



# Hall Green

# Primary School

# Writing Policy

## Statement of intent:

At Hall Green Primary School, we intend to create confident writers who develop stamina for writing throughout their educational journey. We strive for all of our children to become independent writers, effectively building upon a robust range of skills as they progress through each unique writing journey. Throughout this process, we ensure that the children of Hall Green are exposed to a diverse array of genres and have a clear understanding of both purpose and audience. Our learners will cultivate a secure comprehension of the purpose of various text types, the intended impact of specific writing skills and tools, and the ability to judiciously select vocabulary while paying careful attention to the desired effect on the readers' thoughts and feelings. We actively challenge our learners and encourage them to take calculated risks, instilling in them the understanding that mistakes are an integral and valuable part of

the learning experience. Our students will consistently set high expectations for themselves, taking pride in all aspects of their learning and in every piece of writing they produce.

### **Hall Green Primary School:**

Hall Green Primary School recognises the profound effect that a confident, fluent, and coherent understanding of English will have on pupils' progress, both within the school environment and in their interactions beyond the classroom. We understand that a robust grounding in English will significantly impact a pupil's future learning and overall development across all facets of their life. To this end, we provide a balanced and broad curriculum encompassing a comprehensive writing practice, which includes handwriting, spelling, vocabulary expansion, and writing for a multitude of styles, purposes, and audiences, alongside a deliberate focus on spoken English, reading, grammar, and pronunciation.

### **Writing Learning Journey and lesson timings**

To ensure consistent delivery of the English curriculum, Hall Green Primary School guarantees that all staff members are well-informed and adequately prepared regarding planning, assessment, teaching methodologies, and learning requirements. We believe that this ensures a cohesive approach to writing across all year groups, fostering a common understanding of the objectives and skills developed at each stage. Furthermore, we recognise the necessity for all pupils to be equipped with the tools to plan, practise, and evaluate their work thoroughly, alongside a structured approach to carry out effective editing and improvement processes.

We aim for all pupils to develop a comprehensive understanding of the various elements of English as delineated in the national curriculum. The writing journey at Hall Green typically spans a period of two to three weeks, with the duration depending on whether it is a two-skill or a three-skill unit. All units are designed to be progressively challenging and build systematically upon prior learning experiences. We acknowledge the need for flexibility within our learning journeys; whilst these have been meticulously devised for teachers, they retain the professional discretion to adapt or alter plans in discussion with subject leads as appropriate.

At Hall Green Primary, it is imperative to implement an equitable distribution of writing genres within the curriculum, with the aim of avoiding consecutive repetitions of the same genre whenever feasible. For example, a suggested sequence could include non-fiction, followed by narrative, then descriptive writing. This approach allows pupils to apply their skills across a diverse range of formats, thereby enhancing their technical, structural, and vocabulary understanding. Additionally, it establishes fixed reference points for the assessment and evaluation of each piece of writing, facilitating meaningful comparisons.

Curriculum maps are designed at the beginning of the academic year but should remain flexible to accommodate necessary adaptations throughout the term. These overviews must also clearly outline any connections to

other areas of the curriculum and specify the skills to be developed, ensuring that children have ample opportunities to progress and deepen their understanding across various writing genres.

Stimuli for writing tasks are derived from a wide variety of media, including literature, comics, plays, real-life scenarios, films, video clips, and other engaging formats. Our commitment is that each learning journey encompasses the identification, understanding, and application of skills through an extensive range of written, practical, speaking, and listening tasks. We also acknowledge the necessity for educators to adapt the journey if a need arises to revisit or deepen understanding. Throughout this process, children must be exposed to a rich array of new vocabulary and actively explore meanings as they engage with their writing.

The teaching and learning framework places significant emphasis on the importance of punctuation and grammar. Each year group is required to complete a four-week unit focusing on the fundamental elements of writing, including areas such as sentence structure, subject-verb agreement, and other vital concepts. These units will align with the current Programme of Study (POS), while educators will have the discretion to select resources that best suit the varied abilities of their students. Previous POS frameworks can also be employed as interventions where necessary to re-extend learning opportunities for students needing additional support. Upon the completion of the Place Value of Punctuation and Grammar (PVPG) units, students will engage in writing a piece directly correlated with the concepts covered. This unit will commence when the children demonstrate readiness to write and exhibit security in Phase 3 phonics.

