



Parkland
Primary School

Learning together

Writing

Subject Policy

Subject Leader(s):

Luke Garner

Last Reviewed: January 2024

Rationale

This policy outlines the intent, implementation and intended impact for the teaching, leadership and assessment of writing at Parkland Primary School. The school's policy for writing follows the 2014 National Curriculum Framework and the Early Years Foundation Stage Framework.

Our Mission

At Parkland Primary School, we believe that every child in our school community should have *Limitless Learning* opportunities. We all have the ability to succeed and our school works hard to ensure that our pupils can *Discover their Potential*.

Our Values: Grow, Believe, Achieve, Succeed

Intent

At Parkland Primary School we have worked together to create a shared language for learning (Appendix 1). Underpinning this and all curriculum design is our whole school definition of learning: ***'Learning is the process of building on and strengthening the connections in your brain.'***

A high-quality writing curriculum will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

A clearly-structured spelling curriculum is used to support teaching as we believe that spelling has a direct effect upon progress in all other areas of the curriculum and is crucial to developing a child's confidence, motivation and self-esteem.

Aims of writing curriculum:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- to use what has been taught in spelling lessons to apply to their writing.

At Parkland Primary School, teachers work collaboratively using the writing progression maps to coherently plan and sequence learning journeys. These are designed to allow our pupils to gain cumulatively sufficient knowledge to ensure they are ready for the next stage of their education.

Curriculum Drivers

At Parkland Primary School, through the delivery of a high-quality writing curriculum we aspire for our pupils to be...



CONFIDENT LEARNERS through...

- Allowing pupils to have high aspirations and achieve their personal best.
- Providing exceptional opportunities for pupils' personal development.
- Developing the characteristics of confident individuals.
- Providing blended learning opportunities through the use of high-quality technology to support curriculum delivery



SUCCESSFUL LEARNERS through...

- Culturing a lifelong love of reading.
- Challenging, motivating, inspiring and leading pupils to a lifelong interest in learning.
- Preparing pupils for the next stage in their education and for the world of work.
- Providing the essential knowledge, skills and cultural capital they need to succeed in future learning and life.



RESPONSIBLE CITIZENS through...

- Promoting local, national and global awareness through the curriculum and understanding of their role in building a sustainable world.
- Promoting British Values to ensure pupils are fully prepared for life in modern Britain.
- Offering a wide range of rich experiences in the curriculum and wider curriculum for personal development.

Implementation

How writing is planned and taught:

Teachers work collaboratively to plan writing using the learning journey planning format (Appendix 2). Writing is planned within year groups initially with a long-term plan that encapsulates the topics and genres teachers will cover over the academic year. In conjunction with this, progression maps are also used to ensure teaching helps learners to retain, in the long term, the content they have been taught and to integrate new knowledge into larger concepts. The progression maps clearly show which skills need to be taught in each term for each year group and cover a variety of 'purposes for writing'.

Retrieval practice is a fundamental part of our writing curriculum as it is proven to strengthen memory and make it easier to retrieve the information later (Rosenshine, 2012). Opportunities for retrieval practise occur in two places in the curriculum:

- **Whole Class Feedback (WCF)** to activate prior learning forms the start of most lessons. (See Feedback policy)
- **Retrieval practice** of knowledge and skills is embedded throughout the writing curriculum through opportunities to revisit and apply taught content.

EYFS:


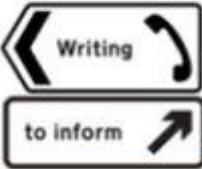


In the Autumn term, the children develop the fine and gross motor skills to be ready to start handwriting. They begin by working on their letter formation, teacher's model writing in whole class lessons and children write words and captions with guided support in small groups. (See Handwriting policy). During phonics sessions, children will also be expected to write words linked to the phonics sound they are learning.

Independent writing starts in Spring 1, these lessons always consist of an input linked to the topic or story of the week. Teachers will model simple words, captions and sentences depending on the stage of the year. The children will then work independently to write what was modelled into their books. At least once a week, each group will work with the teacher for a focused guided writing lesson.

