



Intent

Writing

Pupils are taught to correctly form letters with the correct pencil grip and segment words to spell accurately.

Mechanics of Writing

Pupils are given opportunities to compose and sequence sentences and paragraphs to write with stamina and enthusiasm. Pupils explore punctuation and grammar in context.

Writing for meaning

Pupils identify audience for and purpose of the writing, selecting the appropriate register and vocabulary and grammar choices for effect. Pupils draft and edit to the enhance meaning of their writing.

Writing for purpose and effect

Implementation

Writing Transcription	Composition	Vocabulary, punctuation and grammar
<p>Spelling in EYFS is taught in isolation to phonics. In y1-6, spelling is taught through the spelling scheme Treasure House.</p>	<p>Planning Children use a range of techniques to plan or research ideas for their writing for a chosen audience and purpose (entertain, inform, persuade and discuss)</p> <p>Drafting & Writing Teachers use a range of teaching strategies such as the use of model texts, success criteria, modelled & shared writing opportunities to develop confidence and independence when writing. Children use their SPAG skills sessions to apply their ideas into independent writing.</p>	<p>Vocabulary Children use the STAR approach to select, activate and revise ambitious vocabulary to use in their independently writing.</p> <p>Punctuation & Grammar Children are taught grammar and punctuation appropriate for their text type. Children are taught the mechanics of accurate punctuation and grammar rules appropriate to their age. These skills are practiced in context to help children develop their understanding of the purpose of specific vocabulary, grammar and punctuation choices</p>
<p>Handwriting West Park uses our own handwriting Scheme and letter families.</p>	<p>Evaluate & Editing West Park uses margin codes and writing codes to support children to develop their editing skills. Children are encouraged to made specific changes to enhance the quality of their writing. Word is then published in a "Polishing" book to allow the children to present their work creatively. Children also perform their writing.</p>	

EYFS

Writing is taught daily in the Early Years. Long, medium and short term plans ensure progression of skills working towards the development matters objectives for Communication and Language, Literacy and Physical Development. West Park uses Drawing Club as a vehicle to teach writing. Daily sessions are carefully planned to inspire creativity and develop writing skills to ensure progress throughout the year (See [Progression in Writing in EYFS document](#))

Y1

To ensure a smooth and positive transition from EYFS, children slowly transition from Drawing club to whole school writing journeys to ensure children feel secure, confident and ready to learn in familiar way in a new environment. This helps to ensure spoken language and vocabulary are an integral part of writing composition. (See [Y1 writing journey document](#))

Writing in y1 Spring term – Y6

In Key Stage 1 and 2, writing is taught daily as part of a two-week learning journey focusing on a particular genre or text type. A long-term plan and curriculum map ensure progression of all skills across school. This includes opportunities for children to write across the curriculum. Medium term and short-term plans reflect the National Curriculum objectives for writing. Objectives are taught as discrete lessons to expose children to a specific skill in the context of their writing wherever possible.





Writing journeys will follow the same 2- week structure. Teachers may adapt the order of these sessions to suit the needs of the class and the type of writing for that journey.

Two- Week Writing Journeys:

Writing Journey									
Text Text Type:									
Week 1					Week 2				
Monday Introduce journey & Deconstruct text	Tuesday Vocab collection	Wednesday SPaG	Thursday SpaG	Friday SpaG	Monday Planning/ draft	Tuesday Draft	Wednesday Draft	Thursday Edit	Friday Polish/ Perform
SEND/Alternative provision:					GDS Challenge:				

Deconstruct text

At the start of a new writing journey, teachers will introduce the text type or genre the children will be writing and the children will identify the audience and purpose of their text type. Children will help identify the different features (language and layout features) of the text type and purpose of the writing based on prior learning.

