



Lostwithiel School

Writing Policy

At Lostwithiel School, we believe that writing is an essential life skill for both academic success and also as a means to enriching lives. By the end of year 6, we strive for our children to have developed a love of writing that is underpinned by the ability to express their thoughts and ideas clearly through written word. We pride ourselves on having high expectations for all. All children deserve to see themselves as writers and feel success in writing. We want to inspire all our children to find their voice and write with the purpose and pride of accomplished writers. We, therefore, ensure that all children are delivered a curriculum that inspires and informs, immersing them in vocabulary rich environments and underpinning this with a consistent and thorough delivery of necessary skills and knowledge.

Writing in EYFS

Initially letter formation is taught through RWI and writing opportunities are provided through continuous provision (inside and out) including large scale and small-scale and mark-making opportunities. Pencil grip is taught through RWI and interventions. Writing develops progressively through RWI from word writing to sentence writing. In the early stages of the autumn term name writing and pencil grip are a priority. For pupils who require additional support to be ready to develop pencil grip, funky fingers and fine-motor skills activities are prioritized. In wider topic learning, RWI strategies are used in guided groups from the Spring term to develop labelling and sentence writing as pupils are ready.

Writing in Year 1

In Year 1, we continue to hold a heavy transcription focus for writing with a grapheme and grammar focus. Graphemes, red words and SPaG objectives are mapped out weekly linked to a long term overview, practiced and then dictation sentences give children the opportunity to rehearse using and applying knowledge and skills to ensure fluency. Composition is taught through daily Talk Through Stories. This allows children to engage with a text, learn new vocabulary and orally compose and rehearse sentences. Children then combine these skills by composing and transcribing sentences to retell their focus TTS story every 3 weeks. This creates a simple, sequenced narrative.

Lostwithiel School English Policy Reviewed March 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Context for Writing	The Bear and the Piano – Simple Sentences			Ruby's Worry – Simple Sentences		
Transcription Focus	Capital letters for names of places	Demarcating sentences <u>with</u> !	Apply previously taught foci independently	Use regular plural noun suffixes -s	Use regular plural noun suffixes -es	Apply previously taught foci independently
Focus sounds	Set 3 Sounds – ea, oi, a-e	Set 3 Sounds – i-e, o-e, u-e		Set 3 Sounds - aw, are, ur	Set 3 Sounds – er, ow, ai	
Red Words to Cover	<u>you</u> house	<u>your</u> my		once pull today	people push	

(See 'Lostwithiel School Year 1 Rationale' for research around our year 1 approach)

Writing in Year 2 – Year 6

From year 1 Spring term, children are taught writing every day in discreet lessons. Writing lessons are 30 minutes for year 1 and 1 hour from year 2 onwards and teach new skills through small steps with a focus on teacher modelling. Teachers deliver the English Curriculum through a sequence of lessons that build to an independent writing opportunity where the children can showcase their ability to write for different purposes and audiences. Objectives are mapped across the year in 'CELT Small School Progression of Skills in Writing'. These can be found under the writing tab of our website.

Using this, writing units are planned using carefully selected videos and texts as stimuli and follow the structure below:



CELT Small School Progression of Skills in Writing Curriculum - Year 6

Year 6 writing units Non-fiction Fiction Skills work Poetry I – Independent S – Scaffolded	 Eye of the Storm (Narrative setting) Flashback Dialogue	 Piano/Beyond the lines (Narrative Flashback)	 Diary of Anne Frank (Biography)	 Alma Mystery Story (Extracts from <i>Coalheart</i>)	 Francis (Mystery Story)	 Mister Hollow Transition unit- Horror (adapt the transition unit to be around the 'The Facts in the case of Mr Hollow' or The Mysteries of Harris Burdick)
Phonic & Whole word spelling	<ul style="list-style-type: none"> spell some words with 'silent' letters confidently continue to distinguish between homophones and other words which are often confused confidently use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1, confidently See <i>Spelling Progression in separate document</i>					
Other word building spelling	<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words confidently use the first 3 or 4 letters of a word to confidently check spelling, meaning or both of these in a dictionary use further prefixes and suffixes and understand the guidance for adding them confidently use a thesaurus confidently 					
Transcription	Work independently to transcribe own thoughts, opinions and ideas or take notes from others including videos and audio recordings.					

