

# WINGROVE PRIMARY SCHOOL



## Policy Statement for Writing

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## **Intent**

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well non-fiction and media texts. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.

At Wingrove, our intent is to provide children with the skills in English in order that they achieve their full potential and can take an active role in society.

- ◆ to learn to speak confidently, listen to what others have to say and to explore language in imaginative ways through role-play and drama;
- ◆ to listen, understand and respond to others;
- ◆ to develop the ability to extend and value individual and group responses;
- ◆ to help every child become a writer and reader for life;
- ◆ to learn to read and analyse a range of fiction and non-fiction texts confidently and independently whilst expressing their own opinions about them;
- ◆ to identify authorial technique and apply these in their own writing;
- ◆ to use the process of planning, writing and editing through a range of written media such as word processing, note taking etc.;
- ◆ to use a variety of written genres to communicate learning, opinions, intentions etc.;
- ◆ to become enthusiastic writers, using the main rules and conventions of written English, to explore how language can be used to communicate meaning in different ways.

English at Wingrove will not only be a daily discrete lesson, but is at the heart of the entire curriculum, embedded within all our learning. Language development is also a key component of our curriculum so that all pupils can both access the curriculum and demonstrate what they have learnt. Appropriate language is the '*primary evidence for learning*' (Mohan et al 2010). We are continually aiming to raise the standards of achievement of all pupils at Wingrove School.

## **The National Curriculum**

The DfE National Curriculum (2014) clearly states that developing children's language and literacy skills are 'essential to [them] participating fully as a member society'.

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'

*DfE National Curriculum (2014)*

The National Curriculum describes what must be taught in Key Stages One and Two. Each teacher at Wingrove follows the English programmes of study thus ensuring continuity and progression in the teaching and learning of English.

In the Foundation Stage - Nursery and Reception - the curriculum is guided by the Early Learning Goals which lead directly into the National Curriculum.

### **Impact**

Our children will:

- be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning
- be able to use their read to enhance their writing
- enjoy and be skilled in writing across a range of genres
- pupils of all abilities will be appropriately scaffolded
- have a wide vocabulary and be adventurous with vocabulary choices within their writing
- have a good knowledge of how to adapt their writing based on the context and audience
- leave primary school being able to effectively apply spelling rules and patterns they have been taught
- make good and better progress from their starting points to achieve their full potential

### **Impact – Measuring the Impact - Assessment and Record Keeping**

At Wingrove we are continually assessing our pupils and recording their progress. Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress.

Assessments are a crucial part of every lesson (AFL). Teachers assess children on a daily basis through questioning and evaluating daily outcomes. Marking provides children with clear information on where they have achieved the learning objective (highlighted in green) and how they can improve ( highlighted in pink).

Wingrove also subscribes to **Assessing Primary Writing – Comparative Judgements for Schools– No More Marking.**

**Assessing Primary Writing** allows us to standardise our assessment of writing with other schools. Taking part in six assessment windows over the year, one per year

group, we judge the writing of our pupils alongside the writing of pupils from all over the country. Judging the work online, our teachers benefit from seeing their own pupils' work in the context of other pupils' writing. The **Comparative Judgement** engine ensures that the results are reliable and nationally standardised with a scaled score, a writing age, and a grade. Results are based on the performance of thousands of pupils and the judgements of hundreds of teachers from across the country.

We also carry out moderation exercises across the year groups and with other schools in the authority and with WEST..

AFL (assessment for learning) is key to improving progress and outcomes therefore writing is marked according to the marking and feedback policy immediately so teachers can plan next steps in learning. Edits and improvements are made by the children sometimes independently although they may need adult guidance in order to understand how to improve their work in ways that are effective.

## **Implementation**

### **Planning**

Planning is undertaken at two levels:

**Long term** planning is based on the yearly teaching programmes set out in the English National Curriculum. Each year group covers a range of genres in reading and writing.

**Short term** planning is carried out weekly in year group teams during PPA. These plans include the learning objectives for each part of the lesson, the activities chosen as the vehicle for achieving the objectives, the outcome for the week, differentiation including TA support, special resources, ICT and any key vocabulary or questions. AFL is carried out throughout the lesson. WE do not insist on short term plans on record sheets however we do insist that the smart boards contain all the necessary teaching steps and resources for that unit of work.

Medium and short term planning is monitored by subject leaders and the Head Teacher.

### **Cross Curricular Writing**

In order to create a cohesive and meaningful learning programme for our children, we identify links during the planning stage and give children the opportunity to use their subject knowledge and skills in real contexts.

