



**Snarestone Church of England  
(Aided) Primary School**

## **WRITING POLICY**

Date of Review: May 2024

Date of Next Review: May 2027

Signed Headteacher:



## Snarestone CE (A) Primary School

*'Participate, excel, take pride!'*

# WRITING

### Our Vision:

*As a community, we are working together to ensure educational excellence underpinned by our Christian ethos and values, enabling all to live a rich and abundant life and to achieve their full potential. Each individual should leave us fully prepared for the next stage of their life. (Reflecting John 10:10)*

*Jesus said, 'I have come to give life – life in all its fullness.'*

We aim to continually develop all children's abilities within an integrated programme of speaking and listening, reading and writing. Children will be given opportunities to progress their skills in the use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, that consolidates, reinforces and extends taught literacy skills. The teaching, learning and assessment of English will be consistent across the school to ensure best practice and allow for smooth transitions between year groups and classes.

### Intent

Writing is a crucial part of our curriculum at Snarestone Primary School. By the end of Year Six, we intend:

- for our children to have developed a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word
- to create writers who can re-read, edit and improve their own writing
- to enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling
- to take pride in their work and have a fluent, cursive handwriting style alongside allowing their imaginations to flourish

*"No matter what anybody tells you, words and ideas can change the world." (John Keating)*

### Implementation

In order to help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts, our teaching of writing is often cross circular and linked to our class topics. This provides our children with regular opportunities to write for a range of purposes and

audiences. Writing tasks are specific and meaningful, and often meet a purpose to engage children and to illustrate how their writing skills can be applied to real life contexts.

Children learn spellings at home each week and these are tested in school. Additionally, spelling is taught daily in Key Stage 1, in Phonics lessons, and weekly in key Stage 2. Children who need additional support with spelling receive a variety of interventions that are tailored to address their gaps.

## **Impact**

Pupils will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.

At Snarestone Primary School, the impact is seen through:

- Internal monitoring including learning walks, lesson observations, pupil discussions, whole school moderation, book and planning scrutiny. This will ensure teaching, learning and assessment is of high quality and consistent across the school.
- Pupils commenting on a love of reading during pupil discussions.
- External moderation of reading. This provides an external quality assurance and validation of our teacher assessments.
- Ongoing tracking and assessment which enables formative and summative assessment to be recorded. Leadership and class teachers analyse the data to review the attainment and progress of individual and key groups of children. Any children who are not on track to make expected progress are tracked during pupil progress meetings that are held each term following data checkpoints.
- Rapid, effective support for children in danger of falling behind or those experiencing significant difficulty, to enable them to keep up.

## Writing at Snarestone

Our approach to writing is purpose-driven:

Teaching sequence for each unit:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Sentences Sentence level work from the Sentence Progression Document	Sentences Sentence level work from the Sentence Progression Document	Analysis of a range of model texts, examples and non-examples and vocabulary instruction	Scaffolded writing using teacher modelling	Independent writing based on modelled work from previous weeks.  Talk, plan, draft, edit, publish	Independent writing based on modelled work from previous weeks linked to wider curriculum or novel.  Talk, plan, draft, edit, publish

Benefits of this approach:

- clear focus on improving and developing sentence structure and punctuation;
- our purpose-driven approach to writing should produce strong, clear and purposeful writing;
- focusing on one purpose for writing over a longer period of time means that more children should master the skills being taught;
- children will be able to really embed their grammar and punctuation skills; spend time investigating vocabulary appropriate to the piece; unpick high quality examples; create plans and write collaboratively with their peers;
- the writing sequence should give children opportunities to embed their skills by using grammar and punctuation in different contexts;
- research has shown that less jumping around between different genres and taking time to secure key objectives has led to better outcomes for pupils; children are given a solid foundation on which to build, instead of feeling like they are beginning from scratch every unit;
- previously set targets in work will be relevant and applicable in the next task, rather than be forgotten.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>EYFS</b>	See EYFS overview document					
<b>Year 1/2</b>  <b>Cycle A</b>	<b>Sentence structure and grammar work</b>	<b>Writing to entertain - Narrative</b> <b>Fairy Tales</b> <a href="#">guide to text types final-1.pdf (thomastallisschool.com)</a>	<b>Writing to inform</b>  <b>Instructions</b>	<b>Writing to entertain - Narrative</b> <b>Fables</b> <a href="#">guide to text types final-1.pdf (thomastallisschool.com)</a>	<b>Writing to inform</b>  <b>Recount</b>	<b>Writing to entertain - Narrative</b>  <b>Traditional Tales</b>
	<b>Sentence Curriculum Knowledge:</b> 1.1 1.11 1.12 2.3 2.4 1.13	<b>Sentence Curriculum Knowledge:</b> 2.1 1.6 2.8	<b>Sentence Curriculum Knowledge:</b> 1.14 1.7 1.10	<b>Sentence Curriculum Knowledge:</b> 2.5 2.9 2.10	<b>Sentence Curriculum Knowledge:</b> 1.4 2.6 2.12	<b>Sentence Curriculum Knowledge:</b> 2.2 2.11
	<b>Potential Focus:</b> Seasons Walter Tull	<b>Potential Focus:</b> Fairy Tales	<b>Potential Focus:</b> Plants; General instructions	<b>Potential Focus:</b> Fables	<b>Potential Focus:</b> School trip	<b>Potential Focus:</b> Traditional Tales

