



Writing Policy

At Oakhill Primary School, we **intend** for our children to be able to write independently for a range of purposes and apply these skills at school, across all subjects, being well-prepared for the next stage in their education. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught English skills.

Our aims:

- pupils to read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- develop an interest in words and their meanings to extend vocabulary in spoken and written forms;
- understand a range of text types, media types and genres;
- be able to write in a variety of styles and forms appropriate to the situation;
- use their developing imagination, inventiveness and critical awareness;
- have suitable technical vocabulary to articulate their responses;
- be able to self-assess their writing and then edit and improve it.

Implementing the Teaching and Learning of Writing

Our writing curriculum has been designed so that children are given access to a wide range of stimuli to inspire writing. Our curriculum is progressive so that children practise and embed knowledge and skills and then build upon these each year. Oakhill teachers have secure writing subject knowledge and have high expectations for all of our pupils. Children begin to develop their early writing skills through systematic phonics teaching that enables them to decode words and to read and write simple words and sentences (further information about the teaching of phonics at Oakhill can be found in the 'Phonics Policy'). Alongside this, pupils have regular, high quality speaking and listening opportunities (further information about the teaching of speaking and listening at Oakhill can be found in the 'Speaking and Listening Policy') and regular shared writing opportunities. Mighty Writer is used in EYFS and Year One to provide opportunities for verbal rehearsal, innovation of sentences and stories, and as a teaching tool to write sentences that form part of a larger piece of writing. Writing lessons further up the school enable the children to develop their writing fluency and confidence alongside skills such as using punctuation appropriately, writing at length and with grammatical accuracy, writing for a purpose and applying taught spelling patterns and rules. Children will be able to identify how language, structure and presentation contribute to the meaning of what they read and write. Children will be confident to apply their writing skills to support their learning and to develop their subject knowledge across the wider curriculum.

Stimuli

A progressive stimulus overview, which notes the genres to be taught in each year group, including the National Curriculum objectives which are to be taught, is used from year one to year six. Choosing appropriate and engaging stimuli is essential to ensure that children at Oakhill are inspired to read and write, enhancing experiences which they may otherwise not encounter. Our curriculum is carefully planned and sequenced so that we use a range of stimuli; the main focus is on using high quality texts so that pupils are exposed to quality writing and its features. Texts are chosen for specific cohorts based on interest and ability. Other stimuli include (but are not limited to):

- Video clips (including adverts, films, news reports etc.)
- Visits
- Using the outdoor environment (including Forest School)
- Drama/other speaking and listening opportunities
- Workshops
- Visitors to school
- Use of technologies (including the Now Press Play technology)

EYFS

The teaching of writing begins in our EYFS where children are given opportunities to engage in mark making activities, alongside activities to develop fine and gross motor skills. Speaking and listening is central in our EYFS and children are given lots of opportunities to develop these skills. In writing sessions, work on speech and language is developed through modelled writing before children work independently or in guided groups, supported by an adult and through classroom prompts. In addition to adult led writing sessions, writing is further promoted and developed through continuous provision opportunities and 'Welly Wednesday', which provides stimulus to both adult led writing sessions and continuous provision activities. Further writing stimulus are provided by texts, animation, images and visits/visitors.

All pupils have daily 30 minute phonics sessions; when pupils are ready they begin to write letters and words that they are learning. As speech and language is central to writing, this is the main focus in Nursery. Therefore, whole class sessions and group/individual speech and language interventions take place daily. These sessions continue regularly in Reception alongside interventions for individuals or small groups of children. Pupils in both Nursery and Reception have a daily story and rhyme time session where they listen to a variety of books being read. This time is used to further encourage and develop speaking, listening and language skills through active listening, questioning, discussion and rhyme.

Mighty Writer is a strategy which is introduced in Nursery and continues into Reception. In the first instance, Mighty Writer is used to enhance children's understanding of sentence level work. We introduce Mighty Writer in Nursery where children are exposed to teacher led storytelling through the Mighty Writer mat. As we transition through the Early Years, Mighty Writer continues to be a tool for storytelling and a tool for children to develop their use of orally rehearsing a sentence and writing this.

