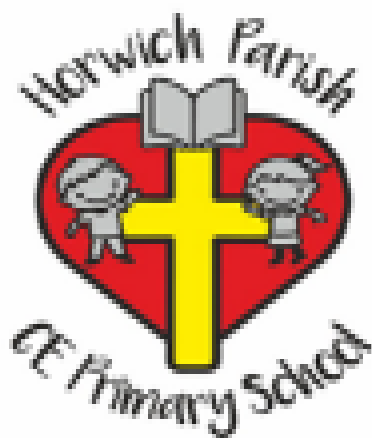


Writing policy and procedures



Horwich Parish Primary School

Vision and Aims

At our school, we believe that writing is a powerful tool for communication, creativity, and self-expression. Rooted in our core values of **love and respect**, we aim to create a nurturing environment where every pupil feels valued, supported, and inspired.

We are committed to ensuring that all pupils have the opportunity to “**let their light shine**” through their writing. We encourage children to develop confidence, take pride in their work, and express their ideas with clarity and creativity.

Through a structured and engaging approach, we aim to:

- Develop fluent, confident, and purposeful writers
- Foster a love of writing across a range of genres
- Ensure progression in skills from EYFS to Year 6
- Support all learners to achieve their full potential
- Promote independence, resilience, and creativity

Pathways Documents (Planning and Teaching)

The school follows the *Pathways to Write* scheme to ensure consistency, progression, and high-quality teaching.

- Medium-term plans are based on *Pathways to Write* units. Please see long term overviews at the back of this policy
- Lessons follow a clear sequence: handwriting join, retrieval task, learning intention
- High-quality texts are used to inspire writing linked to the pathways scheme of work
- Weekly SPAG tests are completed and retrieval tasks taught based on gaps in learning from these tests
- Grammar and punctuation are taught in context linked to the genre being taught
- Retrieval tasks are used to revisit and embed prior learning- there is a direct link between SPAG tests, and misconceptions from previous lessons
- Teachers adapt planning to meet the needs of their class while maintaining progression. Please see adaptive teaching in writing at the appendix section of this document
- Writing stamina is developed through extended writing opportunities
- Final pieces are published in a publishing books
- Excellent writing is displayed on writing displays in classrooms. This is updated half- termly

Drawing club- EYFS and year 1

Writing curriculum design

Autumn term	Phonics scheme in place. Only writing what children have learnt.
Spring term	Drawing club and phonics
Summer term	Drawing club and phonics

Weekly drawing club structure- begins in the spring term

Drawing club is based on 2 simple steps

1. 10 minute whole class input
 - Get up- stand up vocabulary with actions
 - Share a story (Monday and Tuesday)
 - Modelling and drawing

0. Drawing club

- Groups of 6 for reluctant writers or can be adapted to larger groups
- Explore the story through drawing
- Taking stories on an adventure

Drawing club Weekly Structure		Task
Day 1	Vocabulary	Draw a picture and label
Day 2	Vocabulary retrieval and modelled list	List
Day 3	Vocabulary retrieval and orally retell story and modelled sentence	Order story/ think it, say it, write it
Day 4	Vocabulary retrieval and write a sentence	Write a sentence
Day 5	Vocabulary retrieval- editing/ fixing sentences	'fixing'/ editing sentences

Other writing opportunities

Provision- labels, bordered paper, lists, writing area	Writing materials- chalk, pens, paintbrushes,	Outdoor- sticks, mud, brushes, chalks
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Pathways Documents (Planning and Teaching)

The school follows the *Pathways to Write* scheme to ensure consistency, progression, and high-quality teaching.

- Medium-term plans are based on *Pathways to Write* units
- Lessons follow a clear sequence: handwriting join, words with the join, retrieval task, learning intention

	Key stage 1	Key stage 2
Handwriting join	Pupils complete 3 joins. This is check by a teacher before they move on They then either complete more joins or move onto a word with the join in	
Retrieval task	Linked to previously taught SPAG or misconceptions	Linked to weekly SPAG test or misconceptions/ previously taught learning
Learning intention	Based on drawing club scheme or learning pathways	Linked to pathways documents

Pupils who struggle with handwriting have the join already printed in their books before starting

- High-quality texts are used to inspire writing
- Grammar and punctuation are taught in context
- Retrieval tasks are used to revisit and embed prior learning or are linked to the weekly SPAG test
- Teachers adapt planning to meet the needs of their class while maintaining progression. This is recorded in books e.g. word bank used

- Final pieces are written in publishing books

Presentation

High standards of presentation reflect pride in learning and are expected across all year groups.

