

'Belonging, Being, Becoming'



Writing Policy

Updated: September 2024

Our school values



SAFE – keep ourselves and others safe by making sensible choices within school, online and in the community.



RESPECT – have the social, emotional and nurturing skills to respect ourselves, our families and our communities.



PRIDE – be proud of what we all achieve by aspiring to work hard and become your 'best self'



BRAVERY – to overcome barriers by attempting difficult challenges by being resilient, independent and inquisitive.



SUCCESS – achieving high standards with a belief that with effort anything is achievable.

How do we teach writing at Sir Alexander Fleming Primary School?

Contents:

1. Intent
2. Implementation
3. Impact
4. Progression of writing
 - Approaches to teaching
 - Cross curricular opportunities
 - Spelling, grammar and punctuation
 - Learning environment
5. Assessment
6. Handwriting policy
7. Early Years Foundation Stage and Year 1
8. Inclusion and equal opportunities
9. Monitoring
10. Policy links



1. What is the intent of the writing curriculum at Sir Alexander Fleming Primary School?

It is our intent to provide pupils with a high-quality education in the English curriculum that provides children with the ability to speak, read and write fluently to communicate their ideas and emotions effectively, creatively and **successfully**. Our vision is for our children to be competent in speaking and

listening, showing the **confidence** to speak in front of an audience, elaborating on their ideas or thoughts and showing **respect** when listening to their peers.

We aim to develop children into confident, positive and enthusiastic writers, with the intention that they will be able to write independently with **resilience**. It is our ambition that children will be able to edit and evaluate their own writing to make it the **best** work it can be, applying a wide range of sophisticated vocabulary and SPaG skills to do this effectively. It is important that our children develop an awareness of the audience, purpose and context, which will prepare them for their future.

Our curriculum offer actively promotes an interest in words and meanings as an opportunity for the children to broaden their everyday vocabulary. Spellings allow the children to understand nuances in meaning of words alongside the common relationships and rules. Our children will be able to articulate how they can clarify the meanings of unknown words and discuss words that may have more than one meaning encouraging **independence**.

Our vision for writing is to create an engaging and stimulating learning environment that is enjoyable and challenging, promoting knowledge and providing a chance for children to show their creative flair. We believe that by delivering an accessible and ambitious English curriculum, we will equip our children with skills that will support them beyond the school environment into the wider world.

2. How is the writing curriculum implemented at Sir Alexander Fleming Primary School?

Teachers have high expectations in writing and the children benefit from four quality English lessons every week. These lessons have been formed through carefully considered units of work with a range of fiction, non-fiction and poetry. All units have a quality text that has been selected to provide meaningful models and **inquisitive** approaches for our children to use as a basis for their own **independent** writing. These texts have been considered to ensure that the children are experiencing a wide range of genres, styles of writing and **reflective** on the diversity and culture of the British community. Teachers will where possible make links to foundation subjects and children's own experiences but will ensure that the writing National Curriculum is covered throughout the academic year.

All lessons will allow children to progress at the same pace, but adaptation will ensure that the outcomes mean **success** for all, this comes through carefully crafted teaching emphasising knowledge and skills with supportive resources and interventions provided within the classroom setting to meet the needs of each child.

It is our intention that children will develop a love for writing and have a positive experience of English lessons whilst at Sir Alexander Fleming Primary School., the children will have the opportunity to develop and practise their **independent** writing and through extended pieces the children can be **proud** of the writing they produce and the chance to **excel** in a **supportive** environment. The children will use these skills further through the wider curriculum, with timetabled sessions that allow teachers to plan cross curricular writing opportunities each half term.

3. What is the impact of the writing curriculum at Sir Alexander Fleming Primary School?

Sir Alexander Fleming Primary School has a supportive ethos and following research writing is an area where children can have preconceptions and barriers where they think they can't do it or are not naturally able to write **successfully**. We address these negative assumptions by developing a growth mindset and following our school values of **SAFE**, **RESPECT**, **PRIDE**, **BRAVERY** and **SUCCESS**, where the children are exposed and challenged to achieve daily. Regular assessment informs teaching and teachers carefully use interventions to support and enable every child to make **accomplishments** in their writing. The impact

this has ensures that as a school we are establishing high standards that are monitored and maintained using classroom observations, learning walks, book looks and pupil voice questionnaires.