In Nursery and Reception, writing is assessed using the Early Excellence Assessment Tracker (EExAT).

By the end of Reception, we expect the children to be able to:

- Hold their pencil correctly;
- Form letters correctly;
- Know where to start writing;
- Write their full name;
- Write a sentence that makes sense and includes capital letters, full stops and finger spaces;
- Secure in the spelling of phase 3 and 4 words.

Year 1

Phonics

The main focus in Year 1 is on phonics, therefore all pupils have daily phonics/high frequency word sessions. There is still a significant focus on speech and language – therefore whole class sessions and group/individual speech and language interventions take place regularly. See phonics policy for further guidance about phonics.

English Lessons

- Activities are planned according to the national curriculum objectives for the year group. Support and challenge is planned and provided for pupils as appropriate in each lesson.
- Pupils have access to regular speaking and listening opportunities in every lesson. Mighty Writer is used throughout the writing curriculum.
- At least **three** lessons a week of writing **will be evidenced in books**.
- During each writing lesson, pupils are reminded to self-monitor specific age-appropriate skills.
- The sequence of lessons and the skills taught will build-upon prior learning and work toward the writing for a specific purpose and genre at the end of the teaching sequence.
- At the beginning of each unit pupils are immersed in the chosen stimulus and are then exposed to a high-quality model which is used to identify key features and expectations to aspire to by the end of the teaching sequence.
- Pupils are involved in shared writing where teachers will brainstorm ideas, model key teaching points, address misconceptions and provide good examples. These are displayed in the classroom for pupils to refer to during that unit of work through the use of the 'working wall' and are updated/changed as appropriate. Children independently use table prompt cards and the working walls in classrooms regularly to support their writing.
- All skills lessons should provide children with the opportunity to practise and apply their learning independently to assess understanding of the skills taught. Skills lessons are sequenced to ensure consolidation – lessons are planned to ensure children can practise skills using real life events and then move on to contextual application.
- For information about the genres taught in Year 1, please see 'Writing stimulus and genre progression map'.
- All writing completed in lessons is assessed using a 'Whole Class Feedback' sheet. This is done to inform the teacher of next steps so that planning can be adapted as necessary to ensure children make good progress. For further information see the 'Assessment Policy'.

Environment

Pupils have access to support materials and prompts both displayed around the classroom and available on their tables. These are both generic (for example, the features of a text) and specific (for example, phonemes that an individual child/group is working on)

Handwriting

Handwriting skills taught in separate handwriting lessons are applied and embedded in English lessons. See handwriting policy for further guidance about handwriting.

Spelling

Spelling patterns and rules taught in phonics/high frequency word (HFW) lessons are applied and embedded in English lessons. See spelling policy for further guidance about spelling.

Year 2

English Lessons

- Activities are planned according to the national curriculum objectives for the year group. Support and challenge is planned and provided for pupils as appropriate in each lesson.
- Pupils have access to regular speaking and listening opportunities in every lesson.
- At least **three** lessons a week of writing **will be evidenced in books**.
- During each writing lesson, pupils are reminded to self-monitor specific age-appropriate skills.
- The sequence of lessons and the skills taught will build-upon prior learning and work toward the writing for a specific purpose and genre at the end of the teaching sequence.
- At the beginning of each unit pupils are immersed in the chosen stimulus and are then exposed to a high-quality model which is used to identify key features (linked to the parts, tips, examples, PTE document) and expectations to aspire to by the end of the teaching sequence.
- Pupils will know the purpose, format and audience of each writing genre they are exposed to and will write in the correct style, making deliberate language and grammar choices.
- Pupils are involved in shared writing where teachers will brainstorm ideas, model key teaching points, address misconceptions and provide good examples. These are displayed in the classroom for pupils to refer to during that unit of work through the use of the 'working wall' and are updated/changed as appropriate.

Children independently use table prompt cards and the working walls in classrooms regularly to support their writing.