Lostwithiel School English Policy Reviewed March 2025

Stimulus	Explore	Teaching	Planning	Drafting	Editing & revising	Sharing
<p>All writing should stem from a stimulus which should be explored at length. This may be a book, video, image, artefact, trip, experience etc.</p> <p>Exploring the stimulus will provide the opportunity for language to be generated and developed for writing and will give children something to write about.</p>	<p>During the explore phases WAGOLs (What a Good One Looks Like) which are high quality texts will be used. Text type, genre, text level, sentence level and word level features will be identified and explored with an awareness of audience and purpose. Toolkits will be created.</p>	<p>During the 'teaching' phase skills will be explicitly taught using metacognitive strategies which build towards the outcome. This could include generating vocab, sentence level work, text level scaffolded work which can then be drawn upon in the longer independent writing at a later stage. There may be several phases of 'teaching' before progressing to the planning stage.</p>	<p>Planning of the writing with need to take place in a structured way using a scaffolded planning format (as determined by individual schools) and carefully considering and using the word level, sentence, level, text level work done previously. This should include consideration of spelling words and rules which can be incorporated in the writing that are appropriate for the audience, purpose and text types and which make use of the statutory spelling lists and rules for each phase.</p>	<p>Drafting should be seen as a developing process where the focus is on recording initial ideas which can be adapted, grown and changed as the writing progresses. Drafting will often take place in stages (i.e. write the first paragraph one day and so on) rather than being a 'sit and write' process with no guidance or structure.</p>	<p>Procedures should be developed within each school and phase for editing work that are consistent and built upon across the school and which allow for pupil independence when editing their own work. This includes providing individual feedback (i.e. using symbols) and addressing whole class misconceptions (through explicit teaching) which pupils can then address independently. See editing and feedback suggestions below. Editing approaches should include SPAG, cohesion, vocabulary, appropriateness for audience and purpose.</p>	<p>The sharing or publishing of work is vital in order to give pupils a reason to write and an audience and a purpose to write for. This does not always have to be a grand publishing of work (i.e. online, in a booklet, to the community) but can be. It can be as simple as sharing their work with another pupil, another class, adults at home, newsletter. A variety of audiences and ways of publishing should be considered across a year.</p>

This is then

Each unit begins by immersing children into an exciting stimulus that has been carefully selected based on the needs and interests of pupils. This ensures that children are engaged in a text or video that can help to shape their craft.

Before completing an independent write, children spend time carefully dissecting a WAGOLL/text in order to identify the 'key ingredients' and build their writer's toolkit. This will form the basis for the key skills that children will then be taught in order to effectively write a piece of that genre themselves. Throughout this process, children partake in class shared writes and have the opportunity to discuss and evaluate their work collaboratively.

Once the block of teaching is complete, children apply what they have learnt in an independent write. When planning an independent write, pupils reflect on their learning from that unit, and plan their own success criteria with a focus on genre, audience and purpose. We teach children the importance of drafting, evaluating, editing and revising their work; ensuring they understand that a great piece of writing cannot be achieved in a single sitting. Presentation is valued highly and children are encouraged to feel proud of their written outcomes.

Most lessons should (but not always) include:

<div> <div>Starter</div> <div>Oracy</div> <div>Modelling</div> <div>Independent writing</div> <div>Sharing ideas</div> <div>Response to feedback</div> </div>					
Starter	Oracy	Modelling or teaching of skills	Independent writing	Sharing	Response to feedback
A warm-up/starter/jumpstart linked to SPAG for the purpose of the writing and/or addressing misconceptions from AFL.	Opportunities to talk and develop vocabulary linked to writing. This could be by using explicit oracy strategies (i.e. Voice 21) or speaking and listening opportunities. It may include drama, presentation, paired work etc.	There should always be an element of modelling or teaching which pupils can build upon in their independent work.	To build stamina in writing, just like stamina in fitness, pupils need daily practise at length , building up pace, quality and quantity over time.	Pupils should be able to share vocab/ideas/ work regularly to learn from their peers and receive feedback .	Pupils need regular opportunities to respond to feedback and should see this as 'something they do' automatically.
Links to the Seven-step Model for Teaching Metacognitive Strategies					
Activating prior knowledge: links to curriculum to be taught across the unit	Activating prior knowledge: specific recall of knowledge linked to lesson focus Explicit strategy instruction	Explicit strategy instruction Modelling of learned strategy Memorisation of strategy Guided practice	Independent practice	Structured reflection: independent, partner or group	Independent practice: following feedback Structured reflection

SPAG:

SPAG objectives are mapped out across the year through our medium-term planning documents. These objectives are then taught discretely within the 'teaching' phase of a unit, ensuring that they can be recognised and used in different contexts. SPAG objectives are then revisited as part of the daily SPAG starter and are chosen specifically to support the lesson objectives of that day. In Autumn Term, we focus on revisiting SPAG objectives from the prior year to ensure these are embedded before progression. Therefore all SPAG starters will be objectives from the previous year's curriculum.

