



POLICY TITLE	Writing Policy
RESPONSIBLE COMMITTEE	Curriculum Committee
RATIONALE	Inspire and Empower Others To Achieve At Estcourt Primary Academy we endeavour to ensure our early learners develop into life long learners. We strive to provide a safe, secure and stimulating environment where curiosity is welcomed, enquiry is encouraged and learning is fostered.
PURPOSES	At Estcourt Primary Academy we believe that as well as bringing enjoyment and advancing learning, writing is an essential skill in leading a happy, healthy and full life. Our purpose is to ensure all pupils make good or better progress in Writing.
GUIDELINES	<p><u>Assessment</u></p> <ul style="list-style-type: none"> Teachers assess their pupils every half term using the Sheffield STAT alongside of the Delta interim criteria, this is followed by summative testing in line with the Delta assessment cycle In Year 2 and Year 6, teachers assess weekly against the Interim Framework. Children progress is monitored during weekly RAG meetings which determines any interventions necessary for children who are a cause for concern Assessments are moderated at different intervals: half termly by the Deep Learning team termly within the Delta Hull cluster <p><u>Teaching and Learning</u></p> <ul style="list-style-type: none"> Teachers set challenging teaching and learning objectives which are relevant to all pupils in their classes. These are based on knowledge of pupils' past and current achievement and the expected standards for pupils of the relevant age range. Teachers plan clearly structured sequences of work which interest and motivate pupils and which: <ul style="list-style-type: none"> Start with a clear learning objective, taken from the STAT curriculum, understood by all pupils Promote active and independent learning that enables pupils to think for themselves and to plan, manage and assess their own learning. All marking is carried out in accordance with the marking and feedback policy. All independent work is marked following the marking agreement. The deep learning team support teaching and learning in line with the triangulation of the learning cycle, including work scrutinies, drop ins and weekly RAG meetings All planning coverage is stored on one drive for Deep Learning team to access Children are taught grammar across the academy in discrete sessions and this is also embedded throughout the writing cycle, including set ARE vocabulary relevant to each year group ARE spellings are taught through Delta spelling books and working walls Every child completes an extended 'Big Writing' session on a Friday morning, which is marked giving personalised ways forward, in line with the Marking and Feedback Policy. This links to the weekly 'Talk' homework. Teachers will provide weekly opportunities for cross-curricular writing following the two-week cycle to practise a range of text types. Writing is to cover a range of audience and purpose. To reinforce this, social media is used (Twitter and the Blog) to engage real audiences. These outlets of social media will be used regularly across the academy. <p><u>Lesson Structure</u></p> <ul style="list-style-type: none"> Teachers will follow the Same Day Intervention format for at least half of the writing cycle sessions per week Writing cycle: KS1 and Year Groups 3-5 run over 2 weeks (Appendix 1) Year 6 writing cycle is one week (Appendix 1) All writing sessions will include all of these elements: Mixed ability seating Teach-practice model where the work is demonstrated by the teacher before being completed by the pupils in books WAGOLL to introduce, leading into HOQ Independent on whiteboards Pupils completing T4W input (I do – you do) and fluency in Writing Book, teachers are encouraged to step back and observe/assess. The teacher will be able to focus on children for relevant learning discussions based on their observations. Mark according to marking policy Self-assess at the end <p><u>Between same day intervention sessions</u></p> <ul style="list-style-type: none"> At the end of the session, the teacher should have made appropriate formative assessments, which will enable the teacher to provide extra support for pupils who require it before the second or during the next session. Teacher marks any work which hasn't already been self-marked Creates the groups for the same day intervention The activities will be already be planned by the teacher on a planning pro forma <p><u>Two part sessions:</u></p> <ul style="list-style-type: none"> The second session will take place after marking. The time between sessions will help demonstrate that the pupils have retained the learning from the first session. Teacher/TA works with guided groups to help them meet the Learning objective



	<p>Marking Expectations: Due to varying needs of the different year groups, in relation to the writing cycle, further details can be found in the writing cycle appendices and the marking and feedback policy</p> <p>Academy Environment The working walls should have:</p> <table border="1" data-bbox="277 296 792 432"> <tr><td>ARE vocabulary and success criteria</td></tr> <tr><td>Model writing (both children's and adults examples)</td></tr> <tr><td>A rang of genre specific WAGOLL texts</td></tr> <tr><td>A working whiteboard section</td></tr> <tr><td>ARE spelling, grammar and punctuation examples</td></tr> </table> <p>Parental Engagement:</p> <ul style="list-style-type: none"> • Each half term, families receive a newsletter which sets out learning expectations • Families will have access to children's writing through the range of academy social media 		ARE vocabulary and success criteria	Model writing (both children's and adults examples)	A rang of genre specific WAGOLL texts	A working whiteboard section	ARE spelling, grammar and punctuation examples
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<p>FURTHER DETAILS CONTAINED IN DOCUMENTS</p>	<p>Writing Cycle Teaching and Learning Policy Marking and Feedback Policy</p>	<p>Assessment Policy Behaviour Policy</p>					

