



Rotherfield Primary School

Rotherfield Primary Subject Policy 2024 – 25

Subject: Writing

Subject Lead: Rosa Aers

Our English Curriculum Overview:

At Rotherfield, we want every child to be, and vitally, to see themselves as a writer, and to be able to develop their skills and understanding in a community of fellow writers. Driven by Rosenshine's Principles of Instruction, we weave the National Curriculum programmes of study into thoughtfully structured, creative, and inspiring units, which engage pupils and drive their understanding of and progress in writing. The units dig deeply into the purpose, features and impact of specific genres of writing, so children have a precise and mature understanding of the power of language and how they can use this to great effect. We prioritise pupils' ability to understand, master, and deploy language, both in the written and spoken word.

Intent:

At Rotherfield, we want our children to develop the passion and master the skills that will allow them to express themselves creatively, accurately and confidently in their writing. Through daily writing opportunities, we enable them to find and build their own authorial voice, so that they can communicate effectively for a range of purposes and ensure that their writing has the intended impact on their audience. With a strong understanding of genre, children appreciate the reason behind the features and language associated with each genre and can therefore write for a clear purpose, within a consciously chosen form.

We want to give children the power to create their own imagined worlds and the linguistic skills to navigate successfully through the real world. High quality stimuli will hook the children into their learning and a language rich environment and explicitly taught vocabulary, which is retained and used by our pupils, will ensure that we close the 'word gap' and give all of our children the greatest chance to thrive and flourish in their lives.

High-quality planning, teaching, modelling and personalised feedback, allows our children to develop technical and creative skills at word, sentence and text level, as well as giving them the opportunity to reflect on their learning and take ownership over their work. Developing children's

powers of imagination, language use, inventiveness and critical awareness is at the heart of the curriculum.

Oracy is woven through our writing curriculum so that our children are collaborative, confident and precise communicators, in their writing and their speaking.

Curriculum and Pedagogy:

At Rotherfield, we have created a bespoke writing curriculum that draws upon the National Curriculum Programme of Study for English and several evidenced based research recommendations, alongside an understanding of the need to reflect our children's interests, cultures and lives, so that the curriculum is relevant and engaging.

A clear overview outlines the genres and units covered across the year: [Writing Curriculum Overview.xlsx](#)

Our curriculum effectively addresses our pupils' individual needs, providing support and challenge so that all children make fantastic progress. Progression within and across units of study ensures that our pupils' knowledge and understanding is built up and retained so that they can continually develop and apply their skills into their writing.

The main features of our writing curriculum are:

- ❖ A hook to draw in and excite the children at the start of each unit, as well as develop key vocabulary and contextual understanding
- ❖ Immersion in and exposure to high quality literature within specific genres
- ❖ Purposeful writing outcomes within engaging contexts
- ❖ A range of stimuli, including film and wordless books, to engage our learners
- ❖ Spaced practice, with opportunities for revisiting of teaching points
- ❖ Explicit teaching of rich vocabulary to close the vocabulary gap
- ❖ A clear focus on sentence level work – children to be confident explaining the structure and purpose of different sentences and using these in their writing
- ❖ Grammar embedded in all units to ensure that our children understand the use and purpose of it in practice
- ❖ Embedded opportunities for oracy throughout all units and a specific speech making unit for all year groups
- ❖ Opportunities for incidental writing across a unit to build children's writing stamina and independent practice
- ❖ Links to the wider curriculum to deepen children's learning across subjects

From year 1 to 6, we teach two units per half term, with each unit consisting of between 10 and 16 lessons. Our curriculum overview outlines the genres to be taught across the year, in each year group. This ensures good curriculum coverage, diversity and representation and progression of skills; teachers also make links with other subjects, deepening children's cross-curricular learning. Our unit overview outlines the learning objectives and success criteria to be taught in each of the lessons in the unit. The planning identifies those new skills as well as previously taught skills to be reinforced and developed further, alongside the SPaG focus of each lesson. These plans ensure an appropriate balance and distribution of focused targets across the unit.