At Hall Green Primary, it is understood that by the end of each term, there should be clear evidence of delivery against the agreed year group coverage, though there is no specified minimum quantity required per half-term. A diverse array of text types, including fiction, non-fiction, and poetry, will be established within this framework. We acknowledge the need for flexibility within our learning journeys, permitting alterations and extensions based on individual learning needs, encouraging a growth mindset and a deeper engagement with writing amongst our pupils.

Educators will explicitly define the purposes and audiences for writing at the outset of each learning journey or unit of work. They will make teaching objectives understandable and clear so that pupils fully appreciate why they are studying a particular text or format of writing, the writing activities they will undertake, and the nature of the proposed outcome, which should be both authentic and purposeful within a real-world context. The learning journey must be shaped in a manner that ensures children are thoroughly engaged in the process, arming them with clarity about the outcomes they are working towards achieving. In Key Stage Two, students will engage in written tasks across various forms targeting different audiences, learning to articulate their thoughts and ideas for a multitude of purposes. They will be taught how to plan, draft, proofread, improve, and present their writing both on paper and digital formats, reinforcing the multifaceted nature of modern writing. Reflective discussions and evaluations of their own writing, alongside that of their peers, will play an integral role in developing critical thinking and self-assessment capabilities.

The importance of linking reading and writing—both in fiction and non-fiction—will be profoundly emphasised throughout the curriculum. Pupils will utilise their knowledge gleaned from texts they have studied, applying this understanding to their own writing practices. Furthermore, there is a committed emphasis on mastery of organisational strategies, the formulation of language features, vocabulary acquisition, and the accurate spelling of words, fostering a holistic skill set in literacy.

### **Editing and Improving Writing**

The approach to the edit and improve process integrates methods that encourage students to engage thoughtfully with their writing. They will independently or collaboratively read back through their own compositions, actively searching for errors in punctuation, spelling, and grammar. This self-review process is supported by a practice of marking necessary corrections in green pen. To cultivate a habit of self-improvement, all children will consistently leave a line above each written line to allow for easy editing and revisions. In cases where a student needs to enhance an entire paragraph or several sentences, we provide a green strip to be affixed as a flap, thus allowing for seamless revisions. This editing and up-levelling process is envisaged as a natural and ongoing aspect of learning, encouraging students to make this a regular part of their writing practice. The entire school will embrace a structured 1-2 editing method—central to our approach to enhancing writing quality—which involves a clear focus on modifying nouns and verbs within their written work.

1. Modify the noun: This can be achieved through pre-modification, involving adjectives that precede the noun, or post-modification, where adjectives or prepositional phrases follow the noun.
2. Modify the verb: Similarly, adjustments can be made either before or after the verb to add depth and specificity to the action being described.

Students are already engaging in these practices instinctively, but it becomes an explicit part of the process when opportunities are missed to change, edit, or improve their writing negatively. It is essential to emphasise to pupils that during this editing process, they should contemplate all aspects of their writing that can be enhanced, not just the specific skills pertinent to that learning journey. This holistic approach ensures that children focus on comprehensive areas for improvement, ultimately enriching their writing capabilities.

### **Assessment of Writing**

In terms of assessment, we adopt a holistic view when judging writing outputs, examining a diverse range of pieces created across the curriculum. Following the objectives outlined in the national curriculum, we will make summative assessments using clearly defined frameworks established by the school. It is expected that staff will document these assessments for every extended piece of writing completed, initiating a new sheet at the beginning of each term. This systematic approach ensures comprehensive monitoring of progress and enables effective discussions regarding students' writing capabilities.

On a daily basis, work is marked in line with our marking policy. This gives teachers the opportunity to assess pupil skills, understanding and knowledge and address any misconceptions or errors rapidly.

'Objectives' on Insight is completed as soon as possible to remain as accurate as possible. There is an expectation that 'Objectives' are assessed at a minimum at the end of every cycle of writing. This allows teachers to assess individual pupil understanding, use of skills and pupil knowledge on a 5-point colour coded scale against individual National Curriculum strands. Codes for this assessment are as follows:

Grey - did not attend/access at all

Red (0) - It has been taught, but not yet understood

Orange (1) - Some evidence of child achieving this but not yet entirely secure

Green (2) - Evidence of child being secure in objective.