<p>DATE APPROVED: SEPTEMBER 2017</p>	<p>NEXT REVIEW DATE (every two years)</p>
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<p>Reference Number:</p>	<p>WP 17</p>
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Appendix 1:

Writing Cycle Y1 and 2

Cycle	Session 1	Session 2
Monday Day 1	Launch and Cold write (Completed in English Writing Book full in depth marking)	
Tuesday Day 2	T4W Signifiers and shared text mapping part 1 Input based on CTG from Cold Write - I do, you do – do on w/b Mark SDIB, ATS, ATG	SDIB, ATS, ATG
Wednesday Day 3	T4W Signifiers and shared text mapping part 2 Input text type – I do, you do on w/b Mark SDIB, ATS, ATG	SDIB, ATS, ATG
Thursday Day 4	T4W and shared text mapping part 3 Input grammar – I do, you do on w/b Mark SDIB, ATS, ATG	SDIB, ATS, ATG
Friday	Warm Write (In English Writing Book) Teacher to establish through assessment during first 15 minutes of independent writing a shared guided writing input this could be with groups or whole class depending on need	Marking expectation: (G) to be indicated for the shared write section before the children continue to complete warm write Spelling and grammar issues picked up on this day At least 3 spellings and any grammar
Monday Day 5	Handwriting Session	Spelling Session
Tuesday Day 6	T4W Signifiers Independent text mapping Part 1 Extending adding key vocabulary to the map	Write up the first part of the text (G) guided shared writing group VF if necessary for focus children
Wednesday Day 7	T4W Signifiers Independent text mapping Part 2 Extending adding key vocabulary to the map	Write up the second part of the text (G) guided shared writing group VF if necessary for focus childrenT4W
Thursday Day 8	T4W Signifiers Independent text mapping Part 3 Extending adding key vocabulary to the map	Write up the third part of the text (G) guided shared writing group VF if necessary for focus childrenT4W
Friday Day 9	T4W Hot Write Innovate (to be double up as a Big Writing session to be completed in the Big Writing Book) New innovated text map – planning time	 Independent Writing time

Appendix 1:



Writing Cycle: Y3-5

Cycle	Session 1	Session 2
Monday Day 1	<p>Text Analysis Day Introduction to new cycle: Boxing up template is ready in books for the cycle to begin</p> <p>Launch –3 WAGOLLS of the same text types are provided TP initial discussions – Can they identify this cycle focus text? TP (mixed ability) text marking annotation Checklist to identify ARE specific features</p> <p>Fill in text type features template</p>	<p><u>Authorial Voice Reflection</u> Children should purple polish when editing and improving their text type template from session 1, as all feedback ideas.</p> <p>The second part of the session will focus on reading as a writer. Reflecting on the Authorial purpose and answering questions surrounding intent, comparison and opinion.</p> <p>Marking expectation: L.O. should be Highlighted green if has been achieved and green dotted if not with During the lesson VF prompt should be provided to extend/ support at least one question per child to challenge their thinking. Child should follow up in purple polisher</p>
Tuesday Day 2	<p>First Draft & Boxing up introduction</p> <p>Completed in Writing book full in depth marking</p>	<p></p> <p>Marking expectation: Blue highlighter for text/ ARE features CTG for next step with example (No yellow box)</p>
Wednesday Day 3	<p>Text type Group tasks – Depending on CTGs from cold write All groups to have task to stick in with L.O. linked to STAT and including WAGOLL to eliminate initial input Teacher to work around the groups providing relevant modelling and VF feedback</p> <p>3 WAGOLL texts from Monday are back! Pick one as a class to focus upon Box up: TP discussions pick the first introduction paragraph apart and box up key features</p>	<p>Children to write their first paragraph independently applying their new learning from session 1 Use purple polish to up level version 2</p> <p>SDIB: Teacher to guide any groups necessary – Mark (G) if necessary from this session in books</p> <p>Children to highlight in orange their use of personal target from session 1</p> <p>Marking expectation: L.O. linked to STAT Is highlighted green for achieved, dotted for not achieved or guidance (G) children to edit and improve in purple polished and highlight achievement in orange</p>
Thursday Day 4	<p>Grammar task day: Whole class I do , you do input and TP tasks Follow up activity stuck in books and all children attempt. If one group is supported throughout task ensure (G) for guided is evident</p> <p>Yesterday's WAGOLL text back Box up: TP discussions, pick the second introduction paragraph apart and box up key features in writing books (15 minutes)</p> <p>(Teacher can begin marking and grouping while boxing up session is underway)</p>	<p>Children to write their second paragraph independently applying their new learning from session 1 Use purple polish to up level version 2</p> <p>Marking expectation: Teacher to guide any groups necessary – Mark (G) if necessary from this session in books</p> <p>Children to highlight in orange their use of grammar ARE focus Children to purple polish to edit and improve.</p>
Friday	<p>One off Big Writing session</p> <p>Marking expectation: Blue highlighter for text/ ARE features</p> <p>CTG to link up for next week's text type</p>	<p></p>
Monday Day 5	<p>Comparative judgement: Two new examples of text type for the children to be exposed to (Children's examples) TP annotate, discuss features, make comparisons and draw opinions. Focus on language.</p>	<p>Children to write their third paragraph independently applying their new learning from session 1 Use purple polish to up level version 2</p>