4. What is the process of writing at Sir Alexander Fleming Primary School?

High quality texts are chosen and used in every writing lesson, they have been selected based on the subject content, the quality of writing, the appropriateness for the age of the children and the wide range of representation of the characters and authors for our children at Sir Alexander Fleming. Teachers share with the children the reasoning for these texts and the links that the texts and genres have to prior teaching and future learning.

Year 5				
Autumn	Unit 1 Non-fiction: Non-chronological reports <i>Shackleton's Journey</i> (William Grill) Historical events Year 4 genre link History curriculum link Geography curriculum link	Unit 2 Narrative: Spooky stories <i>Short and Spooky</i> (Louise Cooper)	Unit 3 Narrative: Stories on a theme <i>The boy in the tower</i> (Rolly Ho-Yer) Mental health issues: depression and isolation Year 2 genre link Year 3 genre link	Unit 4 Poetry: Poems on a theme <i>I like this poem</i> (Kaye Webb)
	Unit 5 Non-fiction: Travel writing <i>Epic Adventures</i> (Sam Steadman) Geography curriculum link	Unit 6 Narrative: Modern fiction <i>Kensuke's Kingdom</i> (Michael Morpurgo) Environmental awareness Cultural differences Year 4 genre link	Unit 7 Narrative: Classic fiction <i>Treasure Island</i> (Robert Louis Stevenson) Classic children's literature Year 3 genre link Year 4 genre link	Unit 8 Poetry: Anthologies <i>Be the change</i> (Liz Brownlee) Environmental issues Year 4 genre link
	Unit 9 Non-fiction: Persuasive arguments <i>What's so special about Shakespeare?</i> (Michael Rosen) Author - children's laureate 2007-2009 Year 2 genre link Year 4 genre link Year 6 genre link	Unit 10 Narrative: Gothic fiction <i>The girl of ink and stars</i> (Kiran Millwood Hargrave) Friendship Year 4 genre link	Unit 11 Narrative: Fantasy <i>Journey to the river sea</i> (Eva Ibbotson) Diversity: orphan Year 2 genre link Geography curriculum link	Unit 12 Poetry: Aspirational poems <i>Don't quit</i> (Edgar A. Guest) Aspirational Year 6 genre link
Spring				
Summer				

Teachers begin each unit with a COLD WRITE task, this task allows teachers to set key goals for grammar and writing in that genre. This lesson has no teacher input as it allows the children to showcase what they can already do and inform planning that will influence the teaching of that area. Formative assessment is at the heart of effective teaching and can help everyone to achieve (Dylan William: *The Black Box*). Teachers at Sir Alexander Fleming Primary School ensure that they are flexible in their planning, adapting and establishing the needs of their pupils daily.

Genre: Narrative	Cold Write
I can include...	
Story structure: opening, build up, dilemma, resolution.	
Synonyms	
Expanded noun phrases	
Past tense	
Adverbs	
Dialogue	

↳ Use capital letters to begin sentences.
 Edit: sp
 - floor
 - child

Following the cold write, teachers focus the learning on key features and elements to ensure progression of their pupils knowledge and understanding. Teachers put key features in bold where they have been previously taught. A quality model text is used as a base to support ideas and create a toolkit of strategies needed for that specific genre. The children will regularly be encouraged with non-negotiable writing rules such as:

- Capital letters
- Full stops
- Finger spaces
- Handwriting that is clear, legible and on the line.

The atmosphere in classrooms is supportive, encouraging creativity and innovation when it comes to writing. Teachers ensure children regularly read back their writing and share models and examples of successful accomplishments made by the children. In the moment feedback is key for children to make progress and learn from mistakes, live marking happens in every classroom in Sir Alexander Fleming Primary School every day with our view that 'everyone will succeed'. Teachers will give constructive, supportive feedback and use quality questioning that assesses understanding and encourages children to think more deeply or need to have further exploration and knowledge.

