

St. Mary's  
Early Writing  
Policy  
2022-2023

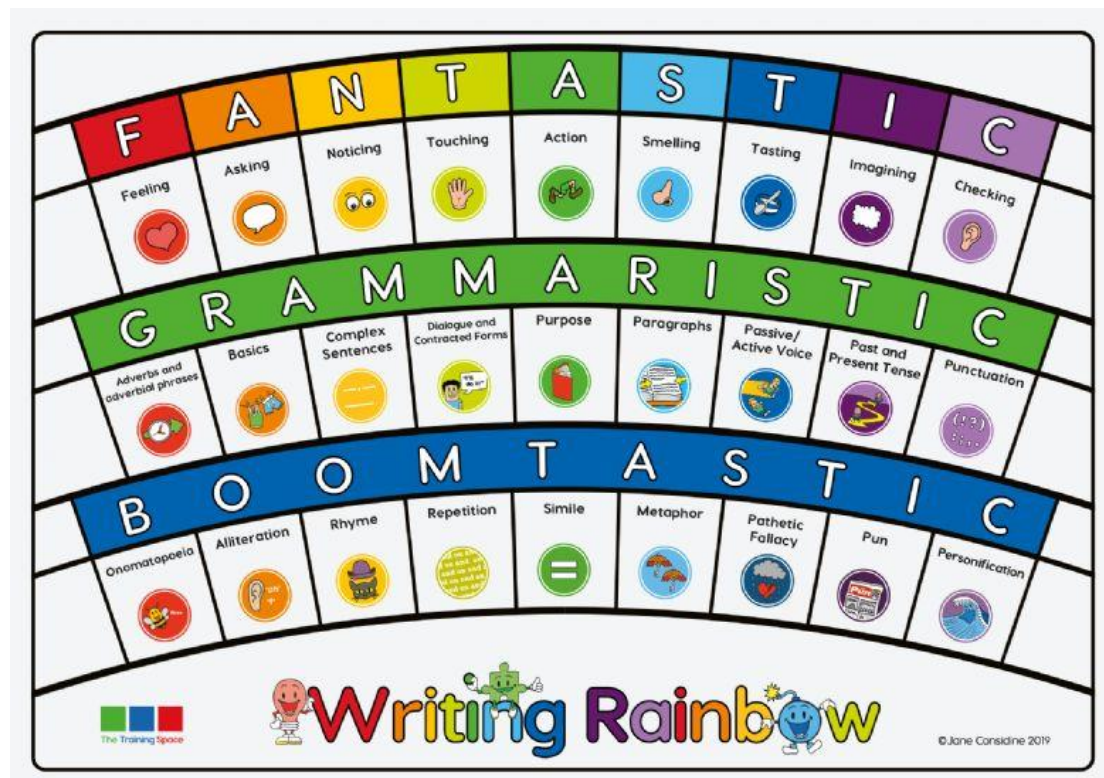


## Intent

At St Mary's CE Primary School, we strive to ensure that high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. We maintain through each key stage and year group that we want our children to develop their vocabulary understanding, write in a range of different genres and continuously develop their spelling, grammar and punctuation skills. As well as this, we want our children to understand the spoken word, use expression and participate as a member of society by speaking fluently and articulately.

## Implementation

To enable our children to write effectively and coherently we teach Writing using 'The Write Stuff' approach by Jane Considine. This approach is used from Reception to Year 2 and allows children to apply basic skills, vocabulary and grammar knowledge to write effective sentences, which are full of impact and keep the reader interested. 'The Write Stuff' brings clarity to the mechanics of teaching writing. It is introduced through the 'Writing Rainbow', using the three zones of writing:



From 'The Writing Rainbow', symbols are used to support children within their writing journey and to ensure that all children can use them in context as they move through the early years of their education.

As part of the teaching sequence, teachers plan experience days; sentence stacking lessons and independent writing sequences. Experience days immerse children in experiences linked to their writing and drench them in vocabulary linked to the lenses in 'The Writing Rainbow'. From the experience days, children take part in the sentence stacking lessons. Sentence stacking lessons include effective demonstration writing from the teacher and the writing of high-quality sentences with focuses on lenses from the rainbow. Children are also given the opportunity to 'Deepen The Moment' and add more to their writing using a lens of their choice. Towards the latter part of year 1, and when the teacher feels the children are ready, they complete independent writing sequences which give the children the opportunity to showcase everything they have learned in their experience days and sentence stacking lessons.

Over their time at St Mary's, children will write a range of genres focused on high-quality texts. The texts and genres link to the wider curriculum and wider world issues and themes.