KS1/ KS2:

- Writing lessons take place four times per week and are planned using the English learning journey.
- The fifth lesson of each week is a spelling-focused session.
- Skills are taught by building on prior learning and linking new learning to things they already know.

Purposes for writing

				
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Planning Expectations	
Oral Story Telling	1 learning journey per term
Writing based on a Novel/Class text	2 learning journeys per year
Poetry	At least 1 learning journey per year

Spelling

Spelling is taught as a discrete lesson every week. As a school, we are following the Spelling Shed scheme of work. The Spelling Shed Scheme of Work follows the National Curriculum: [The national curriculum in England - English Appendix 1: Spelling](#). Each week a set of words is provided, these words are examples of a spelling pattern. Children in years 1-5 have 10 spelling rule words each week following the Spelling shed SoW. Children in year 6 will have 10 10 spelling rule words each week along with 5 Common Exception Words from the 5/6 Spelling List.

A diagnostic will be completed at the beginning of the academic year to identify starting points.

In each lesson there are opportunities to consolidate previous learning, in line with the Rosenshine principles; the children also explore spelling rule and spellings and reinforce and practise spelling rules. Each spelling lesson is split into five main parts:

Test

The children are tested on the spellings from last week. The spellings are recorded on the Whole School Spelling Tracker.

Introduction

In the introduction, children will be acquainted with the words of the week. There will be an explanation of how the words are linked. The lists are organised by spelling patterns, sounds or affixes.

Main Teaching Input

Here teachers and students will explore the words of the week. They will examine aspects such as the number of syllables, tricky sounds and the morphology of the words.

Independent

The Independent section is designed to be carried out by students with minimal instruction. They can be carried out immediately after the teaching input in class during an extended spelling session or can be carried out later in an additional session or for home study. Each activity should take approximately 10-20 minutes to complete.

Consolidation

In the Consolidation section, a recap of the objectives will be carried out

Lesson Sequence

The lesson sequence is planned to systematically build upon acquired knowledge. The only exception to this is Stage 6 where the first 10 lessons are based on challenge words so that statutory words can be learned prior to any statutory assessments. Teachers can choose to focus on these or start their sequence of learning at Lesson 11 and revisit the challenge weeks as and when appropriate to their cohort.

Challenge Weeks

Challenge weeks are lists of words made up from the statutory word lists found in the National Curriculum English Programme of Study Spelling Appendix 2. Stage 2's Challenge Words are the CEW words found on page 10 of the appendix document. Stages 3 and 4's Challenge Words can be found on

page 23 and for Stages 5 and 6 they can be found on page 23 of the National Curriculum's spelling appendix document. These lists appear throughout the scheme every 6 weeks. (Except in Stage 6 as per the note above.) Challenge Weeks offer an opportunity for children to put their learning into practise on words which may have unfamiliar or unusual spelling patterns.

Homework

Children are expected to practise their spellings at home at least three times a week (in line with the school Homework Policy). The spelling list and practise sheet are sent home on a Friday. The children also have access to Spelling Shed where they can practise their weekly spellings.

Spelling in books

When marking English books, teachers will identify up to five words in KS2 and three in KS1 that are misspelt. The focus of these spellings are high frequency words followed by year group specific words (spelling rules, common exception and Tier 2, followed by topic specific Tier 3 words). These will then be written out correctly and the children are expected to write out the correct spelling three times. (See feedback policy).

Handwriting

See Handwriting Policy.