Genre coverage:

As part of the overall plotting of units from year 1 to year 6, genre is carefully considered and mapped out to ensure that pupils are learning to write across a range of genres and developing their skills with choosing appropriate language, tone, style and structure. Thinking deeply about genre will enable them to become fluent with the purpose and features of particular genres and consider which genre best suits their intent as a writer.

Our whole school overview clearly shows the genres taught in each year group, which are divided into: fiction, non-fiction and poetry. These categories are then broken down into more specific groupings (for example: explanation texts, recounts, discussion texts, instruction texts, adventure narrative etc).

The progression within genres is laid out to support teachers with their planning and delivery to ensure that the relevant features, in terms of SPAG, language and layout are taught comprehensively. [RF Writing genres.docx](#)

THE WRITING CYCLE:

1. Hook:

This is a single lesson with a creative, practical activity linked to the broader context and ideas of the unit. This will engage children and give them an opportunity to be introduced to some of the language and concepts that will be integral to the unit.

2. Immersion:

At the outset of a new unit, the children are immersed in the genre, exploring language features, tone, grammar, composition, and the impact of these on the reader. Pupils are given opportunities to demonstrate their understanding of these taught skills through a range of group and independent activities. Children will be given a stimulus at this point on which they will base their own writing over the coming lessons, linked to the genre of study. This stimulus may be text based, but could also be linked to film, speech, artwork or practical enrichment activities (such as a school trip).

3. Learn, Teach, and Model:

Teachers explicitly model the writing process and demonstrate to the children how to apply linguistic and structural features into their writing. Pupils will focus on understanding how sentences are constructed and expanded, within the context of the genre. Teachers will introduce learning in small steps with continuous opportunities for children to apply and reflect. 'My Turn, Our Turn, Your Turn' will be used to help scaffold pupils' learning and move them towards independent practice. Modelling, shared writing and scaffolds allow children to be supported in developing their independent writing. Within the planning, teachers will be aware of the skills to consolidate and the new skills to teach. During this process, teachers will check for understanding and support and challenge as necessary. There is an emphasis on the spoken word to prepare children for their writing through the development of language and exploration of grammatical structures. Children's individual needs are met through guided group work, adapted scaffolds and opportunities for deeper critical thinking, so that all children are appropriately challenged and supported. Children will have an opportunity for several incidental writes and an extended piece of writing ('The Class Write') during this process.

4. Planning:

Pupils plan their independent writing, considering what is their intended purpose, impact and outcome, and what language and features they will need to utilise to achieve these aims. This work will be of the same genre that we have been studying for the unit and children will be able to apply their learning into their independent practice.

5. Drafting:

Pupils will look at the writing process in this stage: drafting and reviewing their work based on self, peer and teacher assessment and feedback. They will have clear SPAG focuses alongside genre specific language and structure elements to employ. While this is an independent piece, some children will still benefit from the use of teacher led guided groups alongside stems and scaffolds.

6. Editing:

The editing process is explicitly taught and time carved out both within and at the end of the drafting process to enable children to develop their ability to assess and alter their writing thinking about cohesion, vocabulary, sentence and text level structure, grammar and punctuation and impact on the reader.

7. Publishing:

Pupils will share their work with their intended audience. This may take different forms – written in books, filmed, read aloud, shared with families and peers, typed and displayed or even put on the website. Children will be encouraged to see their writing as something that has its own life and purpose – not just something to be squirrelled away without ever reaching its intended audience.

EYFS:

In EYFS, writing is woven across the curriculum and children are given a wide range of opportunities to develop their letter formation, emerging writing, word and sentence level work and to access high quality texts for stimulus. Pupils take part in storytelling and role play to extend their spoken language and confidence in oracy.

The EYFS team have been working with the CLPE to develop writing planning based on high quality texts and engage parents and carers in their children's in-school work. Pupils are assessed continuously against the Early Learning Goals.