Sequence of lessons

Teachers plan all lessons to ensure that children have a broad curriculum and a chance to practice and apply their writing skills prior to a hot write.

Throughout the sequence of lessons, the children will be regularly exposed to scaffolding and modelling of what a good text looks like, this will prepare them for their extended **independent** hot write at the end of the unit, where we aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader.

POETRY 2 weeks	NARRATIVE 4 weeks	NON-FICTION 3 weeks
<ol style="list-style-type: none"> 1. Cold write 2. Speaking and listening 3. SPaG focus 4. Composition 5. Composition 6. Plan 7. Hot write 8. Edit and appraise 	<ol style="list-style-type: none"> 1. Cold write 2. Speaking and listening 3. SPaG focus 4. Composition 5. Speaking and listening 6. SPaG focus 7. Composition 8. Application 9. Speaking and listening 10. SPaG focus 11. Composition 12. Application 13. Plan 14. Hot write 15. Edit and appraise 16. Contextual end point 	<ol style="list-style-type: none"> 1. Cold write 2. Speaking and listening 3. SPaG focus 4. Composition 5. Speaking and listening 6. SPaG focus 7. Composition 8. Application 9. Plan 10. Hot write 11. Edit and appraise 12. Contextual end point

Genre: Narrative I can include...	Cold Write	Hot Write	Pupil
Story structure: <ul style="list-style-type: none"> • Opening, • Build up • Dilemma • Resolution. 	✓	✓	<ul style="list-style-type: none"> Opening, Build up Dilemma Resolution
Synonyms		✓	
Expanded noun phrases		✓	
Past tense	✓	✓	
Adverbs		✓	
Dialogue		✓	

At the end of the unit the children will complete a HOT WRITE, this is compared to their cold write where teachers can actively assess the children's understanding, the skills they have gained or used and the progress that they have made through an effective sequence of lessons. This encourages the children to develop their fluency and speed in their own compositions, be creative and have a **chance to shine** as they are encouraged to produce work, they are **proud** of. The children are taught to be reflective learners, before

writing they are encouraged to look back at their cold write to see their accomplishments and targeted areas for improvement. Following the hot write task, the children actively make editions to their **independent** writing, they use a colour coded system (chosen by their teacher for that unit) to find the features they have used within their writing and using the editing code will independently make additions, changes or corrections to their work ensuring it is the **best** it can be.

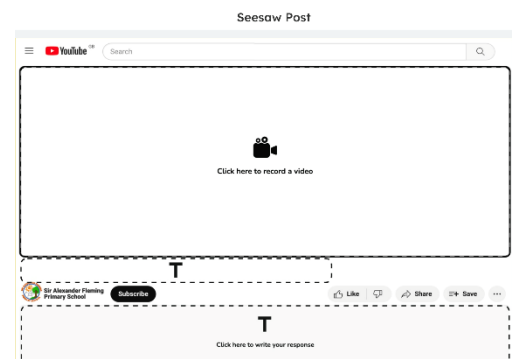
After the hot write, the children are then encouraged to edit and appraise their work in small groups, which gives children the opportunity to share and **celebrate** their writing.

At the end of each narrative and non-fiction unit the children have a contextual end point, this is where they use their writing for a purpose for example, podcasts, YouTube cooking shows, pitches to publishers. This also often incorporates the use of technology and is shared with the parents via seesaw.

Approaches to teaching writing

Our pedagogy is to enable to the pupils to know more, understand more and remember more, therefore it is important that writing opportunities allow children to make progress in every lesson, regardless of their starting points. Teachers do this through:

- Modelling and scaffolding the necessary skills and techniques for writing.
- Allowing children to incorporate their own experiences through trips or outdoor learning.



- Using high quality questioning to move learning forwards.
- Encouraging pupil led learning with paired or group activities, facilitating quality speaking and listening.
- Adults consistently use and define key vocabulary in lessons.
- Using technology to research, present and communicate ideas.

Every writing lesson has a clear focus, with learning objectives and success criteria highlighting the specific area of teaching, teachers reflect on prior learning before introducing new concepts for the children to apply their learning.