Structure of a writing learning journey

Rosenshine's Principles of Instruction	Writing Learning Journey	
1. Daily Review	<ul style="list-style-type: none"> WAGOLL – children are shown at least one high-quality example of what they are aiming to produce at the end of the learning journey. They use this text to identify key features; the children identify which areas they already know and which are new learning. 	
2. Present new material using small steps	<p>Skills teaching</p> <ul style="list-style-type: none"> Specific teaching of new skills required for the text type – this may take several lessons focusing on the grammatical or structural feature required. 	
3. Ask questions	<ul style="list-style-type: none"> Teaching and Practice to be interweaved where the teacher models (Worked Example) the new learning and explains their thinking and then the children practice that new learning (Your Turn) with support if needed. 	
4. Provide models	<ul style="list-style-type: none"> Misconceptions are addressed Teacher makes deliberate mistakes to ensure key misconceptions have been addressed Within these lessons the children should be given an opportunity to demonstrate and apply the taught skill independently. Punctuation should always be a key focus. 	
5. Guide student practice	<p>Guided Practice</p> <p>Guided mini write (paired writing, group work)</p> <ul style="list-style-type: none"> Shared planning of the mini-write. (IPEEL formats) 	
6. Check for student understanding	<ul style="list-style-type: none"> Explicit modelling of writing to show the children the thought process required to produce this style of writing. Teacher may model the use of scaffolds to help structure the writing, so the children understand how to use the resources appropriately. 	
7. Obtain a high success rate	<ul style="list-style-type: none"> Use of high level and appropriate vocabulary should be modelled. Use verbal feedback to support children in improving their writing. 	
8. Provide scaffolds for difficult tasks	<p>The Writing Process (moving to independent writing)</p> <ul style="list-style-type: none"> Children work through the five stages planning, drafting, revising, editing and publishing* their own piece of writing. Teachers continue to model at each stage and provide appropriate scaffolding as required (<i>over the year the level of support may be removed as children take increasing responsibility for selecting and using strategies</i>) Whole class feedback and modelling should be used to allow the children to edit and improve their own writing. 	
9. Independent Practice	<p><i>*Where appropriate, the final edited piece will be written up (published). Examples of a child's 'best work' should be displayed.</i></p> <ul style="list-style-type: none"> Finished written work will be assessed against the relevant statements in the writing TAFs which are stuck in the backs of books. Allow time for a review of key skills/grammar taught. 	
10. Weekly and monthly reviews		

Parkland Primary School prides itself on being a research informed school. Following staff training on Rosenshine's Principles in Action (Sherrington and Caviglioli, 2019), teachers are expected to actively present material and structure lessons using the ten principles of instruction below. These principles not only facilitate the memorising of information, but allow pupils to understand it as an integrated

whole, and to recognise the relationships between the parts. This **does not** mean that every lesson needs to follow the exact structure or sequence and this is **not** intended to be used as checklist for each lesson; these elements can occur at different points in a lesson, or over a sequence of lessons, and can be integrated in different ways and at different times.

Principles of Instruction:

1. **Daily Review** - lessons begin with a short review of previous learning to re-activate recently acquired knowledge.
2. **Present new material using small steps** - recognise the limitations of the working memory by breaking down concepts and procedures into small steps.
3. **Ask questions** - teachers need to ask large numbers of questions to check for understanding
4. **Provide models** - a central feature of giving good explanations. These may include concrete models to aid abstract concepts, worked narrative examples modelling a process
5. **Guide student practice** - give time to guide student practice supported by modelling, corrective feedback and re-teaching where gaps remain.
6. **Check for student understanding** - teachers use their questioning to ascertain from as many children as possible what they have understood? A range of questioning strategies below can be used to do this (see below).
7. **Obtain a high success rate** - teachers need to engineer a high success rate (around 80%) where children are reinforcing error-free, secure learning, improving fluency and confidence providing a platform for independent practice. However, it is still important pupils are challenged here (a success rate a 90%+ is too high).
8. **Provide scaffolds for difficult tasks** - temporary aids may be required to support children in developing a level of independence but are withdrawn at the right point so that pupils don't become reliant upon them.
9. **Independent Practice** - here teachers need to construct learning so that students are able to do challenging things by themselves without help. It is important that the material that students practise is the same as during guided practise for appropriate levels of success to be secured
10. **Weekly and Monthly Review** - to ensure that previously learned material is not forgotten and break the forgetting curve. A variety of retrieval techniques can be used to do this.