### **Impact**

Children will progress through EYFS, key stage 1 and eventually leave St Mary's CE Primary School being able to;

- write for a range of purposes.
- use their vast knowledge vocabulary to excite, inform or entertain the reader.
- understand a range of punctuation and the effect it can have on the reader in both writing and reading.
- understand the various sentence types that can be used to support different genres.
- Spelling using their phonetic knowledge and spelling rules put in place.
- to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

### **Aims**

At St Mary's CE Primary School, we believe that English, including Reading, is at the heart of our learning and teaching and essential to every area of the curriculum. It is through English that concepts are formed and we are able to make sense of the world and our place in it. We value the importance of speaking with confidence, fluency and clarity, creating a reading culture where

children and adults are able to read for pleasure and understanding, and writing with fluency, stamina and for a range of different genres.

Overall, we aim to:

- Develop confidence in speaking for a range of purposes to ensure that our children are confident in taking part in conversations within wider society as well as in school.
- Adopt a love of reading and respect books.
- Deliver a variety of opportunities for writing based on quality core texts that offer a mastery approach to understanding vocabulary, genre and grammar.
- Provide children with cross curricular links so they have a purpose for writing.
- Ensure all children are supported in meeting the Early Learning Goals in the Early Years Foundation stage and End of Year Expectations outcomes.
- Assess children's progress both formatively and summative to ensure they are making the best progress possible
- Plan lessons that are accessible for all children, but also engaging and exciting.

### **Writing**

In writing at St Mary's CE Primary School, we aim for children to be able to:

- Take part in experiences that enable them to write with confidence.
- Acquire a positive attitude towards learning.
- Develop their writing stamina to be able to write longer pieces of text and for different audiences.
- Understand the difference between independent, guided and shared writing to be able to compose, edit and revise their writing.
- Check their work for accuracy, meaning and sense.
- Understand the grammatical needs to each genre.
- Understand the different sentence types used in each genre and use them with confidence.
- Provide differentiated learning to ensure that all children can write for a purpose, providing resources to support them.
- Organise and present their work according to the genre being taught.
- Use a range of strategies for spelling

To support our English planning and structure of teaching, we use Jane Considine's 'The Write Stuff'. This approach is used consistently from Reception to the end of Year 2 and sharpens the teaching and learning of writing within the classroom. It is research informed and practically applies evidence into effective best bets for improving writing outcomes. Teachers will plan the teaching of genres through basic skills, grammar and punctuation in plot points as well as opportunities for independent writing and a range of experiences. The

Write Stuff follows a method called 'sentence stacking'. Sentence stacking refers to the fact that sentences are grouped together chronologically or organisationally to engage children with short, intensive moments of learning that they can apply immediately to their writing. An individual lesson is based on a sentence model, broken into three separate chunks:

1. Initiate section - a stimulus to capture the children's imagination and set up a sentence by collecting ambitious vocabulary.
2. Model section - the teacher models a sentence that outlines clear writing features and techniques.
3. Enable section - the children write their sentence following the model. More able writers are given the opportunity to 'Deepen the Moment' and write through a lens of their choice. The Write Stuff reinforces grammar through the use of:

The **FANTASTICS** which are an acronym that summarise the ideas of writing.

The Grammar Rainbow is a classroom tool that enables the teacher to drive key grammar messages.

The **BOOMTASTIC** which helps children capture 10 ways of adding drama and poetic devices to writing in a vivid visual.

Teachers will refer to and recap skills learnt in previous year groups. In some occasions, English will link to the class topic to ensure learning is meaningful, has a purpose and contextual; making links between writing style and vocabulary.

Where English does not link to the foundation curriculum topics, year groups work on carefully chosen, high-quality texts, which provide children with an understanding of the wider world. The Write Stuff provides children with the opportunity to see teachers modelling high quality writing with accurate spellings, grammar and handwriting. Demonstration writing and shared editing (where teacher and class edit and improve a piece of work together) supports all children as they develop their independence throughout their school years.

Teachers will use the 'Writing Progression' document created by the English Lead to support their planning for a range of genres, skills and planning.

### **EYFS Characteristics of Effective Learning and Beyond**

These characteristics support effective learning in writing:

#### **Active Learning**

Children are involved in the development of writing, sharing their ideas and concentrating in order to achieve. All children have the opportunity to succeed at and beyond their stage of writing development.

Children share their writing and often 'publish' their work, showing satisfaction and being proud of what they have achieved in our school newsletter or through our page sharing forum.

### Playing and Exploring

Children are encouraged to make independent choices with their writing (vocabulary, grammar, composition and punctuation). They are challenged to 'have a go' with new vocabulary and punctuation, experimenting with sentence structure and creativity in writing.

### Creating and Thinking Critically

Children develop their own ideas and can choose a way to present their writing. They develop their ability to 'join the dots', linking their writing to their learning in the wider curriculum.

St Mary's School considers the Characteristics of Effective Learning, as defined in the EYFS, to be key components that lead to lifelong learning.

