



*River View Primary & Nursery  
School*

*Writing Policy 2022-2023*

Date: November 2023

Reviewed: November 2026



## Aims

At River View Primary and Nursery School in Writing, we aim for each child to:

- Have a positive attitude towards writing.
- See themselves as a confident and successful writer.
- Understand and apply their knowledge of phonics and spelling.
- Be exposed to and have the opportunity to write in a range of genres
- Write clearly, accurately and effectively for a range of audiences and purposes.
- Plan, draft, revise and edit their own work, and learn how to self and peer assess their writing
- Develop a technical vocabulary through which they can understand and discuss their writing including grammar terminology.
- Develop their imagination, creativity, expressive language and critical awareness through their writing.
- Understand their writing targets and their next steps to develop.
- Develop a legible, cursive handwriting style.

## Intentions

At Riverview, we intend to:

- Ensure the teaching of writing is effectively planned, and responsive to learners' needs, teachers plan the teaching of both writing composition and spelling, punctuation and grammar (SPAG) in line with National Curriculum programmes of study as appropriate for the age of the children.
- The meeting of NC objectives for each year group is paramount and learning objectives are revisited and reinforced throughout the year.
- Ensure a broad and balanced variety of genres will be covered
- For all classes, individual lessons are planned to meet the needs of each class, in line with the NC Objectives.



- Clear learning-focussed objectives and related success criteria are provided for every writing lesson.
- Learning is adapted through a variety of strategies to ensure all learners can access and achieve.
- Pupils complete LO-focussed activities throughout every lesson.
- Opportunities for extended pieces of writing will be planned for.
- Children will be set writing targets that are referred to regularly and children will be given opportunity to reflect and celebrate the progress they make.
- There is continuity and progression in pupils' learning.
- Spelling targets will be personalised and monitored for each child
- Draws links with other areas of the curriculum, where appropriate.

### Core teaching methods

We teach writing through a combination of approaches:

- Whole class modelled and shared writing
- Guided writing in groups with the teacher.
- Working with learning partners.
- Drama and role play activities.
- Linking genre to theme work to give writing a clear purpose and meaning.
- Editing time
- Spelling, Handwriting and Grammar lessons (Place Value of Punctuation and Grammar -PVPG) to be used in Y2-Y6 in Autumn Term 1. Y1 will implement these units later in the year.

### Progression

Using the National Curriculum and the *Staffordshire Primary Assessment Grids for Writing*, we have developed a progression overview for expectation at the end of each year group. This ensures progression in Writing, Spelling, Grammar and Punctuation, and genre across the whole school.

We have also developed curriculum mapping that sets out the core grammar skills and spelling objectives needed to be taught in each year group to ensure progression. These outline the grammar, spellings and genres to be taught, ensuring a range across the year and coverage of the National Curriculum. The Place Value of Punctuation and Grammar Units (PVPG) are to be taught in Y2-Y6 in Autumn Term 1. Year 1 will implement these later in the year.



## Planning

### **Long Term Planning**

Gives an overview of the genres to be covered and the books to be used. This also provides the intention for writing (purpose) and audience opportunities. These overviews outline the grammar focus for the first half term following PVPG as well as the grammar and spelling objectives incorporated in each half term. KS1 and KS2 use the Pathways to Write scheme of work. Year 1 will also follow RWI.

### **Short term planning**

- Word of the Week –Year group agreed statutory spellings
- Spelling focus at the start of each lesson.
- Objectives, success criteria and activities are explained.
- Reference to the Audience, Purpose and outcome for each lesson.
- Editing time for the children planned for at the end of every lesson.
- Differentiated success criteria where appropriate.
- Identifies whole class and modelled writing tasks.
- Identifies group writing activities that are differentiated where appropriate.
- Staff are encouraged to reflect on lessons and adapt planning to feed into the next day's lesson.
- Flipcharts or PowerPoint presentations used for lesson planning
- Checking slide used in each lesson – referring to the individual targets, spelling bookmarks, non-negotiables, vocab bunting and other prompts.

## Implementation

### TEACHING WRITING IN THE FOUNDATION STAGE

- Throughout the day/session practitioners
- Value talk and alternative forms of communication
- Observe children and plan for the context in which they best develop their speaking and listening and their understanding of reading and writing
- Help children to develop language for communication through interaction and communication
- Models the use of language as a tool for thinking
- Demonstrate the use of language for writing.



## TEACHING WRITING IN FS and KS1

Daily RWI sessions are taught in Reception as well as daily story time sessions and they have two writing sessions where the text is linked to their topic. Beyond this time, children are expected to apply their writing skills in other curriculum areas and as part of the continuous provision.

In KS1, children will have four writing lessons per week as well as RWI sessions. They also have opportunities in other curriculum areas to apply their writing skills in an extended form.

## TEACHING WRITING IN KS2

All classes will follow the Place Value of Punctuation and Grammar scheme (PVPG) in the Autumn Term. In KS2, every class has at least four writing lessons a week. The key skills and objectives for Spelling, Grammar and Handwriting are incorporated into the unit of work from the Pathways to Writing scheme as well as during cross curricular writing opportunities. Writing is modelled to the children and staff are expected to work with groups of children throughout the week. Lessons are adapted to meet all learners' needs.