- Pupils are taught how to present their work neatly and clearly
- Dates and titles are used consistently and corrected when spelt incorrectly
- Work is completed in pencil or pen as appropriate. Pupils from year 3 upwards are able to earn a 'pen license' when their work is neat and joined correctly.
- Sheets are neatly trimmed and securely stuck into books (not folded)
- Handwriting expectations are maintained in all subjects
- Teachers model high standards and reinforce expectations

Marking

Marking provides meaningful feedback to support pupil progress.

- Feedback highlights strengths and areas for development e.g. excellent use of adjectives,
- Teachers address key skills, including spelling, punctuation, and grammar
- Consistent marking codes are used across the school. In EYFS, key stage 1 staff circle and correct the spelling and then get children to copy underneath. For pupils in key stage 2 sp in written in the margin and pupils use a green pen to correct
- Pupils are given opportunities to respond to feedback where appropriate.
- Self and peer assessment are encouraged where appropriate

Handwriting

Handwriting is a key component of effective writing and is taught consistently across the school. The school uses pen pals which is a progressive scheme of the teaching of handwriting which is followed consistently throughout school

- A clear, progressive handwriting scheme is followed (pen pals)
- Letter formation is explicitly taught from early years
- Pupils are encouraged to develop a neat, legible style
- Joining is introduced and reinforced as pupils progress (from year 2)
- High expectations are maintained in all written work (not just English)
- Teachers provide regular feedback and address errors promptly

Timetabling of handwriting

EYFS/ key stage 1- taught daily. Short date, join, words with the join. Also taught as part of English skills.

Key stage 2- a join each day, words with the join in

When completing handwriting. Pupils complete 3 joins, this is checked by an adult before they carry on. For some pupils they will just concentrate on the join and not words with the join.

Spelling

Spelling is taught through a structured approach, closely linked to phonics and the *Pathways to spell* scheme.

- Regular spelling lessons are delivered across all year groups- 4 sessions weekly in key stage 1, 3 sessions weekly in key stage 2
- Spelling rules and patterns are explicitly taught
- Pupils are encouraged to apply spelling strategies independently
- Teachers consistently correct spelling errors in writing- link to statutory spelling lists for KS1 1, LKS2 and UKS2
- Common exception words are revisited frequently
- Pupils are supported to edit and improve their own spelling
- Spellings are sent home weekly for pupils to learn

Book set up

- Short date, learning intention

Assessment

Assessment is used to inform teaching and ensure progress for all pupils.

- Ongoing formative assessment takes place in lessons
- Assessment criteria completed half termly based on final pieces- evidence can be taken from skills or publishing books- pink for skills, green for publishing. These are then added up and inputted onto grid before strategy meetings
- For those pupils in mixed age groups they will have a grid relevant to their year group
- Writing is assessed against age-related expectations and mastery keys
- Moderation takes place within and across year groups during PPA or phase meetings
- Assessment outcomes inform planning and targeted support
- Progress is tracked to ensure all pupils achieve their potential

Publishing Books

Publishing writing is an important part of the writing process and celebrates pupil achievement.

- Pupils produce final, polished pieces of writing in their publishing books
- Editing and redrafting are integral to the process
- Published work reflects the highest standard of presentation
- Opportunities are provided to share writing with others e..g with buddies or across parallel classes
- Pupils are encouraged to take pride in their work
- Writing outcomes demonstrate progression over time

Adaptive Teaching in Writing

Teaching is adapted to meet the diverse needs of all learners.