Text	Purpose	Tone	Features
	Why has this text been written?  		What language, layout and grammar features will help our writing be successful?
	 	Audience	

Vocabulary books are introduced/ referred to from this very first session. Teachers will have carefully selected the codes for writing they want children to collect in accordance with the success criteria (see writing codes). Children are encouraged to make suggestions here based on their understanding of the text type and purpose of the writing- *What vocabulary choices will have impact on our reader? How do we want our reader to feel and how can our word choices impact on that?*

Children will then deconstruct a model text to explore the language and layout features they will need to use in their independent writing.

Text	Purpose	Tone	Features
	Why has this text been written?  		What language, layout and grammar features will help our writing be successful?
	 	Audience	

Vocabulary collection/ focus lesson

Children will collect vocabulary to use in their independent writing throughout the journey. Word mats can also be used, but we want children to collect their own vocabulary to enable them to make specific word choices during their independent writing. Teachers will also complete a dedicated vocabulary lesson to enable to explore and select. This can be done collaboratively or through independent tasks. Teachers will consider the use of pictures, visual clues, possible subheadings ect for non-fiction to support this.

Teachers will use the STAR approach in conjunction with the same approach in reading lessons where necessary during writing lessons.

Teachers will

- Select
- Teach
- Activate
- Revise

during all parts of the writing journey where necessary. Tier 2 words will be selected to be taught, activated and applied into independent writing. Tier 3 words will be taught to ensure understanding for the children (pre-teaching vocabulary in model text). These words will be collected into vocabulary books and displayed on the working wall.

Teaching Specific Features

Skills sessions

Children will be taught a specific new age related SPaG skill for this writing journey. New skills to teach are identified on the LTP progression document for teachers to use. Previously taught skills for each text type are also identified for each text type or genre. This enables teachers to choose other skills to revise and apply in at the current ARE. Where possible, children should see examples of the skills in the book they are reading or model text to support their development of authorial voice & intent.

Each skill session will follow the same structure-

- Identify
- Explore
- Draft & Application

These sessions will always be in the context of the writing journey and text type or genre and children should understand that their application paragraphs should be applied into first drafts.

Teachers can choose how long to spend on each skill depending on the needs of their class.

Planning and Drafting

Children will plan their writing in any way deemed fit to suit the text type. This can include structured planning sheets designed by the class teacher- including paragraphs/ subheading and specific vocab/ grammar/ sentence ideas. This can also include the use of plot points and story maps in a narrative.

Some text types will require research/ planning before the SPaG sessions begin. (For example- biographies, non-chronological reports/instructions/ explanations) This will ensure children have the information necessary to complete their SPaG sessions and application into a paragraph.

Children will use the application part of their skills sessions to help write their 1st draft.

<u>Teaching Specific Features Skills Sessions</u>
<p style="text-align: center;">Identify</p> <p>At the beginning of each SPaG session, children will read an extract of the model text. Children will identify the taught SPaG skill and see how it is used effectively within that text type. Children should be able to discuss <i>author's voice</i> and <i>authorial intent</i> here in fiction and narratives.</p>
<p style="text-align: center;">Exploration</p> <p>After identifying the taught skill, children will then explore the skill. Children will explore the different ways the focused skill can be used effectively within their own writing.</p>
<p style="text-align: center;">Drafting and Application</p> <p>Children will orally rehearse and then draft ideas to practice writing sentences using the taught skill & vocabulary previously collected in this writing journey. Circulation and feedback from adults and peer feedback will be essential in this part of the lesson. Drafted sentences can be written in vocabulary books or straight into writing books.</p> <p>Children will then apply this skill into a paragraph of independent writing using their drafted ideas. Children will be encouraged to write quietly & independently and apply basic skills alongside the new skill that has been taught.</p>

Editing

Effective and purposeful feedback, both giving and receiving, is an integral part of the ethos at West Park.