Blue (3) - Pupil is secure in relation to the objective and has demonstrated learning beyond that expected of a child at their age (working at greater depth)

To assess writing on a summative level, we adhere to the following principles:

- For a child to be classified as at an Emerging (E) level for their required year group, they must demonstrate that they are engaging with the Working Towards standard and provide suitable evidence of competencies corresponding to the Working At standard for the previous year group.
- A child identified at a Developing (D) level must present adequate evidence meeting the Working At standard of the previous year; be engaging with the majority of the Working Towards standard; and concurrently begin accessing the Working At standard for the current academic year.
- If students have not engaged sufficiently with the Working Towards standard, there must be immediate provisions in place to cover this material or demonstrable evidence of a particular weakness that needs to be addressed promptly.
- For a child to be considered Secure (S), they need to evidentially demonstrate attainment across all statements at the expected standard for their year group.
- A child achieving in Greater Depth (+) must fulfil or exceed all requirements of the Working At standard, in addition to providing evidence that meets the Greater Depth expectations as well.
- Any noted deficiencies must correspond with a documented particular weakness, substantiated through evidence available to educational practitioners.
- If a student arrives at Hall Green Primary behind the Age Related Expectations (ARE), such as a 5D classification, they will initially be assessed against the expected standard of Year 5 until they are able to access the Year 6 framework for assessment effectively.

- It is expected that students working below ARE will progress through levels throughout the academic year,mm but they cannot attain Greater Depth until they have adequately caught up to age-related expectations.

When evidencing children's work, staff are advised to annotate the date and genre of the writing using tabs across the top of the documentation. This practice allows for seamless cross-referencing and facilitates robust discussions regarding individual students' writing capabilities. A tick in the relevant section will suffice to denote that each child has achieved the specified elements required for their assessment. At the conclusion of each term, an additional sheet will be included in each pupil's writing folder. Insight data will be updated termly to replace the previous term's statistics, enabling our educational leaders to track progress effectively. Exemplary assessment materials for assistance in evaluating children's work or comparing it with established benchmarks will be maintained in the staff shared area, providing a consistent resource for teaching staff.

### **Handwriting at Hall Green Primary**

Regarding handwriting instruction, Hall Green Primary employs the Kinetic Letters scheme. Our objective is to build essential gross motor skills, develop core strength, and enhance stamina before concentrating on refining fine motor skills crucial for effective handwriting. Children will engage with narratives that serve as stimulating material for each letter family they are learning, and those requiring additional support will be provided with writing trees featuring characters such as Brave Monkey and Scared Monkey as guides for letter sizing practices. If a child demonstrates a need for targeted intervention, this will be integrated into their educational schedule a minimum of three times weekly, either as part of a SODA (Sustained, On-Task, and Developmentally Appropriate) task or as part of a dedicated assembly intervention. Furthermore, it is expected that handwriting practice is embedded at the commencement of every English lesson, reinforcing its importance in holistic learning.

If students exhibit neat, legible handwriting that includes joins, there is no obligation for them to follow the Kinetic Letters scheme, thereby allowing for personalised approaches to handwriting instruction.

### **Spelling at Hall Green Primary**

Spelling sessions will be guided by the 'Jane Considine - The Spelling Book' scheme, featuring two explicit lessons weekly, complemented by termly assessments focusing solely on common exception words. Demonstrations of spelling understanding and mastery will be showcased through the automaticity and accuracy exhibited during writing sessions, ensuring that spelling extends beyond isolated tasks into the context of real writing.

