



*Inspiring All to Excellence*



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**Anker Moor Primary Academy**

# **Writing Policy**

## Document Control

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## Version Control

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## Rationale/principles

It is the aim of Ankermoor Primary Academy to prepare pupils to participate in tomorrow's rapidly changing world. The teaching of Writing is multi-faceted, incorporating oracy, drama, real contexts and high-quality literature. Our priority is to create fluent writers who have the skills and knowledge they need to be confidently literate in life.

In delivering the National Curriculum for English, pupils at Ankermoor will be taught to:

- express themselves in an effective and appropriate manner to a wide range of audiences and for a wide range of purposes by writing clearly, fluently and with confidence
- use a wide, interesting and appropriate vocabulary in Writing
- organise their thinking and to communicate the results effectively in Writing
- write independently, with confidence, fluency and understanding, orchestrating a range of strategies to self-monitor and correct.
- be confident and reflective writers. They will know, understand and be able to write in a range of genres in fiction and poetry and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot
- understand, use and be able to write a range of non-fiction texts
- plan, draft, revise and edit their own writing
- have a technical vocabulary which they can use to discuss their writing
- use Writing to consolidate and develop thinking
- develop their powers of imagination, inventiveness and critical awareness through Writing
- view Writing as enjoyable, rewarding and worthwhile

## Intent

At Ankermoor Primary Academy, we intend to build an English Curriculum which develops learning and results in the acquisition of knowledge and skills as set out in the National Curriculum English Programmes of study. Children will know more, remember more and understand more. Writing is a key element of the English Curriculum. We will provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences for later life.

## Implementation

- Clear and comprehensive schemes of work in line with the National Curriculum. The English Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. EYFS forms the foundation of our curriculum where skills and knowledge are taught through 'In the Moment' opportunities, linked to the prime area of Communication and Language and the specific area of Literacy.
- Delivery of Writing units with a clear structure. Each year group will produce narrative writing with a focus of character, setting and speech; and non-fiction writing that includes instructions, non-chronological reports, recounts, persuasion and discussion. Each year group will also include poetry units.
- Delivery showing clear following of the Writing process where each unit will follow:

KS1 (+Y3) - cold writing; introduction of the text driver/model text; text familiarisation; text mapping; focus in context; workshops; short burst opportunities; text mapping/boxing up; drafting; hot writing.

KS2 (Y4-Y6) - cold writing; introduction of the text driver/model text; text familiarisation; focus in context; boxing up; workshops; short burst opportunities; drafting; hot writing.

- A range of skills will be taught, ensuring that children are aware of how these skills can be applied to different genres of Writing.
- Clear and appropriate cross curricular links to underpin learning in multi areas across the curriculum, giving the children opportunities to learn life skills and apply skills to 'hands on' situations in a purposeful context.
- Children are asked to self-evaluate their work.
- Writing focused displays in classrooms on display throughout the school. These displays celebrate exceptional practice and exemplify terminology and vocabulary used.
- Independent learning: in Writing lessons, children will often be asked to write independently. This allows the children to have ownership over their Writing and develop the skills to critically evaluate their own work.
- Collaborative learning: in Writing lessons, children may well be asked to work as part of a group, learning to support and help one another towards a challenging, yet rewarding goal.

## Impact

- Children will have clear enjoyment and confidence in Writing that they will then apply to other areas of the curriculum.
- Children will ultimately know more, remember more and understand more about Writing, demonstrating this knowledge when Writing in other areas of the curriculum and in opportunities out of school.
- The large majority of children will achieve age related expectations in Writing.
- As writers, children will develop skills and attributes they can use beyond school and into adulthood.

## Planning

- Writing is taught through a series of progressive writing units that incorporate the knowledge, skills, understanding and breadth of study set out in the National Curriculum.
- The long and medium term plans are used to plan effective lessons and to ensure there is a breadth of coverage.
- Each year group builds on children's prior learning and is aware of which skills should be specifically targeted within a term's learning to ensure coverage and progression.
- *Knowledge and Skills progression* – Ensures there is progression between phases throughout school.
- *Long Term Planning* – The whole school curriculum overview seeks to maximise opportunities for Writing.
- *Medium Term Planning* for each unit is sequenced – with references to the National Curriculum Programmes of Study.

- *Short Term Planning* is derived from medium term plans.
- *Assessment for Learning* is continuous throughout the teaching of each unit. Short term, medium term and long term plans are amended accordingly. Completed cold and hot writes are used to assess skills independently.
- *Blocked units of work* – units of work are completed as a block of three weeks. Each half term allows for two units to be completed. This enables pupils to focus interest, develop skills and to complete their unit outcomes in a more consistent and progressive way.

## Assessment, Recording and Reporting

- Teachers will adapt planning in order to meet the needs of all the learners in class.
- Use questioning throughout a lesson to assess and review learning in order to challenge and support all learners. If necessary, adapt a lesson to meet all learners' needs.
- Use and value children's own self/peer assessments in order to assist planning and future differentiation.
- Judge the pupils' understanding with accuracy and use this to inform future learning opportunities/planning: through use of success criteria, self and peer assessment, questioning, prior knowledge assessments as well as subject specific assessment procedures.
- Be able to identify where a pupil is and provide necessary stimulus to ensure that pupil recognises and accepts the next stage of learning.
- Assess pupils' understanding by use of the pupil assessment grids, APP grids and the Fierte Assessment framework.

## Roles and responsibilities

*Subject Leader: Creative Faculty* to lead staff, focusing on Writing, to ensure high standards of teaching and learning enable all children to develop as independent, confident, effective and responsible learners.

*Head Teacher:* To ensure staff are fully able to deliver Writing appropriately and that pupils are receiving their entitlement.

*Creative Faculty:* To formulate the long-term curriculum plan and medium-term planning, ensuring that Writing is embedded across school.

*Teachers and Teaching Support Staff-* To deliver a curriculum of progressive units of work, enabling the development of pupils' knowledge, understanding and skills.

*Governors* – To agree and review the Writing Policy on a regular basis. Question the Headteacher and the Creative Faculty to ensure that the policy is implemented and impacts positively on learning and teaching.

*Learners:* Have a responsibility to take an active part in their learning, responding positively. Also, to be active participants in personalising and extending their own learning at school and at home.

*Other adults including parents:* To realise that learning takes place, not only within the classroom but in all environments. Value and recognise their role in shaping children's attitudes and life-long

learning experiences. To create positive relationships with all children. To recognise their impact on children's self-esteem.

## **Learning Environment and Resources**

- Where appropriate use learning focused displays to motivate, support and enhance learning, checking with children that displays are accessible for all levels of ability. (E.g.: Past success criteria to independently use, key vocabulary).
- Use a multi-sensory approach to learning (E.g.: Film clips, music, sounds, ICT, the environment, artefacts, and interesting items).
- Identify and gather appropriate resources for the lesson, modify materials and organisation to accommodate pupils' specific needs and abilities.
- Provide and encourage children to independently use a range of resources to maximise their learning. (E.g.: Freedom to use class computer, materials, resource areas which children can independently access and choose from).
- Use the environment most effectively to maximise learning (inside and outside).
- Use educational visits and visitors to enhance learning.

## **Monitoring and evaluation of the Policy**

The role of the Creative Faculty in the context of this policy is to:

- ◆ Ensure the Intent, implementation, and Impact is clear and is measured.
- ◆ Monitor and evaluate the impact of effective learning and teaching strategies within the subject area.