Children will edit their first draft using a variety of systems-

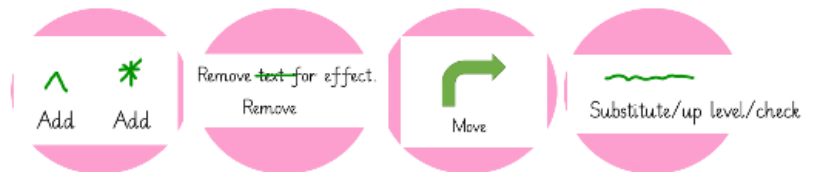
- Feedback from their teacher (individual and whole class feedback) This includes margin marking using the codes *CAPPG Sense HLV* (to improve word choice)
- Feedback from their peers- peer assessment.
- Feedback to themselves. This will be using success criteria and individual writing targets.
- Teachers will also refer back to audience and purpose of the writing through writing and editing lessons.



Children will be given an editing task in the context of the current learning journey to help them practice and develop their editing skills. Teachers will create these specifically based on assessment for learning and whole class feedback from marking.

Teachers will model how to effectively edit using our codes for editing.

Children can complete these tasks collaboratively or independently. Children will then apply these editing skills to their own writing using a green pen.



Children will and should use these skills before the editing lesson. This is when we know those skills are becoming embedded.

Polish or Perform

After editing their tasks, children will polish or perform their edited writing.

Polished Writing will be published in polishing books. Children will be allowed freedom to creatively write their final version of their writing. Children will be encouraged to check each paragraph as they are writing to prevent careless errors. Work is also celebrated on the "Star Writer" board, on the school websites and through our school twitter page.

Performing Writing - Children will be able to perform their writing. This can be supported using recording on the ipads, green screen software or performing to the rest of the class or in small groups. This also makes clear and purposeful links to development in speaking and Listening skills their writing. This can be supported using recording on the ipads, green screen software or performing to the rest of the class or in small groups.

Spelling

In EYFS, spelling is taught through phonics. Children are taught to segment words using their phonic knowledge. Children will be exposed to common exception words that contain sounds they have not yet been taught and practice these regularly to begin to use in their independent writing.

At West Park Primary School, in y1-6 we use Treasure House to teach spellings across the school. (See [West Park Primary School Progression in Spelling document](#)) During Writing sessions, spellings are also included daily on retrieval starters. Children complete daily retrieval spelling tasks linked to their previously taught spelling rules and year group statutory spellings list.

At the start of each writing journey, children also spend time looking at their year group spelling list and select words which are appropriate to the text type they are writing. Children consider the audience, purpose & authorial intent of their writing, and choose statutory spelling words to orally rehearse in the context of that they are writing. These can then be used in independent writing.

Handwriting

In EYFS, Handwriting will begin with mark-making and patterns in EYFS. During this time, staff in EYFS will ensure pupils are given daily opportunities to build their core strength as this will help pupils with their writing.

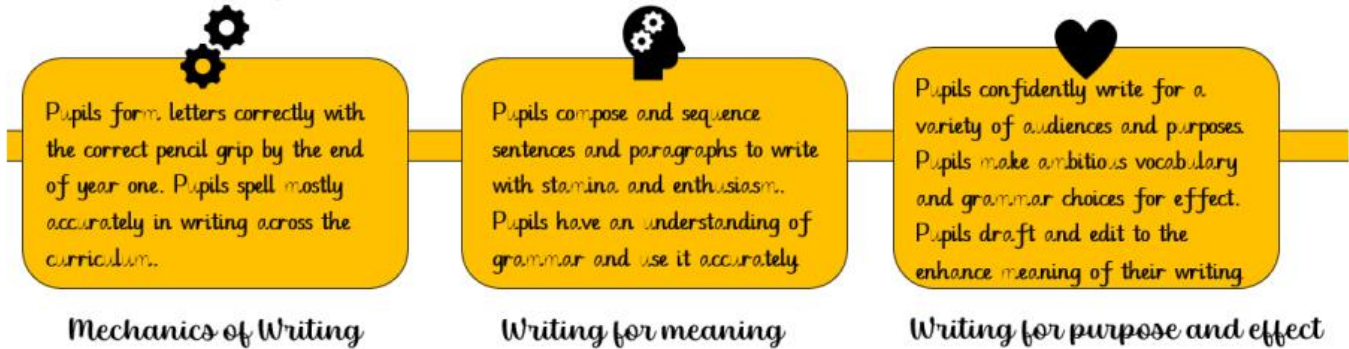
In Y1 and Y2- handwriting is taught daily to support fluency when writing.