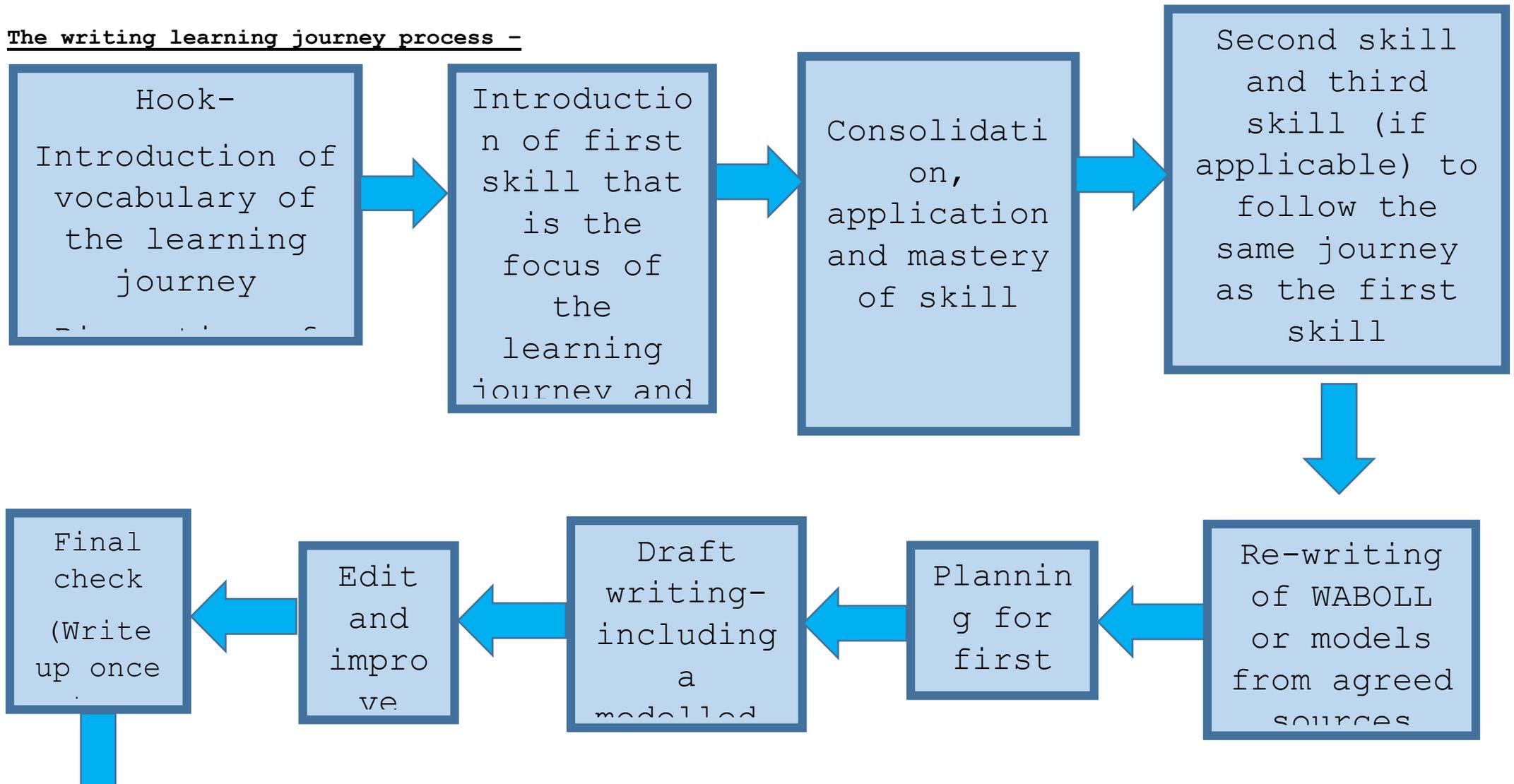
In terms of planning format, Hall Green Primary is firmly committed to enhancing effectiveness and efficiency in instructional time; hence, the expectations for planning will remain minimal. This will allow educators substantial time to concentrate on locating and formulating stimulating resources tailored for their

students. The following serves as a suggested planning format example, which should be included in PowerPoint presentations or Notebooks, and is structured in a way that ensures the planning of a two-week learning journey can be completed in a time efficient manner. This methodology ensures teachers retain ample time to seek out and devise engaging and effective instructional resources, while also considering thoughtful adaptations necessary to support the achievement of every child's maximum potential in their writing journey.

Ultimately, Hall Green Primary School's Writing Policy is underpinned by the firm belief that every child is capable of becoming a proficient and enthusiastic writer. By fostering a nurturing environment wherein students can develop their writing skills through diverse experiences, structured editing processes, and robust assessment strategies, we strive to prepare our learners for success in both their academic pursuits and their broader life experiences. The collaborative efforts of our dedicated staff, supported by our holistic curriculum and consistent practices, will guarantee that every child's writing journey is both meaningful and impactful, instilling within them a love for writing that they carry forward into their futures.