- All skills lessons should provide children with the opportunity to practise and apply their learning independently to assess understanding of the skills taught. Skills lessons are sequenced to ensure consolidation – lessons are planned to ensure children can practise skills using real life events and then move on to contextual application.
- When planning an extended piece of writing, children will use the progressive whole school PTE (Parts, Tips, Examples) planning documents. These documents will provide a clear structure for writing and the tips section will provide success criteria for the children, which will then be transferred into subsequent extended writing lessons.
- Where possible, links between reading and writing are made. These links are purposeful in developing writing. For example, within a reading lesson children may be asked to identify adjectives used by the author. This could then lead into a skills/writing lesson on adjectives where the examples found in reading could be used to further improve writing.
- For information about the genres taught in Year 2, please see 'Writing stimulus and genre progression map'.
- All writing completed in lessons is assessed using a 'Whole Class Feedback' sheet. This is done to inform the teacher of next steps so that planning can be adapted as necessary to ensure children make good progress. For further information, see the 'Assessment Policy'.

Extended Writing

- For moderation purposes, Year 2 ensure that they have suitable evidence for each of the assessment criteria in the children's English books. The majority of these are narrative pieces, however pupils also write non-fiction and poetry.
- All extended writing is completed in English books marking the end of the taught unit.
- Any elements of work that are not independent and have received a significant amount of help are marked as 'S' (supported).
- Extended writing is assessed using the Orchard Academy Trust Assessment Grid document.

Environment

Pupils have access to support materials and prompts both displayed around the classroom and available on their tables. These are both generic (for example, the features of a text) and specific (for example, phonemes that an individual child/group is working on)

Handwriting

Handwriting skills taught in separate handwriting lessons are applied and embedded in English lessons. See handwriting policy for further guidance about handwriting.

Phonics

Year 2 continue to focus significantly on phonics – pupils have four phonics sessions per week. Pupils who did not pass the phonics screening test have extra phonics interventions and participate in some phonics sessions in other year groups at an appropriate level.

Spelling

Spelling patterns and rules taught in separate phonics/spelling/HFW lessons are applied and embedded in English lessons. See spelling policy for further guidance about spelling.

Year 3

English Lessons

- To aid transition between Key Stage 1 and 2, Autumn term is used to embed basic skills and knowledge from Key Stage 1 whilst beginning to work on the Year 3 curriculum. This is to ensure that the foundations for writing are secure to ensure that children can achieve in writing throughout Key Stage 2.
- Activities are planned according to the national curriculum objectives for the year group. Support and challenge is planned and provided for pupils as appropriate in each lesson.

- Pupils have access to regular speaking and listening opportunities in every lesson.
- At least **three** lessons a week of writing **will be evidenced in books**.
- During each writing lesson, pupils are reminded to self-monitor their work as they write. At the end of at least one piece of written work per term, an editing lesson will take place, as outlined in the Oakhill Whole School Editing Stations Approach. Over the course of the year both fiction and non-fiction pieces will be edited.
- The sequence of lessons and the skills taught will build-upon prior learning and work toward the writing for a specific purpose and genre at the end of the teaching sequence.
- At the beginning of each genre pupils are immersed in the chosen stimulus and are then exposed to a high-quality model which is used to identify key features (linked to the parts, tips, examples, PTE document) and expectations to aspire to by the end of the teaching sequence.
- Pupils will know the purpose, format and audience of each writing genre they are exposed to and will write in the correct style, making deliberate language and grammar choices.
- Pupils are involved in shared writing where teachers will brainstorm ideas, model key teaching points, address misconceptions and provide good examples. These are displayed in the classroom for pupils to refer to during that unit of work through the use of the 'working wall' and are updated/changed as appropriate. Children independently use table prompt cards and the working walls in classrooms regularly to support their writing.
- All skills lessons should provide children with the opportunity to practise and apply their learning independently to assess understanding of the skills taught. Skills lessons are sequenced to ensure consolidation – lessons are planned to ensure children can practise skills using real life events and then move on to contextual application.
- When planning an extended piece of writing, children will use the progressive whole school PTE (Parts, Tips, Examples) planning documents. These documents will provide a clear structure for writing and the tips section will provide success criteria for the children, which will then be transferred into subsequent extended writing lessons.
- Where possible, links between reading and writing are made. These links are purposeful in developing writing. For example, within a reading lesson children may be asked to identify noun phrases used by the author. This could then lead into a skills/writing lesson on adjectives where the examples found in reading could be used to further improve writing.
- For information about the genres taught in Year 3, please see 'Writing stimulus and genre progression map'.
- All writing completed in lessons is assessed using a 'Whole Class Feedback' sheet. This is done to inform the teacher of next steps so that planning can be adapted as necessary to ensure children make good progress. For further information, see the 'Assessment Policy'.