Cross curricular opportunities

Teachers take advantage of opportunities to make cross-curricular links. Through medium term planning, teachers ensure pupils practise and apply the skills, knowledge and understanding acquired through writing lessons to other areas of the curriculum. At Sir Alexander Fleming Primary School, we have a focus on ensuring that the same standard of writing is expected in all subject areas as seen in the children's English books.







In a technologically advancing society, it is pivotal that we give children the opportunity to use ICT within their writing lessons, this comes in the form of research, communicating ideas with presentations, debates and role play or through editing and publishing their personal written work.

Spelling, Punctuation and Grammar

SPaG is an embedded element of our writing curriculum at Sir Alexander Fleming Primary School and comes in the form of discrete teaching to ensure children understand and comprehend correct grammatical features, punctuation rules and spelling patterns. As teachers naturally enhance a rich vocabulary, children will begin to understand the relationships between words and their meanings. It is important that children are aware of spelling rules and patterns, as well as spelling common exception words that are attributed to each year group or words that expand their vernacular but don't follow any standard formula. As a school, we follow the jolly phonics, we use this scheme to effectively teach reading and writing alongside specific lessons in spelling, punctuation and grammar. Weekly spelling lists for years 1-6 are used and ensure clear progression whilst being appropriate to their age. Spellings are first taught in class, helping pupils to apply their knowledge to new and unfamiliar words and we link cursive handwriting practise with spellings applying grammatical knowledge within sentence use. Children are actively encouraged to practise spellings at home and teachers use spelling assessments as appropriate.

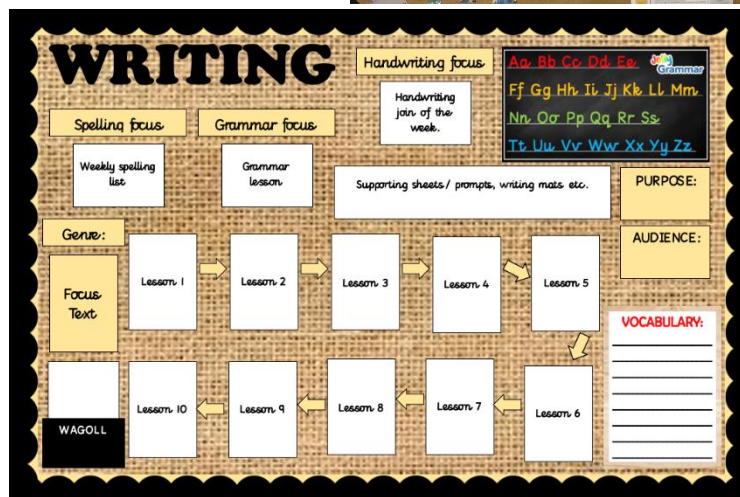
<p>Proper Nouns</p>  <p><i>Touch your forehead with your index and middle fingers.</i></p> <p>A noun is a person, place or thing. A proper noun is the given name of a person, place or date. It always starts with a capital letter.</p>	<p>Common Nouns</p>  <p><i>Touch your forehead with all fingers on one hand.</i></p> <p>A noun is a person, place or thing. A common noun is usually a thing and does not start with a capital letter.</p>	<p>Verbs</p>  <p><i>Clench both fists and move your arms backwards and forwards at your sides, as if running.</i></p> <p>A verb is a doing word.</p>	<p>Prepositions</p>  <p><i>Point from one noun to another.</i></p> <p>A preposition relates one noun or pronoun to another, they show where something is, what it is moving towards or relate to a time or event. Prepositions are: at, by, in, on and under, through.</p>
<p>Conjunctions</p>  <p><i>Hold your hands apart with the palms facing up and move them so one is on top of the other.</i></p> <p>A conjunction is used to join two parts of a sentence together. Co-ordinating conjunctions are: and, but, or, yet, so, for. Subordinating conjunctions are: because, if, when, however, until, after.</p>	<p>Adverbs</p>  <p><i>Bang one fist on top of the other.</i></p> <p>An adverb describes a verb.</p>	<p>Adjectives</p>  <p><i>Touch the side of your temple with your fist.</i></p> <p>An adjective describes a pronoun or a noun.</p>	<p>Personal pronouns</p>  <p><i>First person. Point to yourself. Second & Third person. Point to someone else.</i></p> <p>A pronoun often replaces a noun. Personal pronouns are different for each grammatical person. These words are: I, he, she, they, it, we and you.</p>

Learning objectives for English and other foundation subjects, contain a SPaG related outcome, children are encouraged to actively use this element within their work. Our learning objectives also highlight key vocabulary, children from Year 1-6 are urged to use these words throughout their lessons.

