process wherever possible. Grammar is taught using the appropriate content identified on the progression document (Appendix G).

## Modelled, Shared and Guided Writing

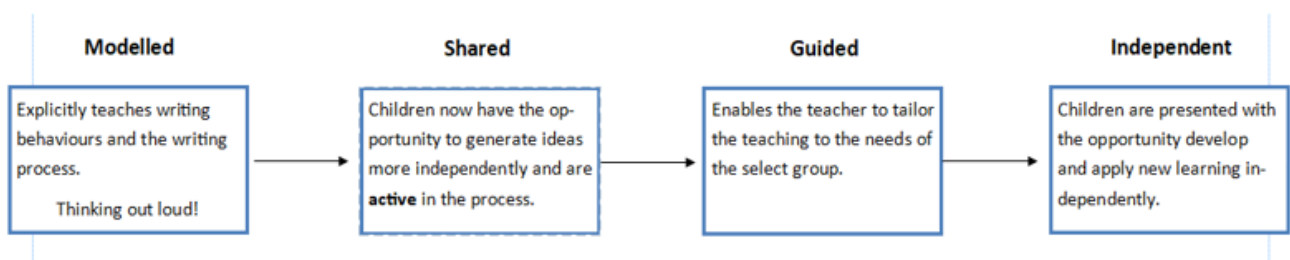
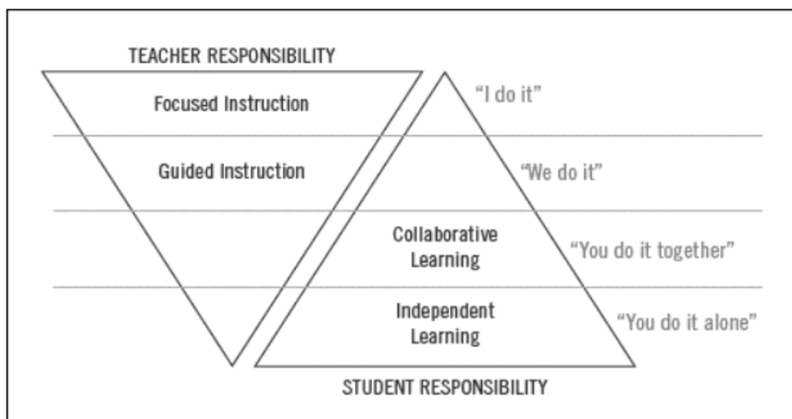
Writing strategies are taught using the “gradual release of responsibility” approach as seen below:

Figure 9: A process for transferring responsibility from adult to child



*EEF Improving Literacy in KS2 guidance report 2<sup>nd</sup> edition, November 2021, p26 (Appendix B)*

Modelling writing is the act of explicitly teaching writing behaviours by demonstrating the writing process. In Writing, it forms the ‘I do’ strand of Pearson & Gallagher’s (1983) [Gradual Release of Responsibility model](#).



The role of the adult modelling and thinking aloud is a very important part of teaching in the writing process. Modelled writing is described as follows in the EEF KS1 Improving Lit guidance report

p33 (Appendix H): “As they write, the teacher models their thought processes and choices by articulating them aloud. Choices are explained and justified in relation to the desired effect upon the reader.”

It is planned in at any stage of the process and is not linear so is repeated at any stage where necessary.

### **Guide to Modelled writing:**

- discuss how the audience and the purpose of the writing task determine the structure, grammatical features and content;
- use specific objectives to demonstrate composition and effect;
- rehearse sentences orally before writing them down, thus giving children insights into how to compose in sentences;
- encourage the automatic habit of incorporating basic elements, e.g. capital letters and full stops;
- constantly re-read to gain a flow from one sentence into another;
- explain why decisions have been made
- occasionally make deliberate errors so as to allow a focus on tackling common errors or on errors related to a specific teaching objectives;
- model meta-language (i.e. language used to talk and think about language).
- check for misconceptions and deal with them by directing discussion to promote action and enquiry.

### **Guide to Shared Writing at KS1:**

- work with the whole class to demonstrate, explore and discuss the choices writers make.
- make the links between reading and writing explicit – written texts as models for writing.
- scaffold aspects of writing – helping children understand and apply specific skills and strategies.

#### **Teacher's role:**

- to demonstrate the way that writers work.
- to develop and refine ideas.
- to work at a level beyond children's independent writing.

#### **Child's role:**

- to contribute his/her own ideas.
- to identify features in the shared text to use in writing.
- to begin to incorporate the techniques modelled by the teacher into his/her own writing in guided/independent work.

### **Guide to Shared Writing at KS2:**

- working from examples of written text to explore how grammatical features are used to create particular effects.
- investigating these features through activities such as transforming sentences, collecting and classifying words and phrases to help children understand principles and conventions.
- applying this knowledge in composing real texts through shared writing.
- learn to make appropriate choices as they write.
- see grammatical features as options to create impact on their readers rather than as rules to create complicated sentences.

#### **Teacher's role:**

- to demonstrate the way that writers work.
- to develop and refine ideas.
- to work at a level beyond children's independent writing.