### MODELLED WRITING

- Teachers model writing in every lesson to the standard they expect from the children
- Teachers can use live modelling and prepared models in their lessons

### GUIDED WRITING

- Pupils are often grouped according to their writing ability.
- Teachers work with groups identified in their planning.
- Teachers focus sessions on skill specific learning objectives.
- Teachers can use the skills taught to them through RWI Writing to target specific groups

### INDEPENDENT WRITING

- Pupils reinforce and develop their knowledge and understanding of the purposes and text types of writing.
- Pupils develop and reinforce their skills through resilience and giving their best effort
- This often will occur at the end of the unit, however, it can also take place when the teacher sees fit to assess the children's writing.



- Independent writing provides opportunity for the children to say when they think they have achieved their target as well as the teacher also assessing this.

### Teaching of Spelling, Punctuation and Grammar (SPaG)

#### Spelling:

EYFS – Spelling is taught through the teaching of RWI across F1 and F2.

YEAR 1 – Spelling is taught through the teaching of RWI

YEAR 2 Onwards – Spelling is taught through rules and patterns using the 'Spelling Shed' spelling program. Each new spelling pattern is taught weekly and then embedded daily at the beginning of writing lesson. Teachers teach spellings in whole class. Teachers will adapt the spelling rules taught as necessary for SEND children to meet their needs. This can include being delivered by a TA or using resources to develop independence. We have a Word of the Week to embed the statutory spellings.

#### Punctuation and Grammar:

- Y2- Y6 will teach the PVPG units in Autumn Term 1.
- Y1 will implement the PVPG units later in the year.
- Punctuation and grammar are taught as part of the writing lesson and links to the text types that are being taught. Teachers and children should consistently refer to the PVPG learning that has taken place and use the same terminology and methods throughout the year.

## Classroom Environment

Working walls are used in each classroom to support children with their learning. This will be built with the children in their lessons and may include displaying:

- English Working Wall title/banner
- Purpose, Audience and Outcome
- WAGOLLS (Examples of good ones for the children to see)
- Focus text
- Key features/Success Criteria



- Spelling words
- Key vocabulary
- Grammar skills that have been taught
- Word mats (these could be in a position where children could help themselves to encourage independence)
- Vocabulary bunting should be present and referred to in lessons to widen the pupil's vocabulary.

As we value children's writing, displays will include examples of work to celebrate achievements. These are published pieces of work displayed in the corridors.

### Drama and Writing

Drama is used to help children familiarise themselves with a text, or characters in a text. Drama techniques include role – play, improvisation and group performance to enable pupils to create and develop their own writing through:

- Exploring familiar themes and characters
- Responding in role to create stories
- Empathising with characters and situations
- Considering alternative courses of action
- Adapting writing for different purposes and audiences
- Using performance to reinforce understanding of the structure of text types

Evidence such as photos and QR codes should be put into the children's books for these 'experience lessons'. A learning objective label should be stuck in the book.

### Teaching of Handwriting

Handwriting is taught explicitly each week before then being embedded within writing lessons daily. Letter-Join is used to support the sequence of planning and teaching as well as teacher assessment to ensure targeted teaching that meets the children's need.



Teachers will model letter formation and presentations and resources will reflect this (where possible) using 'Comic Sans, Boring Boring or Boring joined' font – depending on the year group.

### Marking and Feedback

Please see the marking policy.

### Differentiation

Differentiation will occur in a variety of ways throughout a sequence of learning.

- organisation of pupils
- differentiated success criteria
- use of additional adults
- planning for differentiated outcomes
- precision intervention
- time allowed for tasks
- marking and feedback
- questioning
- additional resources / prompts

### Including provision for children with SEND, and issues of equality

Performance of specific groups is monitored.

Whole class planning addresses specific needs for underachieving groups.

Texts are chosen to:

- engage reluctant readers,
- reflect multi-cultural society,
- provide positive role models,
- provide high interest but low impact level.

## Impact

### Assessment



## EYFS

- Ongoing assessments of writing behaviours during the session or day, recorded on Tapestry
- Ongoing assessments using EYFS Developmental Stages.
- Writing targets/next steps displayed and reviewing regularly.
- End of Foundation Stage profile assessment.

## KS1 and KS2

- ❖ Spelling is assessed at the end of each half term through RWI and dictation spelling test (KS1)
- ❖ Assessment tracker is to be updated regularly by teachers and monitored by English Lead.
- ❖ Writing is assessed against the *Staffordshire Primary Assessment Grids for Writing*. In Year 2 and Year 6, teachers assess using the '*End of Key Stage Teacher Assessment Frameworks*.'
- ❖ Writing targets personalised and monitored regularly in the front of books

## Monitoring and evaluation

### Leaders:

- Subject leader, Deputy Headteacher and Headteacher analyse end of key stage assessments, KS1 SATs and KS2 SATs annually.
- Staff moderate writing books in a staff meeting arranged by SLT and externally with a local cluster of schools – three times a year.
- Subject Leader monitors planning, marking, quality of teaching and learning termly.

### Teachers:

- Planning for writing is amended according to identified areas of weakness from baseline assessments and using assessment for learning in daily lessons
- Teachers collaborate with Assistant Head teacher (SENDSCO) to plan and assess intervention programmes.
- Targeted support provided to specific groups linked to analysis of performance data e.g. gender groups.



As with all our policies, this policy should be read in conjunction with other relevant documents such as:

Teaching and Learning policy;

Marking and assessment;

Behaviour and Anti-bullying;

Handwriting Policy;