Questioning Strategies used at Parkland Primary School:

- How do you know? Justify why?
- What's the same? What's different?
- Think - Pair - Share
- Cold call (no hands up)
- No opt out (bounce back if a child isn't able to answer initially)
- Probing questions (staying with a child to probe deeper to check understanding)
- Say it again better (ask children to rephrase answers a second time to build a deeper, high quality answer)
- Agree, Disagree, Add your own... (to structure class discussion around a question)
- Whole class response: choral, whiteboard, ABCD, thumbs up + down for true or false

Inclusion and Equal Opportunities (challenge for all):

In line with our mission statement, we believe every child will have equal opportunity to achieve their full potential and access an ambitious and coherent curriculum that leads to deep learning and an understanding of a sustainable world. Regardless of race, gender, cultural background, ability or Special Educational Needs or Disability.

If a child has a special educational need of disability, we will do our very best to ensure we meet that child's individual needs when accessing the writing curriculum. We comply with the requirements set out in the SEND Code of Practice. If a teacher has concerns about the progress of a child, then they will liaise with the in school SENDCO to arrange appropriate assessment of need and set up personal provision through initially writing a Personalised Provision Plan. **To support an inclusive curriculum, learning journeys are adapted to meet the needs of individual children based on assessment such as PIVATS or prior year group TAFs.** For those working well below the age-related expectations of a year group, PIVATS targets are used to track small step progress and inform differentiation within the classroom environment to meet the needs of the child.

Impact

Assessing Progress

Formative Assessment: For more details see Feedback policy (appendix 4)

Pre- assessments are used to identify starting points for the teaching of grammar skills in each learning journey. Pupils' progress will be assessed during lessons as the teacher monitors the children's work. Feedback and discussions will take place so minor errors and misconceptions can be addressed straight away.

At the beginning of lessons, where it is required, the teacher will do a whole class feedback (W.C.F) session so the children can retrieve prior learning and consolidate their understanding. In this session, teachers may address whole class misconceptions and spelling errors. This is only expected to be a short part of the lesson and will give the children time to practise skills that have been previously taught.

At the end of an extended piece of writing, teachers may do a whole class feedback lesson where children will have the opportunity to edit and improve their writing. This may use examples of children's work and the teacher will model how to make the necessary improvements.

Each learning journey block will be assessed formatively when the final piece is marked. Teachers will use this assessment to provide further feedback or re-teach concepts where necessary, to close gaps and ensure pupils have mastered the curriculum content at that point.

Summative Assessment:

Spelling tracker to be filled in by all teachers to see the children's progress. Each spelling rule is on the tracker and is colour coded to allow the teacher to see clearly where the gaps are.

Writing moderation

Members of SLT, English subject leaders and Phase Leaders will organise moderations and standardised activities throughout the year to ensure the accuracy of the assessments being made

by class teachers. These moderation activities will be a mixture of in school (whether in year groups, phases or whole school) and collaborations with other schools within the Trust (DSAT).

Tracking Pupil Progress:

- Insight is updated every half term to record where the children are at with their writing (ARE, above or below). At the end of the year, this information is passed on to the next year group.
- Writing Teacher Assessment Frameworks are used to assess the children's mastery of the elements of the Writing National Curriculum. These should be completed after each writing outcome (which comes at the end of a learning journey) this should equate to a minimum of two assessed pieces each half term. This assessment is essential in supporting moderation and summative judgements of the pupils' writing and identifying gaps.

Individual progress is reported to parents through two termly Parents' Evenings and an end of year report.

Interventions to support closing the gap

To support our pupils to close the attainment gap, we have a tiered approach of interventions.

Tier 1 interventions will happen within or just after the lesson. Teachers will use assessment for learning to identify pupils who are not on track to meet the learning objective and intervene to support them. This could be through a guided group or altering the task using scaffolds to support before completing the independent activity. Alternatively, this could be identifying pupils who have a common misconception and completing a guided group after the lesson has finished but before the next sequence of learning. For pupils in key stage 2, Century AI can also be used to reinforce the learning.