Working Walls:

Working walls are an important point of reference for pupils, documenting the learning journey as well as providing support materials for children's independent write. Each classroom has a working wall (linked to their unit stimulus) which reinforces the key elements of the text type being studied. Both teachers and children add to the working walls throughout the unit of work so that the learning journey is on display for the children to refer to.

Adaptive Learning – Supporting Pupils:

At Lostwithiel School, we ensure that all pupils have the opportunity to be successful writers. Vulnerable writers have been identified by teachers who have considered their area of need (transcription, GPV or composition). Teachers have recorded adaptive teaching strategies that are used to support these children and use these where appropriate.

Pupils are provided with additional support that is specific to their need and enables them to access the learning objective. This may include word banks, tricky spellings, sentence stems, images as a prompt, phoneme frames etc. During the writing of sentences not all pupils will require a scaffold but if they do one should be provided. A bank of adaptive teaching strategies can be found on our website '[Lostwithiel School Writing Adaptive Teaching Strategies](#)'.

Handwriting:

In EYFS, children learn to form letters using the RWI handwriting phrases, focusing on forming them correctly by starting and finishing in the correct place. In year 1 and 2, children embed basic letter formation and progress to ensuring that letters are the correct size relative to one another. In EYFS and KS1, for pupils who require additional support to be ready to develop pencil grip, funky fingers and fine-motor skills activities are prioritized. By the end of KS1 all children are expected to be able to form lower case and upper-case letters with the correct orientation, appropriate size and distance, remembering to leave spaces between words.

In Year 2, when teachers feel a child is ready, they will begin to teach a joined handwriting style in handwriting lessons. Children will use the RWI guidance to learn to form letters of an appropriate size, leave fingers spaces between their words, join fluently using diagonal and horizontal joins and correct their mistakes with a single pencil line. Children are also taught to be reflective of their handwriting by self-assessing the join using RWI specific success criteria.

In KS2, children continue to learn and practice these joins. Children practice on handwriting lines as well as normal lines to ensure skills can be applied across the curriculum. Children apply these joins into words and sentences on a weekly basis. Children are taught to join letters 'b, g, j, s, y, and p' instead of treating these as 'stop letter'.

Children are taught at their challenge point. This ensures that children with incorrect letter formation are not learning to join, but instead focusing on mastering foundational skills before progressing. See *'Lostwithiel School Handwriting Key Skills Progression'*

(See *'Lostwithiel School Handwriting Progression'* for full details of the structure of handwriting lessons and the progression of skills).

Spelling:

At Lostwithiel School, we use RWI spelling to ensure a consistent approach with commonality of language across the school. Each week, children will learn a different spelling rule and will focus on applying this accurately at word level and sentence level. Units are mapped by teachers half termly to ensure coverage of objectives and statutory words. This is then communicated with parents:

Week Beginning	24 th Feb	3 rd March	10 th March	17 th March	24 th March	31 st March
Spelling Rule:	Unit 3: Adding the suffix -y (1)	Unit 4: Adding the suffix -y (2)	Special Focus 2: Homophones	Unit 5: Adding the suffix -ly	Unit 6: the sound n spelt kn and gn	Special Focus 3: Red Words
Examples Words:	sloppy, funny, boggy, muddy, nutty, spotty etc.	whiny, lazy, wavy, breezy, crazy, bony, smoky, shiny etc.	sea/sea, son/sun, blew/blue, knight/night, saw/sore, quite/quiet	loudly, badly, bravely, stupidly etc. happily, easily etc.	knew, knot, knight, knit etc. gnat, gnaw, gnome, gnash etc.	money, people, busy, half
Statutory Words:	accident, accidentally	actual, actually	address, although	answer, appear	arrive, believe	
Extra Practice Zone Activity:	Swap double or drop? Spell the root	Swap double or drop?	Sounds the same	Swap, Double or Drop? Rule Breakers Spell the Root	N/A	N/A

Statutory words are also carefully mapped within our 'CELT Small School Progression of Skills in Writing' documents. This ensures that words are revisited and used in context.

Assessment

Writing is assessed using Babcock Grids at the end of every independent write. Year groups will assess using the Babcock Moderation Grids. These will be used to inform teacher assessment levels and the school data tracking system.