Teachers plan opportunities for the children to apply the writing skills they have acquired, in the wider subject areas e.g. Y6 write to Kellogg's to persuade them to reduce the sugar content in their foods.

We expect 2 pieces of cross curricular writing across a half term.

## **Teaching Methods and Approaches**

Lessons generally follow a logical format beginning with teaching and modelling. This is followed by guided group and independent work. Throughout the lesson, at various intervals, there will be a plenary, which is an essential opportunity for assessment. It is made clear to the children at the start of the lesson exactly what it is they will learn as the objectives are shared with them.

The children will know if they are making progress in a lesson as this will have been explained to them at the beginning of the lesson. As part of the T4W process the teacher co-constructs a 'toolkit with the children. The toolkit contains all the features that should be included in the current piece of writing therefore the children can judge/monitor their progress against this. .

The teaching at Wingrove provides opportunities for:

- ◆ group work;
- ◆ paired work, including mixed ability and similar ability pairs, friendship;
- ◆ whole class teaching;
- ◆ individual work;
- ◆ multi-media work e.g. drama, video, word processing and computing.

The pupils engage in:

- ◆ the development of thinking skills;
- ◆ speaking and listening;
- ◆ written recording;
- ◆ note making;
- ◆ planning their written work;
- ◆ practical work including drama and role play;
- ◆ investigational work;
- ◆ problem solving;
- ◆ computing;
- ◆ focused discussion promoting speaking and listening;
- ◆ consolidation of basic skills and routines.

At Wingrove School we recognise the importance of establishing a secure foundation in English and of teaching and using vocabulary appropriate to the task. We endeavour to set work which is challenging, motivating and which encourages the pupils to talk about what they have been doing.

## **Talk For Writing**

Wingrove uses many of the T4W strategies as the main conduit for the teaching of writing.

## **Talk for Writing Teaching Sequence**

### **PREPARATION**

- ◆ Select, create or adapt an exemplar text to demonstrate features based on understanding of next steps children need;
- ◆ Teacher learns the text;

- ◆ Create a context: plan activities, gather resources, design role-play area, choose pictures, animations etc., link to a shared experience e.g. a class visit.

## **IMITATION**

Word, sentence and paragraph activities:

- ◆ related to text or text type;
- ◆ what is needed for progress e.g. sentence / spelling games, mini-writes.

Talking and learning the exemplar text:

- ◆ establish language patterns – word for word or in own words;
- ◆ use maps, actions, props, role play to support and remember;
- ◆ feedback and shaping of retelling for expression and sense.

Reading the text as a reader:

- ◆ read, re-read, discuss and enjoy the written text fluently and with expression, as a shared text – usually from an enlarged version.

Comprehension:

- ◆ identify evidence in the text, which answers questions – literal and inferential , mark up the text;
- ◆ identify key language features built in to the text and discuss their meanings and effects e.g. what difference would it make if they were changed?

Vocabulary:

- ◆ check meanings of words and phrases and explore their use;
- ◆ investigate alternatives to author's choices etc;
- ◆ magpie words and expressions –save for future use.

Text structure:

- ◆ identify sequence and story plot of text ready for boxing up.

Reading the text as a writer

- ◆ Boxing up, labelling each section of the text in sequence to capture its overall structure;
- ◆ Then identify key elements of each section in generalisations that can be applied to other content;
- ◆ Co-construct toolkits focussing on how writers create an effect;
- ◆ Ensure that working walls or washing lines display maps, texts, word banks, sentence patterns, etc.

## **INNOVATION**

Introduce new stimulus:

- ◆ to build content, e.g. develop a story idea; focus on an experience to use as basis for poetry or develop knowledge/views for nonfiction;
- ◆ build in audience and purpose.

Using the learned text structure, model drawing a new map

- ◆ tell and retell new class version before children work on own innovation;
- ◆ complete box up;
- ◆ retell.

#### Shared writing

- ◆ co-construction of each section (not modelling writing for children to watch);
- ◆ use model text, writing toolkits, planner or map;
- ◆ teacher scribes, eliciting words and sentences from the children;
- ◆ suggestions are given through active participation, discussion of choices;
- ◆ vocabulary and grammatical features are chosen for effect;
- ◆ bank good ideas not used in this text.

#### Guided writing

- ◆ differentiation to support children at varying levels;
- ◆ teaching to specifics arising from assessment;

#### Independent writing:

- ◆ de-scaffolding in carefully managed stages e.g. children might complete or change a sentence or a paragraph;
- ◆ weaker writers 'hug closely' to the original text, relying on the original;
- ◆ adept writers use the story plot box up and toolkits to create writing.