Extended Writing

- All extended writing is completed in English books marking the end of the taught unit.
- Any elements of work that are not independent and have received a significant amount of help are marked as 'S' (supported).

Environment

Pupils have access to support materials and prompts both displayed around the classroom and available on their tables. These are both generic (for example, the features of a text) and specific (for example, phonemes that an individual child/group is working on)

Handwriting

Handwriting skills taught in separate handwriting lessons are applied and embedded in English lessons. See handwriting policy for further guidance about handwriting.

Phonics

Any Year 3 pupils who did not pass the phonics screening test have extra phonics interventions and participate in some phonics sessions in other year groups at an appropriate level.

Spelling

Spelling patterns and rules taught in separate phonics/spelling/HFW lessons are applied and embedded in English lessons. See spelling policy for further guidance about spelling.

Year 4

English Lessons

- Activities are planned according to the national curriculum objectives for the year group. Support and challenge is planned and provided for pupils as appropriate in each lesson.
- Pupils have access to regular speaking and listening opportunities in every lesson.
- At least **three** lessons a week of writing **will be evidenced in books**.
- During each writing lesson, pupils are reminded to self-monitor their work as they write. At the end of at least one piece of written work per term, an editing lesson will take place, as outlined in the Oakhill Whole School Editing Stations Approach. Over the course of the year both fiction and non-fiction pieces will be edited.
- The sequence of lessons and the skills taught will build-upon prior learning and work toward the writing for a specific purpose and genre at the end of the teaching sequence.
- At the beginning of each genre pupils are immersed in a chosen stimulus and are then exposed to a high quality model which is used to identify key features (linked to the parts, tips, examples, PTE document) and expectations to aspire to by the end of the teaching sequence.
- Pupils will know the purpose, format and audience of each writing genre they are exposed to and will write in the correct style, making deliberate language and grammar choices.
- Pupils are involved in shared writing where teachers will brainstorm ideas, model key teaching points, address misconceptions and provide good examples. These are displayed in the classroom for pupils to refer to during that unit of work through the use of the 'working wall' and are updated/changed as appropriate. Children independently use table prompt cards and the working walls in classrooms regularly to support their writing.
- All skills lessons should provide children with the opportunity to practise and apply their learning independently to assess understanding of the skills taught. Skills lessons are sequenced to ensure consolidation – lessons are planned to ensure children can practise skills using real life events and then move on to contextual application.
- When planning an extended piece of writing, children will use the progressive whole school PTE (Parts, Tips, Examples) planning documents. These documents will provide a clear structure for writing and the tips section will provide success criteria for the children, which will then be transferred into subsequent extended writing lessons.
- Where possible, links between reading and writing are made. These links are purposeful in developing writing. For example, within a reading lesson children may be asked to identify adjectives used by the author. This could then lead into a skills/writing lesson on adverbial openers where the examples found in reading could be used to further improve writing.
- For information about the genres taught in Year 4, please see 'Writing stimulus and genre progression map'.
- All writing completed in lessons is assessed using a 'Whole Class Feedback' sheet. This is done to inform the teacher of next steps so that planning can be adapted as necessary to ensure children make good progress. For further information, see the 'Assessment Policy'.

Extended Writing

- All extended writing is completed in English books marking the end of the taught unit.
- Any elements of work that are not independent and have received a significant amount of help are marked as 'S' (supported).