		Date for completion: 7 <sup>th</sup> Oct	Date for completion: 9 <sup>th</sup> Dec	Date for completion: 3 <sup>rd</sup> Feb	Date for completion: 31 <sup>st</sup> March	Date for completion: 12 <sup>th</sup> May
Year 1/2 Cycle B	Sentence structure and grammar work  Writing to entertain - Narrative Stories that raise dilemmas <a href="#">guide to text types final-1.pdf (thomastallisschool.com)</a>		Writing to inform  Letter	Writing to entertain  Diary	Writing to inform  Recount	Writing to entertain  Description
	Sentence Curriculum Knowledge: 1.1 1.11 1.12 2.3 2.4 1.13	Sentence Curriculum Knowledge: 2.1 1.6 2.8	Sentence Curriculum Knowledge: 1.14 1.7 1.10	Sentence Curriculum Knowledge: 2.5 2.9 2.10	Sentence Curriculum Knowledge: 1.4 2.6 2.12	Sentence Curriculum Knowledge: 2.2 2.11
	Potential Focus: Continents; Habitats	Potential Focus: Stories which raise dilemmas  Date for completion: 7 <sup>th</sup> Oct	Potential Focus: Fire of London; Explorers  Date for completion: 9 <sup>th</sup> Dec	Potential Focus: Fire of London; Explorers  Date for completion: 3 <sup>rd</sup> Feb	Potential Focus: School Trip  Date for completion: 31 <sup>st</sup> March	Potential Focus: Space Race; Plants  Date for completion: 12 <sup>th</sup> May
Year 3/4 Cycle A	Writing to entertain - Narrative Legends <a href="#">guide to text types final-1.pdf (thomastallisschool.com)</a>	Writing to persuade  Advert	Writing to entertain  Description	Writing to inform  Report	Writing to persuade  Speech	Writing to inform  Recount
	Sentence Curriculum Knowledge: 3.10 4.1 4.7 4.9	Sentence Curriculum Knowledge: 4.4 4.16 4.17 4.18	Sentence Curriculum Knowledge: 3.14 4.10	Sentence Curriculum Knowledge: 3.4 4.5 4.8	Sentence Curriculum Knowledge: 3.2 3.3	Sentence Curriculum Knowledge: 3.15 4.2 4.13
	Potential Focus: Legends	Potential Focus: Nutrition and Movement; Forces and Magnets  Date for completion: 7 <sup>th</sup> Oct	Potential Focus: Climate and Weather; Plants  Date for completion: 9 <sup>th</sup> Dec	Potential Focus: Mountains; Climate and Weather  Date for completion: 3 <sup>rd</sup> Feb	Potential Focus: Ancient Greece  Date for completion: 31 <sup>st</sup> March	Potential Focus: School trip  Date for completion: 12 <sup>th</sup> May
Year 3/4	Writing to entertain  Diary	Writing to persuade  Letter	Writing to entertain - Narrative  Dialogue	Writing to inform  Explanation	Writing to persuade  Advert/brochure	Writing to inform  Biography