#### **Child's role:**

- to contribute his/her own ideas.
- to identify features in the shared text to use in writing.
- use knowledge gained in other lessons to read critically and note the effect of the features used by the writer.
- investigating and discussing the effect of using these grammatical features in her/his own writing.
- to begin to incorporate the techniques modelled by the teacher into his/her own writing in guided/independent work.

### **Guide to Guided Writing:**

- In guided writing, teachers continually provide feedback, redirection and expansion of ideas. Any area of writing can be addressed, but it works well to put similar needs together and address them at the same time.
- The step between teacher directed (modelled/shared) and independent writing.
- Teacher works with students either small group or independently.
- Guide the group through the part of the writing process that everyone else is focused upon. The teacher helps children remind themselves of targets, progress points and writing processes. The shared write may be revisited. Try writing on mini-whiteboards as children are more likely to experiment, before copying up into their journals.
- The main point about guided work is that the children should be doing most of the thinking and writing. It is a scaffolded bridge from dependence towards independence.
- Take time to reflect. Writers read their work aloud, and this is an important habit to develop with children. Make it a habit to always re-read a paragraph through and ask the children the following questions:
  - Which are the best bits and why?
  - Are there any places we could improve?
  - Are there any mistakes? This begins to develop the habit of editing and proof-reading.
  - Finally, at the end of the session, it is worth asking: What have we learned about writing? To write this really effectively, what did we have to do?
  -

### **Revising and editing:**

Revising is the stage which comes first and is focussed on “making changes to the content in light of feedback and self-evaluation” (EEF KS2). Children are taught to reflect or look back at any plans they have made and consider if their writing is effective for the purpose and audience they intended to write for. Feedback may be oral or written and from peers or adults.

Editing is the process of making sure that the text is accurate and coherent (EEF KS2) so final checks on spelling and grammar happen at this stage.

Both revising and editing are important stages. At KS1 and lower KS2 it is important that these stages are explicitly taught and the process is highly visible. Adults can use the modelling technique as previously discussed and use some of the following to guide the revising stage:

Look at one sentence together:

- What do we think is effective?
- What could be more effective?
- Change a word to make it more precise
- Take out unnecessary language
- Add detail
- Add to beginning or end
- Change the order
- Include a literary technique

- In these keystages children use green pen to show any revision or editing they have done, whether it be independently or after feedback.

At upper KS2 children complete these stages with more agency and independence so their revisions and editing may not need to be highlighted in green pen.

### **Transcription skills**

The transcription skills of spelling and handwriting need to be taught explicitly and systematically to the point of automaticity. This then reduces the cognitive overload involved when writing so that more of the working memory can concentrate on composition. Spelling and handwriting are taught in discrete lessons appropriate to the year group.

### **Spelling**

Spelling is taught in every year group (apart from EYFS) using weekly direct instruction. All classes use the Spelling Shed resources and framework which is based on the National Curriculum spelling appendices (Appendix I). Spelling lists are sent home as part of weekly homework and are tested in class using a mixture of low-stakes quizzes and dictated sentences. In EYFS and Y1 spelling is a part of every daily phonics lesson. Spellings are based on known GPCs and follow explicit adult modelling (see phonics policy). Tricky words are also taught alongside phonically decodable words and are modelled in the same way.

### **Handwriting**

Writing is a very physical skill which needs stamina and accuracy. Handwriting is taught regularly with substantial practice sessions until the point children can write in a joined style with fluency and speed. The hand writing progression document (Appendix J) shows the expected progression by stage of development. Resources used to support the teaching of handwriting are: Little Wandle Letters and Sounds Revised, Letterjoin and The South Warwickshire University Trust Children's Occupational Therapy Hand Skills and Hand Writing Intervention Programme.

### **Working Walls**

These are an important part of the learning process as they provide children with visible models and scaffolds to reinforce learning. These should show the skills being taught, give explanations and model examples. Working Walls should be written clearly and placed where all children can see them. During the process, the working walls should be referred to regularly and often as a way of modelling their use. These should remain on the walls for as long as the children need them so children are reminded and encouraged to use these skills in other writing.

### **Assessment**

As part of our assessment and internal moderation of writing, we make judgements based on a range of pieces from across the curriculum. Teachers formally assess 2 pieces every half term and internal moderation takes place once every half term. We make assessments using the DFE statutory Teacher Assessment Frameworks (TAFs) for Years 2 and 6 alongside the Calderdale Literacy Team TAFs for Years 1,3,4 and 5 (Appendices J-O).

### **Impact**

The impact of writing success at Ripponden J&I School is measured through the following:

- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages

- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non disadvantaged)

**How will we know?**

The subject leader will monitor implementation and impact through:

- Learning walks
- Drop ins
- Pupil voice
- Book scrutiny
- Half-termly pupil progress meetings
- Analysis of data on Target Tracker and Little Wandle phonics assessment tracker
- Analysis of SATs data

**Review and Evaluation**

<b>Date of Ratification:</b>		<b>Signed:</b> <b>Mrs Lorraine Bamforth (HEAD TEACHER)</b> <b>Mr Stephen Fisher (CHAIR OF GOVERNORS)</b>
<b>Review date:</b>		<b>Signed:</b> <b>Mrs Lorraine Bamforth (HEAD TEACHER)</b> <b>Mr Stephen Fisher (CHAIR OF GOVERNORS)</b>

