



# ***West Row Academy***

## ***Writing Policy***

**2022-23**



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Academy**

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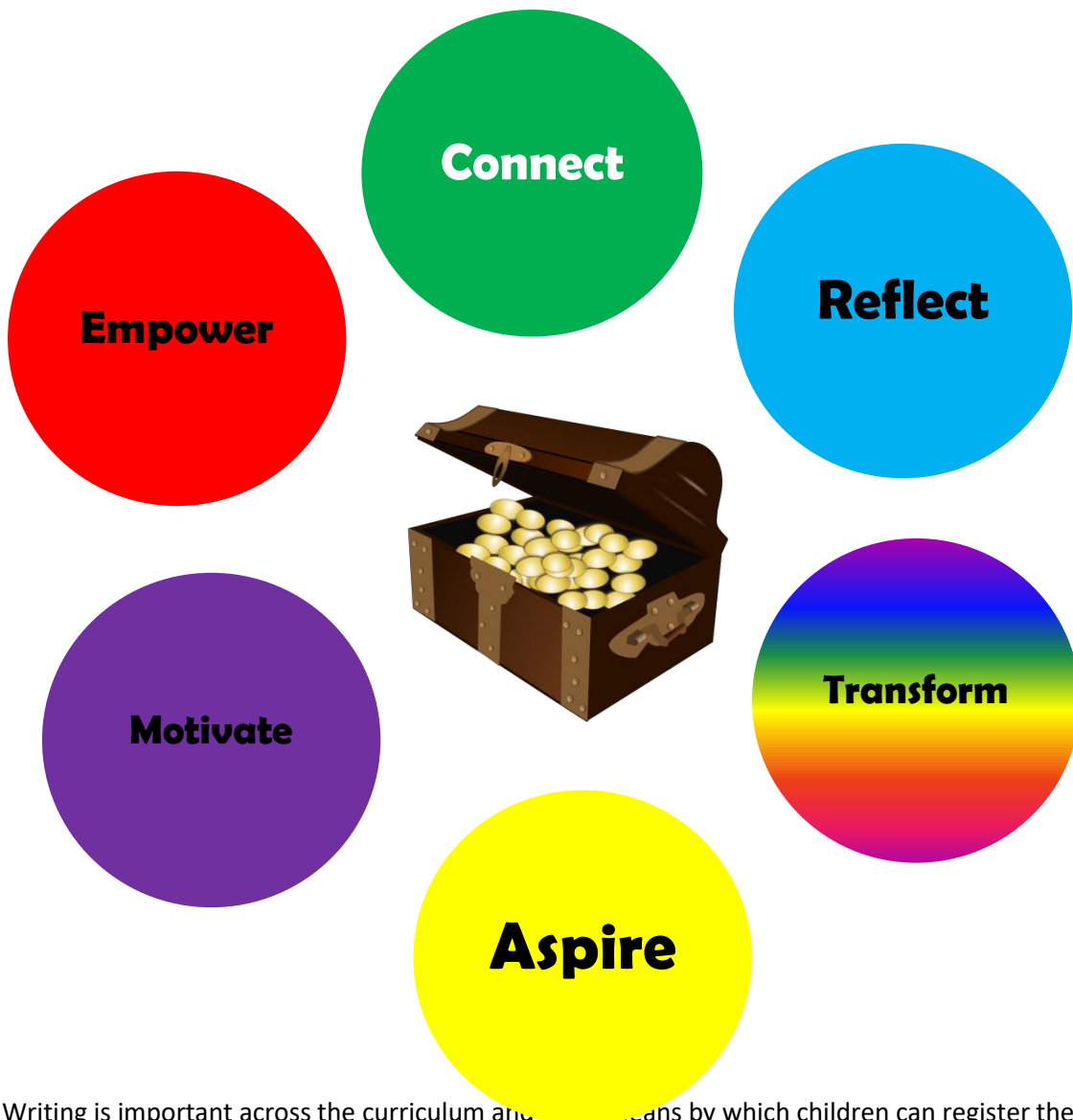
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**West Row Academy**  
**'Empowering everyone to achieve excellence'**

At West Row Academy, we are driven to:

- Empower students to be responsible, resilient and confident learners
- Support students to be self-aware with the ability to regulate their emotions
- Aspire to be the very best
- Be motivated to be curious, challenge themselves and one another
- Make a difference to our local and global community
- Be able to take control and transform in an ever-changing world.



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## ***Writing Policy***

### **Introduction**

Writing is important across the curriculum and a key means by which children can register their understanding. Many lessons include and depend on written communication.

### **Early Years**

#### **Implementation**

English is taught in a cross-curricular way through the topics that the children cover. They will use a range of texts. The children will have one adult guided writing task each week linked to the theme. The teachers will carry out objective led planning based on the children's individual next steps in English and this will happen in their 'Exploring Time' through the children's interests. The children will use story sacks to retell familiar stories. We use talk and role-play to support children to develop oral storytelling and story maps.

#### **Communication and Language**

This area is divided into three sections: Listening and attention, Understanding and Speaking. The children have to be at an age appropriate level of development in these areas to enable them to access the English Curriculum. These are covered through play-based speaking and listening activities, Philosophy for Children and during 'Exploring Time' through adult interactions.

#### **Transcription – spelling**

This is taught along with the sounds during phonics sessions. See our separate reading policy for more information about phonics.