<b>Cycle B</b>	<b>Sentence Curriculum Knowledge:</b> 3.10 4.1 4.7	<b>Sentence Curriculum Knowledge:</b> 4.4 4.16 4.17 4.18	<b>Sentence Curriculum Knowledge:</b> 3.14 4.9 4.10	<b>Sentence Curriculum Knowledge:</b> 3.4 4.5 4.8	<b>Sentence Curriculum Knowledge:</b> 3.2 3.3	<b>Sentence Curriculum Knowledge:</b> 3.15 4.2 4.13
	<b>Potential Focus:</b> Earthquakes and Volcanoes; Tudors	<b>Potential Focus:</b> Tudors; Coasts  <b>Date for completion:</b> 7 <sup>th</sup> Oct	<b>Potential Focus:</b> Egyptians; Romans; Short film  <b>Date for completion:</b> 9 <sup>th</sup> Dec	<b>Potential Focus:</b> Rivers; Vikings  <b>Date for completion:</b> 3 <sup>rd</sup> Feb	<b>Potential Focus:</b> The Americas  <b>Date for completion:</b> 31 <sup>st</sup> March	<b>Potential Focus:</b> Vikings; Romans; Egyptians  <b>Date for completion:</b> 12 <sup>th</sup> May
<b>Year 5/6 Cycle A</b>	<b>Writing to persuade</b>  Speech	<b>Writing to entertain - Narrative</b>  Contemporary fiction <a href="#">guide to text types final-1.pdf (thomastallisschool.com)</a>	<b>Writing to inform</b>  Report	<b>Writing to entertain</b>  Description	<b>Writing to discuss</b>  Review	<b>Writing to inform</b>  Recount
	<b>Sentence Curriculum Knowledge:</b> 5.3 5.13 6.5	<b>Sentence Curriculum Knowledge:</b> 5.10 6.6 6.1	<b>Sentence Curriculum Knowledge:</b> 5.7 5.4 6.9	<b>Sentence Curriculum Knowledge:</b> 5.16 5.17 6.11	<b>Sentence Curriculum Knowledge:</b> 5.8 6.10 6.18	<b>Sentence Curriculum Knowledge:</b> 5.2 6.7 6.8
	<b>Potential Focus:</b> School Life; Population; Earth and space	<b>Potential Focus:</b> Earth and Space; Renewable energy  <b>Date for completion:</b> 7 <sup>th</sup> Oct	<b>Potential Focus:</b> Renewable energy; Biomes  <b>Date for completion:</b> 9 <sup>th</sup> Dec	<b>Potential Focus:</b> Biomes  <b>Date for completion:</b> 3 <sup>rd</sup> Feb	<b>Potential Focus:</b> Short Film; Class Books  <b>Date for completion:</b> 31 <sup>st</sup> March	<b>Potential Focus:</b> Richard III; School Trip  <b>Date for completion:</b> 12 <sup>th</sup> May
<b>Year 5/6 Cycle B</b>	<b>Writing to persuade</b>  Letter	<b>Writing to entertain - Narrative</b>  Historical fiction <a href="#">guide to text types final-1.pdf (thomastallisschool.com)</a>	<b>Writing to inform</b>  Newspaper article	<b>Writing to entertain</b>  Character/setting description	<b>Writing to discuss</b>  Balanced argument	<b>Writing to inform</b>  Biography
	<b>Sentence Curriculum Knowledge:</b> 5.3 5.13 6.5	<b>Sentence Curriculum Knowledge:</b> 5.10 6.6 6.1	<b>Sentence Curriculum Knowledge:</b> 5.7 5.4 6.9	<b>Sentence Curriculum Knowledge:</b> 5.16 5.17 6.7 6.11	<b>Sentence Curriculum Knowledge:</b> 5.8 6.10 6.18	<b>Sentence Curriculum Knowledge:</b> 5.2 6.7 6.8
	<b>Potential Focus:</b> Fair Trade; British Empire	<b>Potential Focus:</b> British Empire;	<b>Potential Focus:</b> Migration; Ind. Rev.	<b>Potential Focus:</b> London & Berlin; Short film;	<b>Potential Focus:</b> Globalisation; Civil Rights;	<b>Potential Focus:</b> Civil Rights

		<b>Industrial Revolution</b>  <b>Date for completion: 7<sup>th</sup> Oct</b>	<b>World War I + II</b>  <b>Date for completion: 9<sup>th</sup> Dec</b>	<b>Picture Stimulus</b>  <b>Date for completion: 3<sup>rd</sup> Feb</b>	<b>World War I + II</b>  <b>Date for completion: 31<sup>st</sup> March</b>	<b>Date for completion: 12<sup>th</sup> May</b>
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