	<p>No work will be in books for this part of the session (10-15 minutes) Box up: TP discussions, pick the third paragraph apart and box up key features in writing books (15 minutes)</p>	<p>Marking expectation: Teacher to guide any groups necessary – Mark (G) if necessary from this session in books</p> <p>Children to highlight in orange their use of personal target L.O. linked to STAT Is highlighted green for achieved, dotted for not achieved or guidance (G)</p>
Tuesday Day 6	<p>Grammar task day: Whole class I do , you do input Follow up activity stuck in books and all children attempt. If one group is supported throughout task ensure (G) for guided is evident</p> <p>Box up: TP discussions pick the fourth paragraph apart and box up key features in writing books (15 minutes)</p>	<p>Children to write their fourth paragraph independently applying their new learning from session 1 Use purple polish to up level version 2</p> <p>Teacher to guide any groups necessary to improve boxing up and support with model writing – Mark (G) if necessary from this session in books</p> <p>Marking expectation: Children to highlight in orange their use of personal target Children to purple polish to edit and improve.</p>
Wednesday Day 7	<p>Text type Group tasks: All groups to have task to stick in with L.O. linked to STAT and including WAGOLL to eliminate initial input Teacher to work around the groups providing relevant modelling and VF feedback</p> <p>WAGOLL text Box up: TP discussions pick the final introduction paragraph apart and box up key features</p>	<p>Children to write their final paragraph independently applying their new learning from session 1 Use purple polish to up level version 2</p> <p>Marking expectation: Teacher to guide any groups necessary – Mark (G) if necessary from this session in books</p> <p>Children to highlight in orange their use of personal target</p> <p>L.O. linked to STAT Is highlighted green for achieved, dotted for not achieved or guidance (G)</p>
Thursday Day 8	<p>ARE Text features: I do, you do lesson Run through at least 5 text appropriate features TP discussions – whiteboards</p> <p>Full text: Write up best of all paragraph versions</p>	<p>Marking expectation: Teacher to guide any groups necessary – Mark (G) if necessary from this session in books</p> <p>Children to highlight in orange their use of all personal targets →</p> <p>L.O. linked to STAT Is highlighted green for achieved, dotted for not achieved or guidance (G)</p>
Friday Day 9	<p>Big Writing linked to cycle Box up new version alongside of previous boxing up template Write up using the template for support</p> <p>Marking expectation: Blue highlighter for text/ ARE features → CTG to link up for next week's text type →</p>	

Appendix 1:

Writing Cycle – Y6

Cycle	Session 1	Session 2
Day 1 Wednesday	<p>Text Analysis Day Introduction to new cycle: Boxing up template is ready in books for the cycle to begin</p> <p>Launch –3 WAGOLLS of the same text types are provided TP initial discussions – Can they identify this cycle focus text? TP (mixed ability) text marking annotation Checklist to identify ARE specific features</p> <p>Fill in text type features template</p>	<p><u>Authorial Voice Reflection</u> Children should purple polish when editing and improving their text type template from session 1, as all feedback ideas.</p> <p>The second part of the session will focus on reading as a writer. Reflecting on the Authorial purpose and answering questions surrounding intent, comparison and opinion.</p> <p>Marking expectation: L.O. should be Highlighted green if has been achieved and green dotted if not with During the lesson VF prompt should be provided to extend/ support at least one question per child to challenge their thinking. Child should follow up in purple polisher</p>
Day 2 Thursday	<p>First draft (completed in English Writing Book full in depth marking)</p>	
Friday Day 3	<p>T4W, Input I do, You do, Fluency Interim class task day (English Writing Book)</p>	<p>Application drafting paragraphs with improvements Use purple polish to up level version 2</p> <p>Marking expectation: Teacher to guide any groups necessary – Mark (G) if necessary from this session in books</p> <p>Children to highlight in orange their use of personal target</p>
Monday Day 4	<p>T4W, Input I do, You do, Fluency Interim class task day (English Writing Book)</p>	<p>Application drafting paragraphs with improvements Use purple polish to up level version 2</p> <p>Marking expectation: Teacher to guide any groups necessary – Mark (G) if necessary from this session in books</p> <p>Children to highlight in orange their use of personal target</p>
Tuesday Extended Writing	<p>Box up and Big Write (completed in Extend Writing Book full in depth marking)</p>	

<u>Features</u>	<u>Text 1</u>	<u>Text 2</u>	<u>Text 3</u>

Day 3-7 Boxing up template

L.O.

<u>Imitate</u>	<u>Innovate</u>

Day 3 and 7 KS2 Template for Group Tasks:

LO: To use simple organisational devices to aid presentation.

Today we are getting better at organising our writing appropriately by using subheadings. Sub-headings are used to outline the key idea of each paragraph.

WAGOLL:

Amazing Hull Fact!

Did you know Hull is the only place in the UK to have its own telephone exchange? Kingston Communications (KC) provides the distinctive white telephone boxes, which will not be seen anywhere else!