- Lessons are scaffolded to support all pupils
- Targeted support is provided through interventions and in-class strategies
- Tasks are adapted to challenge and extend higher-attaining pupils
- Visual aids, word banks, and sentence stems are used where appropriate

- Teachers respond to assessment to adjust teaching
- Pupils are supported to work with increasing independence

Resources

The following resources support the teaching of writing:

- *Pathways to Write* planning materials and texts
- High-quality core texts for each unit
- Floppy's phonics scheme
- Pathways to spell scheme
- Handwriting policy pen pals scheme
- Spelling policy
- Working walls and vocabulary displays
- Sound mats, word banks, and grammar prompts

Appendices

Non- negotiables

- Date: ensure it is spelt correctly every time it is written
- Ensure the learning intention is written and spelt correctly and underlined with the ruler
- Capital letters and full stops used correctly
- Spacing is correct
- Letters formed correctly including ascenders and descenders
- Handwriting needs to be legible and joined in Year 6
- Modelling: all writing should be modelled using a pen (whiteboard/ flipchart)- including editing, correcting spellings if incorrect etc.
- Whiteboards to be used for questioning, answers, vocab but not for full sentences – use red books for any writing
- **Daily use of feedback and marking book**

Working walls

- ensure these are updated and keys are visible to pupils
- vocabulary should be displayed
- use the negotiated titles/ headings for the wall
- ensure WAGOLs are on show

Planning

- Plan using pathways to writing
- Each unit lasts a half term
- Planning should be on the school format
- Keys to be used as learning intentions to help plan for the lesson
- Gateway keys- previous learning, mastery keys- linked to national curriculum for that year group, feature keys- linked to genre

Lesson structure

- Date- underlined with a ruler
- Handwriting- joined
- Word with join in
- Retrieval (written in green) and completed
- Learning intention- underlined with a ruler
- Ensure lessons are pacey
- Butterfly: pen in hand, verbal feedback, move learning on by support and challenge, sit with TA if need support/ challenge (no surface butterfly)
- **Teacher talk:** limited to allow maximum time for the children to write which will increase stamina and independence e.g. I do, you do, I do, you do *and/ or* have **some** pre- prepared modelling to cut down on too much teacher led (cut down on passive learning)

Editing

- Editing can be revision, addition or correction
- Verbal surgery- children to read aloud to adult to self- check

- Peer marking

Independent (choice and freedom) and guided writing

Marking

Pen colour

- Teachers: pink only
- Children: blue/ green to edit or retrieval
- TAs: black

Marking work- red skills and publishing books

- Codes (written in margin)- sp= spelling(correct in work), p= punctuation, g= grammar, VF given= verbal feedback given
- Next steps- these are not for every piece of work. Teachers must use their judgement to decide if a pupil needs an individual next step or whether this should be written in the feedback and marking book to be fed back to all children and to move learning forward in the next session.
- Next steps should be linked to moving learning on and not genre specific

Next steps and targets

- Pupils have individual targets stuck in the back of their books. These are updated half- termly
- 3 targets for writing,
- Sound mats/ word lists/ SPAG mats available on tables
- Pupils to practise articulating their next steps/ individual target

Assessment

- Each child will have an assessment criteria in the back of their yellow publishing books which the teacher ticks off when doing the assessment- writing book pink highlighter, publishing book green highlighter
- Pupils are given success criteria when completing their final pieces of writing with the success criteria on

We are authors display board

- Pick one piece or an element of one piece of writing to be displayed on the wall- this does not have to be at the end of a unit- this needs to be updated at least half termly
- This can be on bordered paper and showcased as 'a perfect piece'

Adaptive teaching

Writing

Strategy	What does it look like?
Sound mats- can flip out at back of books	
Colourful story board	
Letter tracing- use a highlighter and child traces	
Scribing	
Filling gaps in sentences	Missing gaps
Sorting activities	listing key words in alphabetical order writing 'true' or 'false'
Sequencing	Putting events in order
Copying sentences that contain the main idea	
Dictionary exercises	Find a word, write the meaning
Matching sentences halves-	pictures with keywords and phrases, key words and definitions
Sequencing sentences about a lesson topic	
compiling a pictures glossary of vocabulary related to class topic	
Provide labelled diagrams and ask the child to complete sentences relating to the diagram	
Writing frames and graphic organisers	
Rehearse sentences orally	
Give sentence starters	
Sand trays- develop fine motor control	
Lines to write on	
Dictated sentences	
Widget/ visuals	
Over writing	
Tracing	
Writing as a list and not a sentence	
Adapted retrieval tasks	
Modelling holding a sentence	
Modelling WAGOLL	
Sentence stems	
Scaffold/ plans for writing	
Checklists	
Visual version of the story	
Peer support and editing	

Book setup overview

English skills books

Front inside page- WAGOLL for presentation (updated version)

Year group specific common words

Back inside page-target sheet

Publishing books

Front inside page- assessment grid