Independent	Adult led	Supported	Group work		
LO: To					
Text: Name of the text (Author of the text)			Picture of the text		
Genre: Fiction		Subject links			
Success Criteria: <ul style="list-style-type: none"> o 2 or 3 objectives. o 					
SPaG: To					
Vocabulary					
 brave	 colouring	 football	 playing	 friends	 drawing

Learning environments

At Sir Alexander Fleming Primary School every classroom environment produces a **safe** setting for learning as classrooms facilitate quality learning and are carefully thought out, providing the ability for children to be **great** writers. Working walls are integral in every classroom, teachers actively use their displays to provide children with a meaningful sequence of skills, which they can actively use to enhance their written work in everyday learning and in their extended pieces of writing. These areas reflect on the current teaching and learning of the genre with teachers explicitly adding to this within lessons forming a sequenced journey. All displays have visuals, models or practical resources, mind maps, examples of children's work or group led activities, photographs (where appropriate) and key definitions or information which provides the children with the opportunity to use independently. Children can articulate how they use their learning environment to make progress and meet their writing targets. Alongside English areas, all classrooms have a vocabulary wall with 'define' definitions that further encourage children to use more sophisticated language in their written work.



5. How do we assess writing at Sir Alexander Fleming Primary School?

All written work is assessed in line with the school marking policy and teachers endeavour to give oral feedback to children at the point of time in teaching through live marking. Teachers follow the editing code for marking when providing feedback to the children and the children are taught to respond to this by making corrections in purple pen. All units begin with the opportunity for children to show their prior knowledge and a chance for discussion of the genre or text.

Formative Assessment

At Sir Alexander Fleming Primary School, teachers continually assess children's knowledge and understanding. Formative assessment underpins the direction of teaching, with cold writes informing planning and daily lessons are planned to ensure that children learn new skills and are given the opportunity to apply them fluently. Teachers use a variety of questioning strategies to successfully determine this knowledge and ensure progress for all.

I know
I already know about this genre.
I'll use
The grammar and punctuation devices I will use.
I'll say
The key vocabulary I will use in this genre.
I've read
Authors or books from this genre.

Summative Assessment

We use English Assessment Grids to inform our teacher assessments of children's strengths and weaknesses in writing. Summative teacher assessments, national tests and monitoring (in school, by local authorities or OFSTED) help us to articulate appropriate targets, these are reviewed to inform bespoke interventions and ensure well-informed provision is provided to boost achievement in writing. This data highlights attainment gaps and informs whole school subject development and highlights priorities moving forward.

Parents are kept informed of their child's progress in writing through parent consultations and more formal written report of the child's progress.

6. Why is handwriting important at Sir Alexander Fleming Primary School?

The ability to write fluently and legibly is crucial as it allows the children to communicate their thoughts and ideas efficiently. We encourage children to have confidence and **pride** as they produce well-presented and legible work. When teaching handwriting, teachers will ensure that children hold writing implements correctly (froggy fingers) and comfortably, understand the importance of correct posture and sitting positions.

At Sir Alexander Fleming Primary School, we follow a specific handwriting criteria:

- Writing is always on the line.
- The size of the letters are accurate (ascenders and descenders)
- The space between words is correct.
- Letters are formed correctly.
- Letters are joined correctly.



As a school we follow the Nelson handwriting scheme, which ensures a consistent handwriting approach for all year groups. All typed resources, display material and PowerPoint presentations use our bespoke font which follows the Nelson handwriting letter formation. Handwriting sessions take place four times per week, where children will practise cursive in Years 2-6 and EYFS/Year 1 focus on letter formation through print. Teachers will assess handwriting through live marking, providing in the moment feedback to aid fluency. Handwriting pens are provided to children when they achieve a pen license, the children will only **achieve** this license by consistently meeting the handwriting success criteria in all subjects and applying for a pen using an application form.