Environment

Pupils have access to support materials and prompts both displayed around the classroom and available on their tables. These are both generic (for example, the features of a text) and specific (for example, phonemes that an individual child/group is working on)

Handwriting

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Spelling

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Year 5

English Lessons

- Activities are planned according to the national curriculum objectives for the year group. Support and challenge is planned and provided for pupils as appropriate in each lesson.
- Pupils have access to regular speaking and listening opportunities in every lesson.
- At least **three** lessons a week of writing **will be evidenced in books**.
- During each writing lesson, pupils are reminded to self-monitor their work as they write. At the end of at least one piece of written work per term, an editing lesson will take place, as outlined in the Oakhill Whole School Editing Approach document. Over the course of the year both fiction and non-fiction pieces will be edited.
- The sequence of lessons and the skills taught will build-upon prior learning and work toward the writing for a specific purpose and genre at the end of the teaching sequence.
- At the beginning of each genre pupils are immersed in the chosen stimulus and are then exposed to a high quality model which is used to identify key features (linked to the parts, tips, examples, PTE document) and expectations to aspire to by the end of the teaching sequence.
- Pupils will know the purpose, format and audience of each writing genre they are exposed to and will write in the correct style, making deliberate language and grammar choices.
- Pupils are involved in shared writing where teachers will brainstorm ideas, model key teaching points, address misconceptions and provide good examples. These are displayed in the classroom for pupils to refer to during that unit of work through the use of the 'working wall' and are updated/changed as appropriate. Children independently use table prompt cards and the working walls in classrooms regularly to support their writing.
- All skills lessons should provide children with the opportunity to practise and apply their learning independently to assess understanding of the skills taught. Skills lessons are sequenced to ensure consolidation – lessons are planned to ensure children can practise skills using real life events and then move on to contextual application.
- When planning an extended piece of writing, children will use the progressive whole school PTE (Parts, Tips, Examples) planning documents. These documents will provide a clear structure for writing and the tips section will provide success criteria for the children, which will then be transferred into subsequent extended writing lessons.
- Where possible, links between reading and writing are made. These links are purposeful in developing writing. For example, within a reading lesson children may be asked to identify adjectives used by the author. This could then lead into a skills/writing lesson on relative clauses where the examples found in reading could be used to further improve writing.
- For information about the genres taught in Year 5, please see 'Writing stimulus and genre progression map'.
- All writing completed in lessons is assessed using a 'Whole Class Feedback' sheet. This is done to inform the teacher of next steps so that planning can be adapted as necessary to ensure children make good progress. For further information, see the 'Assessment Policy'.

Extended Writing

- All extended writing is completed in English books marking the end of the taught unit.

- Any elements of work that are not independent and have received a significant amount of help are marked as 'S' (supported).

Environment

Pupils have access to support materials and prompts both displayed around the classroom and available on their tables. These are both generic (for example, the features of a text) and specific (for example, phonemes that an individual child/group is working on)

Handwriting

Handwriting skills taught in separate handwriting lessons are applied and embedded in English lessons. See handwriting policy for further guidance about handwriting.

Spelling

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Year 6

English Lessons

- Activities are planned according to the national curriculum objectives for the year group. Support and challenge is planned and provided for pupils as appropriate in each lesson.
- Pupils have access to regular speaking and listening opportunities in every lesson.
- At least **three** lessons a week of writing **will be evidenced in books**.
- During each writing lesson, pupils are reminded to self-monitor their work as they write. At the end of each piece of written work, an editing lesson will take place, as outlined in the Oakhill Whole School Editing Stations Approach. Over the course of the year both fiction and non-fiction pieces will be edited.
- The sequence of lessons and the skills taught will build-upon prior learning and work toward the writing for a specific purpose and genre at the end of the teaching sequence.
- At the beginning of each genre pupils are immersed in a chosen stimulus and are then exposed to a high quality model which is used to identify key features (linked to the parts, tips, examples, PTE document) and expectations to aspire to by the end of the teaching sequence.
- Pupils will know the purpose, format and audience of each writing genre they are exposed to and will write in the correct style, making deliberate language and grammar choices.
- Pupils are involved in shared writing where teachers will brainstorm ideas, model key teaching points, address misconceptions and provide good examples. These are displayed in the classroom for pupils to refer to during that unit of work through the use of the 'working wall' and are updated/changed as appropriate. Children independently use table prompt cards and the working walls in classrooms regularly to support their writing.
- All skills lessons should provide children with the opportunity to practise and apply their learning independently to assess understanding of the skills taught. Skills lessons are sequenced to ensure consolidation – lessons are planned to ensure children can practise skills using real life events and then move on to contextual application.
- When planning an extended piece of writing, children will use the progressive whole school PTE (Parts, Tips, Examples) planning documents. These documents will provide a clear structure for writing and the tips section will provide success criteria for the children, which will then be transferred into subsequent extended writing lessons.
- Where possible, links between reading and writing are made. These links are purposeful in developing writing. For example, within a reading lesson children may be asked to identify adjectives used by the author. This could then lead into a skills/writing lesson on cohesion between paragraphs where the examples found in reading could be used to further improve writing.
- For information about the genres taught in Year 6, please see 'Genres' section later on in this policy.
- All writing completed in lessons is assessed using a 'Whole Class Feedback' sheet. This is done to inform the teacher of next steps so that planning can be adapted as necessary to ensure children make good progress. For further information see the 'Assessment Policy'.