KS2

In Y3-6, discreet spelling is taught weekly apart. Children who are identified as needing letter formation support receive handwriting intervention sessions as addition to the weekly session.

Impact

Writing



Assessment

Assessment for learning strategies are used on a daily basis. These show the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning. Formative assessment of learning is completed termly using assessment in line with whole school assessment week.

Vocabulary, Punctuation and Grammar

Children will complete spelling and punctuation and grammar assessments 4 times a year.

- Autumn Baselines
- Autumn Review
- Spring Midlines
- Summer endlines

These assessment are recorded on the whole school English assessment document. Analysis of the data is incorporated teachers planning so pupils' needs can be addressed.

Writing Moderation

In-school writing moderation takes place every term. This allow teachers to support the assessment of writing and validate teacher assessments. Teachers also take part in outer school moderation with local schools at the end of the school year in order to ensure that judgements are accurate.

Data is analysed to ensure that all pupils are making at least expected progress. These results are monitored by subject leaders and SLT and reported to Governors. Pupils who are not on track are identified during termly pupil progress meetings for intervention/target teaching.

Assessment in spelling

Daily retrieval practice will support AfL for spelling based on previously taught spelling rules and statutory spelling list. At West Park, children do not complete weekly spelling tests. A 2012 study from the British Journal of Educational Psychology found that spelling tests had no significant effect on student learning. Instead, children will complete a formal spelling test termly through our baseline, baseline review, midline and end line assessments. These are in the style of end of KS2 where children write words in the context in longer sentences. Results of these assessments are communicated to both children and parents, and allow teachers to track children who may need more support with spelling.

Handwriting

In reception, KS1- Y4 , children complete a letter formation assessment every half term.

In Y5-6, children complete a letter formation assessment at the start of September. Once children have reached the KS2 expected standard 'to maintain legibility in joined handwriting when writing at speed', there is not expectation to repeat these assessments. Handwriting will then be taught twice a week to ensure challenge is continued. Children who are identified as needed support receive handwriting intervention sessions focusing on letter formation.

Educational inclusion

We operate a fully inclusive ethos in school. No child will be omitted from an activity or lesson on the grounds of gender, race, disability or special needs unless it is for reasons of the safety of themselves or others. If risk cannot be eliminated, then parents will be informed and the best way forward can be discussed. Effective planning for inclusion takes account of the appropriateness of the objectives; the teaching style to which pupils respond best; responding to children's varying learning styles and the removal of any barriers to learning such as providing for first language use by EAL learners or increasing the writing challenge for more able pupils.

Parental inclusion

We encourage parents to be actively involved in their child's learning journey. We invite parents into school for writing workshops in the spring and summer term to enable them to work alongside their children and get a better understanding of how we teach writing at West Park. Teachers formally report to parents about their child's reading and writing attainment and progress three times a year in the form of parents' evenings and reports.


West Park Progression Document and LTP

The writing curriculum is clearly sequenced to develop **substantive knowledge**. We want pupils to acquire a wide vocabulary; a solid understanding of grammar and punctuation and develop the ability to effectively plan, draft, and construct writing for different purposes. We want them to be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. A clear, fluent and taught handwriting style is essential in developing early writing fluency. Through deliberate practice, this substantive knowledge becomes automatic and fluent leading to mastery and an alteration of the long term memory. .

The writing curriculum is clearly sequenced to develop **disciplinary knowledge** and apply substantive knowledge to effectively write for a range of purposes. We know that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement, and that of others, in all pieces of writing, editing their work effectively during and after the writing process. We want children to develop as writers with an understanding of authorial intent and think critically and creatively using the automaticity of substantive knowledge.