#### **Transcription – handwriting**

There is continuous provision to ensure there are activities to develop early handwriting skills, including gross and fine motor control. The children will learn letter formation as and

when the phonemes in the Letters and Sounds order become secure. The Little Wandle mnemonics will be used to help learn how to form the letters (see Appendix 4). Learning and practising letter formation will happen on the smartboard, individual whiteboards, in squiggle books as a whole class or in small groups.

### **Impact**

The children complete a baseline piece of mark making. They will then complete an independent piece in December, February, April, June and July. In summer term staff collect at least two pieces of independent writing to be marked against the Literacy and the Physical Development statements. Teachers will highlight statements to show the writing skills the children have achieved.

### **Recording**

Staff collect any mark-making and writing examples and collate them in learning journeys for each child. In summer term staff collect at least two pieces of independent writing which are stuck into writing books, which are then passed onto Year 1 class teachers. These pieces of writing will be in their squiggle books.

## **Key Stage One and Two**

### **Implementation**

At West Row, we have adopted 'The Write Stuff' by Jane Considine to bring clarity and consistency to the mechanics of writing and to enable our children to write effectively and coherently. As a school, all children from Year 1 to Year 6 learn to write through the Write Stuff approach. This was developed by teacher and leading English consultant, Jane Considine. It is a fun, creative and rigorous approach to develop children's writing. This approach allows children to apply basic skills, vocabulary and grammar knowledge to write effective sentences, which are full of impact and keep the reader interested.

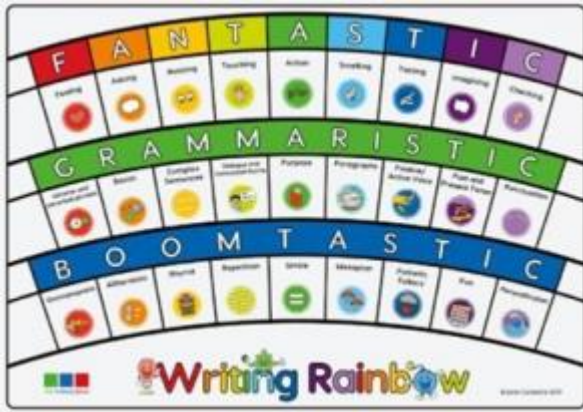
In The Write Stuff approach to writing, the children explore high level, rich vocabulary and are taught grammar in context through different writing lenses on the Writing Rainbow.

There are three lenses used to support children with their writing:

**Fantastics** – ideas for writing

**Grammaristics** – tools for writing

**Boomtastics** – writing techniques



The Write Stuff is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons.

As part of the teaching sequence, teachers plan experience days; sentence stacking lessons and independent writing sequences. Experience days immerse children in experiences linked to their writing and drench them in vocabulary linked to the lenses in 'The Writing Rainbow'. From the experience days, children take part in the sentence stacking lessons. Sentence stacking lessons focus on writing three sentences with focuses on lenses of the rainbow.

'The Write Stuff' follows a method called 'Sentence Stacking' which refers to the fact that sentences are stacked together and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing.

An individual lesson is based on one plot point from the text, broken in to three learning chunks:

- **1. Initiate section** – a stimulus to capture the children's imagination and set up a sentence.
- **2. Model section** – the teacher models a sentence that outlines clear writing features and techniques.
- **3. Enable section** – the children write their sentence, following the teacher's model.

This part of the unit is heavily scaffolded with lots of teacher input and modelling of vocabulary use, sentence construction and use of grammar with reference to the 3 writing lenses.

During the initiate section children 'chot' (chat and jot) down their ideas from stimulating resources, such as pictures, music and drama. The children are encouraged to use 'kind calling out' where they call out examples of vocabulary, adverbs, onomatopoeia etc.

During the Model section the teacher prepares children for writing by modelling the ideas, grammar and techniques of writing taken from the writing rainbow.

In the Enable section pupils write their own sentences, taking the opportunity to deepen the moment. 'Deepen the Moment' is where children are challenged to independently draw upon previously learnt skills and apply them to their writing during that chunk.



Following the sentence stacking, children are given the opportunity to show what they have learnt by planning and writing their own independent piece of writing. After they have written their independent piece, their work is marked by the class teacher who identifies different aspects of their written piece to be edited. There are 3 elements to the editing;

### **E1 Edit: The Revise**

Edit Type 1: These are often 'little' adjustments or changes and tend to fall into one of these categories; Spellings Missing words or Punctuation

### **E2 Edit: The Rewrite**

Edit Type 2: Children are asked to re-write a sentence if it doesn't make sense, could be restructured or generally improved.

### **E3 Edit: The Reimagine**

Edit Type 3: This is when a writer wants to add more sentences to develop an idea further. For this the children are shown how to use 'editing flaps'.

Editing flaps are extra pieces of paper that stick onto their writing and show the additional sentences added into their work.

The Write Stuff provides a balance of narrative, non-fiction and poetry writing throughout each term.

## **Impact**

Having followed the Write Stuff approach to developing their writing skills children should be able to:

- write for a range of purposes including diary entries, persuasive letters, stories, poems and recounts to name but a few.
- use their vast knowledge of vocabulary to excite, inform or entertain the reader.
- understand a range of punctuation and the effect it can have on the reader in both writing and reading.
- understand and be able to use a range of grammatical devices.
- understand the various sentence types that can be used to support different genres.
- spell accurately using their phonetic knowledge and apply spelling rules.
- to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions.

## **Monitoring and Review**

The policy will be monitored by audits on an annual basis. This will be the responsibility of the English Subject Lead who will report to the Senior Management Team. A major review involving all staff and governors will take place every three years.

Review Date: November 2022

Next Review Date: July 2023