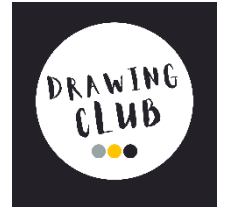
Teachers have a good understanding of the specific needs for left-handed children, making appropriate provision for the positioning of their paper, monitoring of pencil grip and ensuring that they are sat to the left of a right-handed child so they are not competing for space.

All teaching staff use the correct letter formation and cursive handwriting as a model for pupils and CPD opportunities allow staff to improve and ensure consistency across school.

7. How is writing supported in the Early Years Foundation Stage at Sir Alexander Fleming Primary School?

Children in the Early Years Foundation Stage will have the opportunity to develop their writing skills, we encourage the children to be **adventurous**, creative and inquisitive through early mark making. Focused activities with adults and continuous provision in 'open door' ensure mark making materials are available for children to access both indoors and out, to support early writing. In the EYFS we provide opportunities for children to see adults writing and encourage children to experiment with writing for themselves through making marks, personal writing symbols and in Reception print letter formation. The children follow the scheme 'squiggle whilst you wiggle' to build their gross and fine motor skills in preparation for writing.

In Reception and Year 1, children explore writing further through 'drawing club' where children are able to be more creative and immerses children into a world of imagination. This is where teachers at the beginning of the child's journey through Sir Alexander Fleming are developing a joy, enthusiasm and love for writing.



Children in EYFS and Year 1 complete a weekly forest school diary, where they are encouraged to recount and reflect on their experiences.

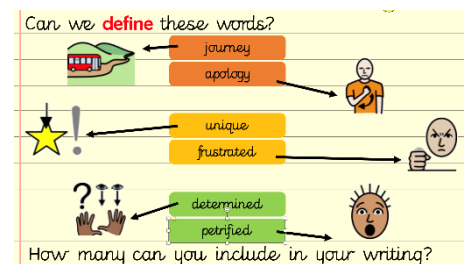
8. How do we ensure equal opportunities and inclusion at Sir Alexander Fleming Primary School?

At Sir Alexander Fleming Primary School, we plan to provide for all pupils regardless of gender, ethnicity, socio-economic status, cultural background, academic ability, Special Educational Need/Disability or vulnerability to achieve their full potential. We are committed to ensuring that children and staff are happy and that they enjoy coming to school. This policy will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and code of conduct. We are committed to meeting the needs of everyone especially those identified in the 2010 Equality Act. In line with our 'Equal Opportunities Policy' we are committed to providing a teaching environment that promotes learning. Children are given opportunities to work with others, listen to each other and treat everyone with **respect**.

We will:

- Plan our classroom activities to challenge.
- Be aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.
- Use materials for teaching which avoid stereotyping, bias towards race, gender, role or disability.
- Deal with such issues clearly and sensitively when they arise.
- Widgits used on all learning objectives and powerpoint presentations.

Children identified as needing extra support in English will be given the appropriate help in the classroom. Providing for SEND pupils should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow all individuals to succeed.



9. How is writing monitored at Sir Alexander Fleming Primary School?

The English subject lead is responsible for raising the standards of teaching and learning in writing across school. Data from across the school is analysed to identify strengths and areas for improvement and from this analysis, the School Development Plan each year will focus on any key issues which need to be implemented, monitored and evaluated.

At Sir Alexander Fleming Primary School, the following monitoring strategies may be used:

- Looking at pupil work in the form of book looks.
- Viewing English planning – to support teachers within school.
- Undertaking lesson observations and learning walks.
- Planning CPD opportunities for all staff.
- Listening to pupils through pupil voice.
- Attending relevant courses to keep up to date with important developments in English.
- Communicating with Governors.
- Monitoring resources to ensure that they are suitable for teaching practice.

10. Policy links

Equal opportunities policy

Marking and feedback policy

SEND policy

Curriculum policy

Long term overview and progression in Writing

Assessment policy

Reading and Phonics policy