Extended Writing

- For moderation purposes, Year 6 ensure that they have suitable evidence for each of the assessment criteria in the children's English books. The majority of these are narrative pieces, however pupils also write non-fiction.
- All extended writing is completed in English books marking the end of the taught unit.
- Any elements of work that are not independent and have received a significant amount of help are marked as 'S' (supported).
- Extended writing is assessed using the Orchard Academy Trust Assessment Grid document.

Environment

Pupils have access to support materials and prompts both displayed around the classroom and available on their tables. These are both generic (for example, the features of a text) and specific (for example, phonemes that an individual child/group is working on)

Handwriting

Handwriting skills taught in separate handwriting lessons are applied and embedded in English lessons. See handwriting policy for further guidance about handwriting.

Spelling

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Assessment in Years 1-6

- The gathering of evidence for writing assessment is completed half-termly.
- Staff in Year 2 and Year 6 use the assessment grids for their year group to assess each pupil against each of the criteria. The number of ticks that are required over the year for a child to achieve an objective vary dependant on the nature of the objective. For example, full stops require more consistent evidence than an objective that is only used in certain contexts e.g. bullet points. Grammatical features and objectives should fit with the genre of the piece being written, and should only be included when it would be a natural for a competent writer to do so. Children are not encouraged to 'shoehorn' features into their work for the sake of ticking a box.
- Staff use the Orchard Academy Trust Assessment Grid document to assess the writing of the children in their class. The grids, along with professional discussions during comparative judgement, allow staff to make an informed judgement about the skills that children are secure in based on what has been taught so far. There is also the opportunity for informed predictions to be made based on the standard of writing at each point in the academic year.
- Children who are judged to be at age-related standards by the end of the year should have the majority of objectives consolidated, with the majority of evidence being provided by pieces written from SPR2 onwards. Teachers are allowed to discount one objective that a child may not have achieved if the child would otherwise, in the opinion of the class teacher, have reached the age-related standard.
- The level of evidence required for WTS is not as strong as for EXS, and to achieve WTS, children only need to demonstrate that they can meet an objective 'some' rather than 'most' of the time.
- Children who are judged to be working at greater depth will have all objectives consolidated through a range of different writing. They will also show a 'flair for writing' throughout their work.

SEND

Children with special educational needs or a disability, including underlying specific difficulties, have full access to writing lessons through appropriately planned activities, support materials or accommodations which ensure access to lessons.

Children with SEN or a disability have access to multi-layered skills teaching so that gaps in skills are addressed alongside learning age related skills wherever possible.

Outcomes

Being a confident writer, understanding how to write informally and formally for different purposes and audiences has a direct **impact** on children's skills for not only the next stage of their education but also their future life opportunities. Writing helps us: to explain; to instruct; to persuade; to inform; to communicate and to stimulate our imagination and creativity, to acquire new skills and experiences, to achieve our aspirations and to succeed in life

REVIEW & AMEND AS NECESSARY ANNUALLY – SEPT 2025 (MOST RECENT REVISION JUNE 2024)

Planning

A variety of documents, which run alongside the National Curriculum, must be referred to during the planning process to ensure coverage and progression within and across year groups. These include the Four-part Writing Sequence, Writing Stimulus and Genre Progression Map, Writing Skills Overview and Writing Skills Progression.