Tier 2 interventions will be derived from a pre assessment. Pre assessments are completed one week before the unit of work is to take place so that results can be analysed, the learning journey can be adjusted, and pupils are identified for a pre teach intervention (tier 2). Pre assessments are completed online using MS forms or Kahoot with results saved on the year group OneNote. Pupils identified for a pre teach intervention complete them the day before the lesson or on the day but before the learning takes place.

All tier 1 and 2 interventions are tracked using the intervention tracking document (see appendix 5)

Useful websites - Writing

Website	Description
https://www.onceuponapicture.co.uk/	A bank of pictures to inspire writing
https://www.pobble365.com/	A bank of pictures to inspire writing. It includes prompts and ideas to go with each picture.

https://www.literacyshed.com/the-images-shed.html	Pictures and videos to inspire writing
https://www.teachitprimary.co.uk/	You need to register but can access pdf resources for free. Reading, writing and grammar activities, incl poetry
https://www.literacywagoll.com/	Examples of good quality texts

Transcription

The March 2024 OFSTED report into Primary English highlights that primary pupils are not given sufficient teaching and practice to become fluent in transcription. Research further demonstrates that improving the automaticity of handwriting frees up working memory, allowing pupils to focus on writing composition (Simple View of Writing, Berninger & Amtmann, 2003).

At Parkland, we define transcription as encompassing:

- **Spelling:** Writing words correctly by sounding them out or recalling them from memory.
- **Handwriting:** Forming letters and words neatly and legibly.
- **Punctuation:** Using appropriate punctuation marks (e.g., full stops, commas, question marks).
- **Grammar:** Applying basic grammatical rules accurately in written sentences.

We are committed to nurturing effective writing skills, and transcription plays a vital role in helping pupils bridge the gap between their thoughts and the written word. The process of converting spoken language into written form serves as an invaluable tool for developing clarity and coherence in writing.

By practicing transcription, pupils strengthen their spelling, grammar, and punctuation skills, laying a solid foundation for advanced writing. This practice also fosters attention to detail, enhances handwriting quality, and builds confidence in written communication.

Teachers integrate transcription exercises regularly into the curriculum, including:

- Handwriting lessons to reinforce neat and legible writing.
- "Can I Still" activities at the start of lessons to revisit and consolidate key skills.
- Regular, targeted feedback to support improvement.

References:

Rosenshine. B. (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know. *American Educator*, 36 (1) p12-19.

Sherrington, T. and Caviglioli, O. (2019) *Rosenshine's Principles In Action*.

The Learning Scientists (2016). [Posters and Blogs]. Available at: <https://www.learningscientists.org> [Accessed 6 Sep. 2019].

Bibliography:

Christodoulou, D. (2016) *Making Good Progress: The future of Assessment for Learning*

APPENDICES

Appendix 1 -Language for learning

Appendix 2 - Learning Journey planning format

Appendix 3 - IPEELL planning format

Appendix 4 - Feedback policy

Appendix 5 - Intervention tracker

APPENDICES

Appendix 1 - Language for learning

https://discoveryschoolstrust.sharepoint.com/:f:/s/ParklandAllStaff/EIngFOK6z0tIophBfDXqQxIBW7ObmeiscPPnbIc8pC_iMA?e=vmzXic

Appendix 2 - Portrait Learning Journey planning document

https://discoveryschoolstrust.sharepoint.com/:f:/s/ParklandAllStaff/EIngFOK6z0tIophBfDXqQxIBW7ObmeiscPPnbIc8pC_iMA?e=i5ys0Q

Appendix 3 - Presentation expectations

Appendix 4 - Feedback policy

https://discoveryschoolstrust.sharepoint.com/:f:/s/ParklandAllStaff/EubcqaIS-YhHrsNpNxeMLEB9y1_ZHPOL6mqgh7ncwPeKA?e=FGadWh

Appendix 5 - Intervention Tracker

https://discoveryschoolstrust.sharepoint.com/:w:/s/ParklandCurriculum/Eb_Cr19sD6pFheuUS-XTgpQBo27WedtwiOsErV3o3b7j5g?e=gjffff

Appendix 6- Year group Spelling words

[The national curriculum in England - English Appendix 1: Spelling](#)