#### Daily feedback

- ◆ marking: teacher and pupil dialogue, using highlighters, etc;
- ◆ whole class discussion on what work;
- ◆ children share work with response partner;
- ◆ immediate improvement of writing in light of discussion.

### **INDEPENDENT APPLICATION and INVENTIONS**

Provide new 'starter' as a stimulus:

- ◆ first-hand experience, image, film, drama, objects, challenge with purpose, cross-curricular topic, creative event, etc.

Draw new map or box up for planning.

Shared writing which will consolidate understanding of toolkit.

Guided writing with a specific focus for flexible groups.

#### **Teacher feedback:**

From Y1 to Y6 we use the 'Think for pink, green for good' method. This means we highlight aspects of the work that meet the learning objective and/or meet their personal targets.

The pink highlighter is used to draw the child's attention to any aspects that need editing. We avoid underlining large parts of the text as this could make the child feel demoralised. Instead, we place a small pink mark beside the work that needs editing.

The teacher will then annotate the work with feedback/guidance on how to improve their work.

Avoid questions such as, 'Can you add an adjective?' as these can lead to a response from the child such as yes or no. This guidance will be better worded as follows: *Improve this sentence by adding an adjective.*

Y2-Y6 – Children will write on the left page, teachers will provide written feedback on the right page. This will allow space for the children to re-write sections of their work on the right page. Obviously, some edits will take place within the original piece of writing.

Indicate spelling errors with 'sp' in pink.

Indicate missing words with a pink ^.

There will be whole class discussion around aspects of the writing that needs to be improved and why.

In KS1, the children will require a lot of support from an adult with editing their work. The level of support required will decrease as the children move up the year groups and become more competent at editing and improving their work.

Children will also share, edit and improve work with response partner. Like all aspects of editing, the children will need to be taught how to do it properly in order for peer marking to be effective.

## **Writing in EYFS**

### **Writing progression in Early Years**

By the end of Reception, children will be expected to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

The journey to achieving this ELG begins in Nursery where we focus on developing pre-writing skills through physical development alongside the understanding that we communicate through writing. Staff will model writing in the environment to show marks have meaning and the direction of print.

We develop hand –eye coordination, fine motor control and finger strength through a range of activities such as:

#### **Sensory Exploration:**

Use finger paints, shaving foam, mud, or sand to make marks.

#### **Variety of Tools:**

Provide pencils, crayons, chalk, paintbrushes, sponges, or even sticks and stones.

#### **Physical Activities:**

Activities like manipulating clay (Dough Disco), cutting with scissors, or threading beads help strengthen hand muscles.

#### **Outdoor Exploration:**



Making marks in puddles, soil, or even with spray bottles helps children experiment with directional movements.

**Play-Based Learning:**

Incorporate mark-making into play, allowing children to explore and make connections between their actions and the marks they create.

We develop core strength and gross motor skills through:

**PE:**

PE lessons linked to the Striver scheme.

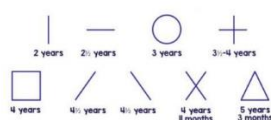
**Squiggle Movements and Squiggle whilst you Wiggle:**

A pre-writing programme that focuses on developmental moves to strengthen muscles and the brain.

**Outdoor Exploration:**

Encourage climbing, sliding, traversing on the climbing wall and climbing frame, riding trikes and scooters, throwing and catching and playing parachute games.

We encourage the use of a dominant hand and focus on making marks and the formation of pre-writing shapes (shown below) prior to attempting letters. Children then begin to write some or all of their name with some accurate letters and words if appropriate.



We retell and compose stories using T4W and Helicopter Stories to help the children share their ideas and develop an understanding of how sentences are formed.

In Reception the children do daily handwriting practise linked to Little Wandle and the sounds they are learning each week. They enhance this using Squiggle whilst you Wiggle and Squiggle me into a Writer which works both gross and fine motor muscles, strengthens and trains muscles whilst mark making for the purpose of forming letters which will lead to formal handwriting.

Mark making and writing is part of the everyday classroom provision and encouraged during both indoor and outdoor play with a variety of writing materials and opportunities.

Literacy lessons in Reception follow a similar format to KS1. Children are taught to compose orally and know how to form letters, spell and punctuate correctly. The children are also given the opportunity to write dictated sentences to develop stamina for writing and fluency.