West Park Primary School
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Narrative	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
 Writing to Entertain	Composition	Handa's Surprise Adjectives Lost and Found Adjectives	Meerkat Mail Year 2 TAFS APPLY The Present Year 2 TAFS APPLY	I talk like a River Show Not Tell	Butter-fly Lion Similes Moon poetry Personification	Oliver Twist Metaphors	Giant's Necklace Idioms The Fountain of Youth Figurative Language
		My name is not Refugee. Adjectives	Coming to England CL Conjunctions- and but so	Stone Age Boy Punctuation for speech	Ice Palace Recap punctuation for speech Synonyms for said AD manner	Journey to Jo Berg Convey character Speech, verb, action	The Boy Giant Dialogue to advance the action Alma Convey character & advance action Broken Convey character Advance action
		Zog Adverbs of Time Cap for Proper nouns	Polar Express Adverbs of Manner 2A Present Tense (including progressive form.)	Tadeo Jones Adverbs of Place Fronted Adverbials	Slippery Tale Revise Fronted Adverbs Muffaro's beautiful daughter Prepositions (AP)	Oliver Twist Relative Clauses	Giant's Necklace Semi colons Alma Joining Clauses with HLP
	Cap and FS	Jack and the Beanstalk Fairy tale Language	Red Riding Hood Sentence Types Apostrophes for possession	Iron Giant Powerful Verbs Hansel and Gretel Playscript AM	Ice Palace Short sentence for effect	Clock work Cohesion (Nouns and Pronouns)	Titanium Cohesion Using commas to clarify meaning
		Nemo Conjunctions (Co-ordinating)	The Great Fire of London Conjunctions (Subordinating) Apostrophes for possession	Proudest Blue Joining clauses with conjunctions (Simple and compound – Fanboys co-ordinating conjunctions)	Firework Maker's Daughter Subordinate clauses Present perfect form as verbs	Tale of three Brothers Perfect form of verbs Joining Clauses with semi colons	Leopard Multi Clause sentences Hyphens (adjectives and nouns)

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Non- Fiction	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Recount/Diary  		Room on the broom Structuring a sentence Pronoun I	Polar Express Contractions Past Tense (including progressive form) The Great Fire of London News Report <i>Year 2 TAFS APPLY</i>	Tadeo Jones diary entry Adverbs of Place Fronted Adverbials	Encounter Subordinate Clauses The Waiting Place Cohesion- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Newspaper Direct and Reported Speech Street Child- Newspaper Parenthesis PP	Newspaper Concise language Direct and Reported Speech
Non Chron Report 		Penguins ? and I Jelly Fish Conjunctions (Co-ordinating)	Flying Squirrels CL	Nile Crocodiles A wider range of sub conjunctions The Stone Age A wider range of sub conjunctions	Lions Formality (Formal Conjunction)	Geography report of rivers Bullet points Colon for a list	Range of animals Use expanded noun phrases to convey complicated information concisely TAFs
Instructions/ Explanations 		Jack and the Beanstalk Imperative Verbs	Scaredy Squirrel Conjunctions (and but so) Little Red Riding Hood Command sentences	George's Marvellous Medicine Causal Conjunctions Paragraphs	Pop Up Cards Causal Conjunctions		Water Safety public information leaflet Modal Verbs Apply a range of skills Sub, co and causal conjunctions
Letter  		Handa's Surprise Letter of apology C - and	Letter to not be afraid of the dark C - Sub Introduction to an awareness of standard English	The Waiting Place Possessive Apostrophe Weather Present Per-fect	Miraculous journey of Edward Tulane Plural apostrophe	Boy Overboard Plural apostrophes Possessive Apostrophe	
Persuasion 				Gingerbread Houses Adverts Powerful Adjectives	Why should we recycle? Persuasive text- hyperboles	Clockwork Modal Verbs	Persuasive letter about vandalism in the park Subjunctive form
Biography 					Roald Dahl Formal conjunctions	Famous female Mathematician Semi colons to mark independent clauses	Nelson Mandela & Charles Darwin Colons to mark independent clauses Passive voice Hyphens (numbers)
Discussion 					Book Review Subordinate	Book Review Modal verbs	E – Debate All TAFS

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