Spelling, Punctuation, Vocabulary and Grammar

- Each year group has clear coverage of the skills needed
- SPaG to be embedded in reading, writing and handwriting lessons
- Accurate terminology always used
- Progression within and between year groups
- Children to use their grammatical skills to further enhance their writing.
- The grammar skill should be linked to the effect in their writing
- Teachers explain grammatical terms through examples
- Modelling and shared writing to be at the heart of the teaching of SPaG
- Preparation for test questions used to reinforce and check learning
- High quality discussion about language and its effects in lessons
- Use of authentic examples from authentic texts
- Varied activities, including games and investigations

- Support children to design their writing by making deliberate choices
- SPaG skills should be utilised and prioritised in the children's writing across the curriculum.

A guidance document supports teachers with the delivery of SPaG: [SPaG - guidance document .docx](#)

Handwriting

At Rotherfield, we recognise the importance of fluent and legible handwriting enabling children to express themselves clearly and demonstrate their skills.

We follow the LetterJoin handwriting scheme, which provides careful progression from pre-writing patterns to fluent, legible script and individual style development. This ensures that we have a consistent approach to handwriting across the school and that teachers are supported in delivering high quality handwriting lessons.

Handwriting is taught in timetabled sessions in each class and all pupils have a login in for LetterJoin so that they can practise at home. Self-assessment will be encouraged to foster independent improvement, and teachers will give specific individual feedback to model steps to success for the children.

Assessment in Writing:

All teachers, across phases, need to have a robust understanding of the concepts, skills and knowledge required for children to achieve the expected level and above in writing in their year group. They need to be confident planning for the targets for punctuation, grammar, spelling and word, sentence and text level and be clear about how these skills progress and develop.

To support teachers in their confident understanding of these targets, we use progression maps and skills ladders so that staff have clarity about what they are teaching and how this learning has progressed from the previous year and into the following year.

Unit overviews lay out the Learning Objectives and Success Criteria for each lesson, and teachers can use these to assess whether children are meeting the intended learning outcomes for the lessons.

Teachers carry out formative and summative assessment in writing. Ongoing assessment for learning takes place in lessons and based on the marking of books to inform pupils' next steps and the planning of lessons and tasks.

Pupils in year 1 to 6 are assessed termly, using writing targets linked to the National Curriculum. These targets enable teachers to accurately assess children at working towards, at or above the expected standard for their age group at specific points of the year. They also enable teachers to analyse in what areas there may be individual or group gaps that need to be addressed through quality first teaching.

The independent writing at the end of a unit gives teachers a comprehensive opportunity to assess how a child can apply the taught skills in their writing, and whether they have met and mastered a particular age-related target.

Internal and external writing moderations support staff in making accurate assessments of pupils' attainment.

Each child will begin the new academic year working on the autumn targets for their year group unless there is a specific reason why they are not working at this level, for example, children with

SEND or children who are new to English. In these cases, the class teacher will use earlier year group or the Pre-Key Stage Assessment Standards to assess the pupils in discussion with the Phase Leader and SENDCo.

How does the subject lead support and assess for excellence?

- Providing clear guidance and structure for lessons and units, alongside the yearly overview
- Oversight of the planning and implementation of this planning
- Providing staff CPD to develop the skills and understanding of teachers and support staff
- Team teaching and team planning
- Providing modelled practice for teachers to come and observe in a real class setting
- Analysis of the data to have a clear understanding of the progress and attainment across the school and where there are gaps or targeted pupil groups to be addressed
- Book Scrutiny and support around ensuring the books and outcomes in them are of a high standard
- Learning walks across the school and supportive feedback given to staff to develop their practice
- Capturing of pupil voice
- Attend relevant CPD and subject network meetings
- Regular informal learning conversations with staff
- Resourcing in terms of texts and additional equipment
- Raising the profile of writing across the school and celebrating the work of the children
- Review the action plan for writing to ensure that developments are on track and relevant.
- Support the teaching staff with the moderating of work
- Leading with passion and love for the subject