Appendix 1- Visual of the learning journey at Hall Green Primary School

The writing learning journey process -





**Introduction to text type through WAGOLL** - Looking at features within the genre including which writing tools are best suited and why with focus on purpose - this shows the children the expectation of what they themselves are aiming for by the end of their unit of work. This should include:

- Features of the genre you are covering (e.g. if you are writing an autobiography it should have key dates, be written in chronological order, first person pronouns etc.)
- New vocabulary of the learning journey
- Evidence of the skill(s) that you will be covering (writing tools).

Where possible, the WAGOLL is written by yourselves, this way you can easily show the above expectations but if not then it should be sourced from using AI, POBBLE, Grammarsaurus or Literacy Shed. Twinkl can be used but should only be used if other applicable models cannot be sourced. All models will be adequately vetted by teachers prior to the lesson (or in the event of live models, during the process).

2 **First skill of the learning journey** - Here, you will focus on one of the two skills children will be applying in this unit of work. These must be related to the National Curriculum and should be referred to as 'Writing Tools'. It is vital that children understand the purpose of the tool they are using and its desired impact on the reader. E.g. I will use contrasting conjunctions as this will help add detail for the reader in relation to an opposite point. This is an opportunity for the children to fully understand the writing tool/s they will be using. You will produce a guide to place on your working walls for children to refer to as detailed previously.

These working wall guides will stay up for as long as they are required beyond a unit of work, in order for children to refer to these when applying tools to other writing independently.

Based on the first skill you taught the children, they will complete sentence level work in the context of the stimulus they are using to form their own writing. E.g. For

	<p>the video Alma, if you were focussing on the skill of using relative clauses, the children would produce sentences that apply this skill...</p> <ul style="list-style-type: none"> <li>• Alma, who was a carefree girl, skipped through the icy streets of the city.</li> <li>• The workhouse, that was notorious amongst the desolate children of London, was the last place I wanted to go.</li> </ul>
3	<p><b><u>Consolidation, application and mastery of skills</u></b> - Children to complete activity to consolidate learning around skills they have learnt so far. It is important that they aim to include vocabulary for the learning journey in their application. Following the input, it is crucial the children apply this to their genre of writing and are stretched through reasoning questions.</p>
4	<p><b><u>Second skill and third skill, if applicable, of the learning journey</u></b> - Here, you will repeat the process of teaching a skill but focussing on a different skill/writing tool. Again, produce a guide for the working wall that will aid children's understanding and independence. If relevant, then a third skill can be added in to the learning journey.</p>
5	<p><b><u>Re-writing a WABOLL or model from Pobble</u></b> - Children here will be given the opportunity to re-write an example of the end piece which is not to a high standard. The purpose of this is to give the children the chance to up-level writing, apply the use of the skills taught and apply the use of the words of the learning journey without being distracted by the content and context as this will already be within the WABOLL. Your WABOLL should show a poor example of use of vocabulary and use of writing tools but otherwise should not contain mistakes or sentences that do not make sense. Before children are sent to re-writing the WABOLL, there should be discussion, modelling and scaffolding on how the WABOLL can be improved. It is important that in addition to the skills of that particular learning journey being discussed, other writing tools appropriate to the learning journey are also talked about and used as a way of improving the WABOLL.</p>

6

**Planning stage -**

Children to plan their piece of writing based on the stimulus. Here, children are given a planning frame where they are guided into using the skills taught as part of the learning journey as well as the words of the learning journey. These will begin mature in writing ability. Some examples include:

I		Address
Dear _____		
Opening paragraph •		
Main argument 1 • • •	Bracketed sentence and contrasting conjunction sentence:	
Main argument 2 • • •	Bracketed sentence and contrasting conjunction sentence:	
Main argument 3 •	Bracketed sentence and contrasting conjunction sentence:	

Modal verb:	Modal verb:	Modal verb:
Figurative language:	Figurative language:	Figurative language:
Modal verb:	Modal verb:	Modal verb:
Figurative language:	Figurative language:	Figurative language:

to become less guided as the children



9	<b><u>Write up once a term-</u></b> Once a term, children will have the choice to write up a piece to go in the book of pride. Showcasing to the parents what they have achieved this half term. They can choose how they display it.
10	<b><u>Post consolidation lesson (interventions) -</u></b> After assessment of the learning during the learning journey, a follow-up lesson should be done which addresses any skills that have not been fully embedded through the form of an intervention. Think about how children who have secured all skills can be challenged here. For example, if a child has secured their use of relative clauses, can they apply this to different forms of writing? Can they use the relative pronoun 'whose'?