- 1.** Select a stimulus for writing (text/animation/live action/clips etc).
- 2.** What is the intent of the whole unit? What do you want the children to learn to write? What skills will they need in order to do this?
- 3.** What do they already know how to do? How will you build on this?
- 4.** Look at objectives for the year group – consider which objectives will be used for the genre (There will need to be repetition of previous objectives taught to embed the skill).
- 5.** Immerse the children in this stimulus – how are the characters portrayed? What can we learn from what the author did? How is the story structured?
- 6.** Create and annotate a high-quality model text at the standard for your year group.
- 7.** Sequence the objectives for the unit of work and layer objectives to build on and link prior learning.
- 8.** Use the Writing Skills Progression document to ensure that objectives are broken down into teachable chunks, and build on prior knowledge.
- 9.** Skeleton plan your unit of work and the structure of the individual lessons – I, we, you.
- 10.** What is the intent of each lesson and how can the skills can be practised throughout the unit. What you want them to be able to do at the end of the lesson? How does this fit in with the final intent?
- 11.** How will you know how the children have achieved the learning objective?
- 12.** How can the objectives be linked to reading lessons to reinforce learning?
- 13.** How can the learning objectives be reinforced across the curriculum?

Mighty Writer

	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
Nursery		-introduce MW mat -create simple 3 picture story (story telling) (x2 a week in place of an actual story text)	-encourage independent story telling (teacher led)	-small groups over the course of a week to innovate a sentence / story	-continue	-continue
Reception	-introduce MW mat -create simple 3 picture story (story telling) -encourage independent storytelling	-model the use of arrows -extend use of pictures in story up to 10 -model creating own images on blank cards -explore other toolbars	-add sentence starters -introduce green sentence mats (start) -add full stop images -add emotion cards -add taught tricky words -introduce guided writing group to write sentences into books (x2 weekly)	-add further taught tricky words -introduce orange sentence mats -add adjective star -introduce sentence strips in books to 'plan' and then write sentences (x2 weekly)	-add further taught tricky words -introduce red sentence mats -model the use of all sentence mats to retell a narrative	-consolidate use of all taught MW features -introduce verb swirl in preparation for transition to KS1
Year one	-independent storytelling groups -guided writing group -use of MW mat in whole class writing lessons -sentence strips to be used to innovate and plan in books					

Whole School Editing Stations Approach

General proof-reading procedures:

1. Read it aloud to yourself.
2. Read it through twice.
3. Read it bottom to top. Start with the last word and work back to the beginning - a procedure which particularly helps you focus on spelling.
4. Put your pencil on each word as you slowly read.
5. Look out for errors you know you often make.
6. Read your writing through with a friend for pleasure.
7. Check against your success criteria.
8. Show your work to an adult who can give it a quick scan. If more corrections are required, work with a friend to find the last few you may have overlooked. For a writer, familiarity with their own text can make detecting errors difficult. Sharing work with someone who has little or no prior knowledge of the text seems to help the writer identify transcriptional issues.

Editing Stations



We recognise that when children are given too much information or asked to complete too many things at once, cognitive overload occurs.

Our use of editing stations is research based, in order to reduce the cognitive load for children, allowing them to focus on one element of writing at a time.

Year Two are provided with 'checking stations' and prompts to guide the proof-reading and checking of their work, providing opportunities for those who are working at GDS to physically edit their work.

Years three to six are provided with their own editing stations. Each station is year group specific and provides age appropriate prompts of the skills and grammatical features that they should be focussing on in order to edit and improve their work.

*Any editing needs to be modelled and taught to the class. As the year progresses the pupils editing skills should become embedded and require less support. Professional judgement **must be** used to decide starting points and expectation for pupils. When the pupils are editing they **must not** rub out any part of the work that they are changing. Children will cross out work and re-write their changes above using a 'Purple Polishing Pen.'*