Early writing, here at St. Mary's, will begin to learn the visuals on the writing rainbow throughout the Autumn Term. Children will then work as a group or class to begin mark marking for meaning and adults will scribe exactly the spoken language of the child, this will then develop over the year into writing words and sentence(s) independently by the end of the year. Children will be supported using stem sentences across the curriculum and using a range of environmental opportunities and objects in provision. Children will become 'word collectors' within provision and add to their working walls. They will develop their vocabulary through puppets and adult led discussions and activities. They will have real images in provision to support their speaking and listening and engage children when discussing their own experiences.

In **KS1**, children are exposed to fiction, non-fiction or poetry texts each half term. Children have the opportunity to 'sentence stack' and compose pieces of writing 'underneath their teacher's writing wing' before moving onto a piece of independent writing. Year 1 will begin independent writing in the summer term in preparation for Year 2. Then in Year 2 once an independent write has been completed, teachers will guide children in small groups to edit and improve their work before creating a final draft. Children will always write with a '**FANTASTIC**' focus and teachers will choose structures and techniques from the '**GRAMMERISTICS**' and '**BOOMTASTICS**' to suit the genre being taught and in line with the end of year expectations.

### Planning

Teachers will plan for the unit of writing, using a **book** focus. The books have been carefully chosen to ensure that children are exposed to a wide range of

writing styles with the content supporting children's understanding of the world around them. Teachers will plan for the unit on a given template and will highlight where children are writing, having an experience lesson to support their writing or writing independently as an assessment task. When planning individual lessons, teachers will follow the chunks; **initiate, model and enable**. Included on the planning will be the visual representatives of symbols used to support children's learning and understanding of a sentence or a skill. The planning units are designed to support for the planning of fiction or non-fiction writing.

Assessment of Writing Children's writing skills will be assessed at the end of each unit and based on independent writing when this has taken place. Units last approximately three weeks, so in an average half-term, children will have completed two writes. Over the year this will equate to at least five fiction and five non-fictions, as well as poetry units. Teachers will base their assessments on the end of year objectives for their current year group. Where necessary, teachers will assess against objectives from previous year groups to ensure there are no gaps in learning. Year 2, teachers will assess using the Teacher Assessment Framework (TAF).

### **The Classroom Environment**

Our working walls are changed on a regular basis and relates to our teaching in English. Following the structure of The Write Stuff, the visual representation of symbols will be used and vocabulary will be present for children to use within their writing. Each working wall will include a narrative or non-fiction map. The maps will be used to support children writing in sequence and to see the shape of the text they are working on. Teachers will model whether sentences have positive or negative intent and share appropriate vocabulary to support this.

### **Handwriting**

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that lead to producing letters and words automatically in independent writing. Children in Reception are expected to know the letter name, sound and patten before progressing into KS1. Whilst in KS1, teachers will develop the size of letters before moving onto leading lines. In Year 2, children will begin to use horizontal and vertical strokes to join accurately.

### **Marking - see marking policy for more in depth information**

Teachers will complete live in the moment marking with the children during the sentence stacking sessions. Teachers may write vf in the margin to evidence where they had given a pupil feedback on ways to improve their work and to

show evidence of moving children's learning forward. Independent writes will be marked in-depth to provide opportunities to improve writing in editing sessions. Editing codes will be used to avoid providing too much support or scaffolding - **E1, E2, E3.**

**E1 = Revise Edit - SP , Punc , Gram - circle the area to be edited**

E1 will indicate a spelling, punctuation or grammar error.

KS1 - will put the circled symbols on the same word/same line as the error (depending on the needs of the individual).

Spellings errors will focus on common exception words or specific year group expectations and will need to be completed x3 at the end of the writing.

Number of **E1s** will be dependent on the child - the teacher will make a judgement according to the needs of the individual but no more than two.

**E2 = Rewrite - \* sentence \***

E2 indicates that a child needs to rewrite the whole sentence. No more than 2 sentence should be selected for each E2 edit.

**E3 = .^ - Reimagine - add more detail (this will only happen in Year 2)**

E3 after a full stop indicates that more detail needs to be added to the sentence to deepen the moment.

The child will be expected to add a minimum of a whole sentence, not just a word or phrase.

### **Speaking and Listening**

Good speaking and listening skills are fundamental to good learning, and play a large part in a child's progress. Children are encouraged to develop effective communication skills from their entry into Preschool for readiness for later life. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively. To be able to achieve this, we provide opportunities for children to speak in pairs, groups or to larger groups, such as in assembly or to parents to ensure they develop their confidence when taking part in conversations or listening to other people's opinions. We are aware that as adults, we are the main people for modelling good Standard English to our children. We expect children to use stem sentences to articulate effectively that they are trying to say and show respect by taking it in turns within a conversation. When planning, we ensure that children have the opportunities for speaking and listening. We use talk partners, drama activities, story mapping and other effective activities to ensure that children are not only talking, but that they also develop their listening skills.



We develop a wide range of vocabulary to be used in their discussions by explicitly teaching new words. This may be through active starts. These words are clearly displayed in the classroom on a vocabulary display. Children can then refer to these when writing. Children will make links between other topics, developing an understanding of words in context.