The school also uses **Launchpad for Literacy**



which is a

- improve outcomes in the Early Years and beyond by creating firm foundations and a broad base of readiness, addressing whole school attainment issues from the 'bottom-up.'
- identify and close specific skill gaps with individuals and vulnerable groups, assessing, tracking and quantifying the process of closing the gap.
- identify speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and 'Quality First Teaching.'
- have a greater level of diagnostic capability, establishing reasons and solutions to underpin informed interventions when literacy acquisition is problematic.

### **Organisation**

English will be taught in key stages 1 and 2, in register groups. In the foundation stage English will be taught according to the EYFS. Work provided for the children will be clear and challenging in order for every child to reach their full potential. Work is adapted according to ability, support will be provided for SEN pupils by offering additional resources or adult support where appropriate. EAL children will be supported in class at times and may be withdrawn to work in smaller groups.

### **Display**

We recognise the important role display has in informing, stimulating, motivating and celebrating the work of our pupils. English will be in evidence in all classrooms. Each class must have an English learning wall

The purpose of a learning wall is to support the children in their current learning and enable them to become more independent. Both aspects are of utmost importance in the primary classroom.

All children must be taught how to use the learning wall and teachers must keep it up to date with the current unit being taught.

A learning wall should include the following:

- ◆ learning objectives;
- ◆ immersive examples eg the text type – annotated with key features and questions for the children to consider and respond to;
- ◆ key vocabulary and images as appropriate;
- ◆ examples of the teacher's work/modelling from the lesson, accompanied by annotation;
- ◆ examples of children's work, accompanied by annotation

### **Washing Lines and Learning Walls**

Washing lines are an important part of the writing process and must be present in all classes.

The line is to provide a display of ongoing work that acts as a constant reminder and resource for children's learning. They are a focal point for thinking and displaying what has been learned. The work displayed must be constantly referred to and used by the teacher and children.

The materials displayed on the washing lines and learning walls are there as a scaffold and to encourage independent learning. Therefore, children must be taught and encouraged to use them.

The washing line will hold examples of the following:

- ◆ shared writing;
- ◆ boxing up;
- ◆ story maps;
- ◆ sentence and vocabulary work;
- ◆ tool kit.

It is essential that the display is constantly referred to so that it can be drawn upon when writing.

Most of the displayed writing will be carried out on the handwriting flip chart paper. The handwriting must be of the highest standard and conform to the school handwriting policy.

Displays celebrating written work across the curriculum must also be present.

### **Reporting**

All parents receive an annual written report which includes a summary of their child's progress in English over the year. In year 2 and year 6 this will include the results of the SATs tests which are undertaken during May. Parents will also be informed of ongoing progress via assessment cards presented at each of the three parents' evenings.

### **Resources**

The teaching of English at Wingrove will be challenging and will involve all children where possible. Children will use a variety of resources to stimulate learning eg whiteboards, letter fans, board games, writing frames, ICT etc. in order to engage them in the learning process. Children will also take part in role play, interviewing people, hot seating etc. as part of drama in English lessons. (see drama scheme of work). Teachers will provide the opportunity for all children to gain their full potential by providing support where needed/planned for. Extra support will be provided for particular groups of children in the form of another adult or resources to support learning.

### **Equal Opportunities**

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in literacy. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.

### **Children with Specific Needs (English as an Additional Language or Special Educational Needs)**

We aim to fully include all pupils within all lessons so that they benefit from listening to and participating with others in demonstration, discussion and explanation. This also ensures these children are receiving a broad and balanced curriculum.

Teachers will, in consultation with the inclusion manager, draw up a support plan for the child, which will describe the provision required in order for the pupils to make good progress and achieve their potential. From this document, the teaching team will plan appropriate learning for English and other subjects where writing is involved. The SCART document will be the assessment tool used to support the planning process.

There are variety of ways in which the teachers will plan learning so the children can access the curriculum. Examples of how this may be done, includes one or more of the following:

- adult support in a small group or 1:1;
- simplified text;
- modified learning objective;
- variation in outcome;
- pre-task teaching;
- visual support;
- higher level of scaffolding.

### **Homework**

Homework will be given out on specified days across the year groups. Parents will be informed every term of changes to routines. Homework in Foundation stage will consist of a reading book which will be taken home on a regular basis as well as a list of key words to spell. In Key stage 1 and 2, homework will increase to include reading books, spellings for the week as well as work which will be linked to work in class and to the in-school spelling programme.

There will also be a themed project which the children will be asked to complete over a half term This is an opportunity to rehearse and consolidate their writing skills learned over the weeks.

