



The Manor School

Writing Policy

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Introduction

At The Manor School we use a backward planning (or bottom-up) approach with three distinct phases and outcomes in each phase. Differentiation, discrete grammar and clear writing opportunities are planned across the writing unit to feed into the final piece of writing. Each unit of writing (fiction and non-fiction) last for 3 weeks. Within these 3 weeks, the lessons are broken down into the three distinct phases.

Intent

English is a core subject in the National Curriculum and our aim is that all children will develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability. At The Manor School, we use the National Curriculum (2014) as the basis of our teaching and learning and aspire to ensure that all children have opportunities to meet Age Related Expectations in Literacy.

Implementation

The focus of teaching is on developing skills which are progressive throughout the school. Crucially, when writing, children will need to think about the audience, purpose and effect of their writing so children are taught to apply their skills across a variety of text types.

Writing is taught as a discrete subject and not linked to topic work – unless the chosen text or animation has clear and obvious links.

All children have opportunities to write across a wide variety of genres as they progress though the school. The four purposes to write being taught across KS1 and KS2 are:

- to Entertain – narrative writing (all year groups)
- to Inform – Reports (all year groups) and Recounts (all year groups)
- to Argue – Persuade (all year groups) and Discuss (UKS2)
- to Explain – Instruct (all year groups) and Explanations (Year 4 and UKS2)

Teaching and Planning approach

Across the year, teachers chose 4 quality texts (books or poem – 1 per term for 4 terms) and 2 video clips (1 per term for 2 terms) to provide the writing stimulus for the term's writing (both fiction and non-fiction). It is expected that two main outcomes are chosen for each half term's purpose – one of which should be a narrative.

The quality books are used as the basis for the modelling and teaching of word level work (phonics and spelling) and sentence level work (to develop grammatical awareness and punctuation skills).

Writing is taught through:

1. Modelled Writing - writing prepared by the teacher as the expert writer, which models the taught grammar structures and vocabulary in context.
2. Shared writing that is modelled by the teacher as the expert writer with contributions from the children.
3. Guided writing that targets children at their present point of writing, whilst modelling the next stage of progress.
4. Independent writing and increased sustained writing.
5. Developing a writing environment with a dynamic Working Wall.

The Manor School Writing Journey

At The Manor School we use a backward planning (or bottom-up) approach with three distinct phases and outcomes in each phase. Differentiation, discrete grammar and clear writing opportunities are planned across the unit to feed into the final piece of writing.

Phase 1 (Week 1)

Hook and immerse the children into the text

Vocabulary development

Teach two writing skills

Apply taught writing skills to a 'skill-write'

Phase 2 (Week 2)

Teach two writing skills

Vocabulary development can continue

Apply taught writing skills to a 'skill-write'

Orally rehearse

Practising editing and revising

Plan for final outcome (though this can also happen at the beginning of Phase 3)

Phase 3 (Week 3 and final week of a unit)

Model / shared / guided writing

Independent writing

Every Time I Write

Written feedback from the teacher to enable children to revise

Writing across the curriculum

Children will experience writing over a wide range of different genres throughout an academic year. Text types are revisited in Foundation Subjects and opportunities are provided for children to embed and consolidate the skills and genre features previously taught (in their own year group as well as those previously studied).

At The Manor, we believe that this holistic approach should result in higher levels of engagement and in work of a much higher standard.

Word Level Work

Phonics

Phonics is taught explicitly in Foundation Stage and KS1 and where necessary in KS2.

(Please refer to separate Phonics Policy)

Spelling

Children's phonological awareness and spelling strategies are regularly assessed and inform teaching. Dedicated time is allocated for teaching and investigating spelling rules and patterns, as well as word level work linking to a related text in the main literacy session. Most children are given spellings to take home and learn each week.

Sentence level work

This includes grammatical awareness, sentence construction, punctuation and the higher skills of grammar. This is taught directly through quality texts, modelled examples and investigation. Modelled and Shared Writing is used alongside children's examples and participative activities. Sentence level work is taught through the main literacy session and at other times where required. Children are taught to use adventurous vocabulary and put their ideas into full sentences. Children are encouraged to read their work aloud to aid editing and revising.

Handwriting

Handwriting and letter formation is taught explicitly throughout the Foundation Stage, and in KS1 and KS2 following the Letter-join handwriting scheme. Handwriting and presentational skills are taught and modelled throughout the curriculum and in the classroom environment.

Assessment

Children will be assessed according to the key skills they have been taught up to that data point. However, by the end of the academic year, children will need to have demonstrated the key skills for their year group in order to be assessed as working at the expected standard. This means that, as in Year 2 and Year 6, children will be assessed according to a Secure Fit model (rather than Best Fit model). This ensures that

teachers plan for revisiting taught skills that children have not yet grasped so that gaps in ARE skills and knowledge are plugged before the children move to the next year group. Assessment frameworks are not used exclusively for planning as it is expected that children are taught the wider curriculum and can demonstrate a broader range of skills than those assessed.

Impact

At The Manor School we want children to:

- see themselves as a writer and celebrate their success
- be able to reflect on and edit their own work
- be able to select appropriate word choice, sentence structure and text form for effect
- understand the relevance of writing to themselves and their lives
- understand the purpose, audience and forms of writing
- develop resilience as independent writers

Children will develop the key knowledge and skills across the writing curriculum and through exposure to a range of high quality texts, a range of genres and text types, will develop a healthy attitude to Literacy which will equip them for their next stage of learning.