

POLICY DOCUMENT

POLICY TITLE	Writing Policy
RESPONSIBLE COMMITTEE	Curriculum Committee
RATIONALE	At Mersey Primary Academy we endeavour to ensure our early learners develop into lifelong learners. We strive to provide a safe, secure and stimulating environment where curiosity is welcomed, enquiry is encouraged and learning is fostered.
PURPOSES	At our Academy we believe that as well as bringing enjoyment and advancing learning, writing is an essential skill. Our purpose is to ensure all pupils make good or better progress in Writing.
GUIDELINES	<p>Assessment</p> <ul style="list-style-type: none"> • Teachers assess their pupils every half term (using 'STAT' document) and this then informs the CFC sheets for guided CTG sessions. • Each activity completed by the child is self or peer assessed against the learning objective and success criteria • Assessments are moderated at different intervals: <ul style="list-style-type: none"> ○ half termly by another member of staff who is 'buddied' with them. ○ termly by the cluster schools or whole staff. ○ groups of children as well as children causing concern are moderated at different points within the moderation cycle. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Teachers plan lessons that start with a clear learning objective, taken from the Chris Quigley 'Essentials' curriculum, understood by all pupils, in line with the writing cycle. (Appendix 1) • Children causing concern will receive two extra guided writing sessions each week • Every KS2 child will have an extended piece of writing one afternoon a week during topic • Every child completes an extended 'Big Writing' session on a Friday morning, which is marked giving personalised ways forward, in line with the Marking and Feedback Policy. This links to the weekly 'Talk' homework. • Teachers will provide weekly opportunities for cross-curricular writing following the two-week cycle to practise a range of text types. Writing is to cover a range of audience and purpose. To reinforce this, social media is used (Twitter and the Blog) to engage real audiences. These outlets of social media will be used regularly across the academy. • Staff will have a clear plan for the delivery of grammar across the academy; including an academy-wide approach using set ARE vocabulary in each year group. • ARE spellings are taught through working walls, which are uniform in format • Marking follows the marking and feedback policy. CTG marking will take place <ul style="list-style-type: none"> - 1 in 3 CTG per week for every child - 2 in 3 CTG for children listed as Pupil Premium or higher achievers - in KS2 topic weekly • Children who have been identified as in need of additional support will receive 50 daily 1:1 sessions through reading stars • Children in Year 6 will have an extended day <p>Lesson Structure</p> <p>Teachers will follow the Same Day Intervention format with the following alterations:</p> <ol style="list-style-type: none"> 1. The lesson will be facilitated over two sessions each day, apart from Day 1,4 and 9 which will be combined sessions 2. <u>The first session</u> <ul style="list-style-type: none"> - There is no time limit for this session; typically it would be between 25 and 40 minutes. - Mixed ability seating - Teach-practice model where the work is demonstrated by the teacher before being completed by the pupils in books WAGOLL to introduce, leading into HOQ and the TALK PROJECT - Independent on whiteboards - Pupils completing T4W input (I do – you do) and fluency in Fluency Book, teachers are encouraged to step

back and observe/assess. The teacher will be able to focus on children for relevant learning discussions based on their observations.

- Mark according to marking policy
- Self-assess at the end

3. Between Sessions

- At the end of the session, the teacher should have made appropriate formative assessments, which will enable the teacher to provide extra support for pupils who require it before the second session.

(Appendix 2 Marking Example)

- Teacher marks any work which hasn't already been self-marked
- Creates the groups for the same day intervention:
 - SDIB (Same Day Intervention Bronze)
 - ATS - Achieved Target Silver (Age related Fluency/Skills practice)
 - ATG – Achieved Target Gold (Age related Greater Depth)
- The activities will be already be planned by the teacher on a planning pro forma

4. The second session

- The session will take place after marking.
- The time between sessions will help demonstrate that the pupils have retained the learning from the first session.
- Teacher/TA works with SDIB group to help them meet the LO. ATS and ATG work independently on age related and deeper thinking tasks and application
- If children have achieved the ATS or ATG, code is highlighted green

Academy Environment

- Each half term, families receive a newsletter which sets out learning expectations
- Families will have access to children's writing through the range of academy social media
- Teachers ensure the classroom learning environment includes a working wall for English.
- Teachers set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with the academy behaviour policy.

**FURTHER DETAILS
CONTAINED IN
DOCUMENTS**

Writing Cycle
Teaching and Learning Policy
Marking and Feedback Policy

Assessment Policy
Behaviour Policy

DATE APPROVED: SEPTEMBER 2016	NEXT REVIEW DATE (every two years)

Reference Number:	MF-15
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Appendix 1

Writing Cycle Y1

Cycle	Session 1	Session 2
Monday Day 1	Launch and Cold write (completed in English Fluency Book full in depth marking)	→
Tuesday Day 2	T4W Input based on CTG from Cold Write - I do, you do – do on w/b Complete in English Fluency Book Mark SDIB, ATS, ATG	SDIB, ATS, ATG (See Writing Cycle Appendix)
Wednesday Day 3	T4W Use Pupil Book for Input – do on w/b (Same as Singapore Maths)	Workbook Children complete as much as they can Mark SDIB, ATS, ATG (Children to complete on Tuesday Day 6, Session 2)
Thursday Day 4	T4W and warm write/imitate (to be completed on paper and self-marked, to be part of the topic writing drafting process)	→
Monday Day 5	T4W Innovate session / Post it note planning	Spelling / Handwriting Session
Tuesday Day 6	T4W Same but different activity from previous lesson's input	SDIB, ATS, ATG (Sheet to be stuck into Workbook) SDIB – Teacher work with ATS – Children complete 'Support' activity in Resource Book ATG – Children complete 'Extension' activity in Resource Book
Wednesday Day 7	T4W Use Pupil Book for Input – do on w/b (Same as Singapore Maths)	Workbook Children complete as much as they can Mark SDIB, ATS, ATG
Thursday Day 8	T4W Same but different activity from previous lesson's input	SDIB, ATS, ATG SDIB – Teacher work with ATS – Children complete 'Support' activity in Resource Book ATG – Children complete 'Extension' activity in Resource Book
Friday Day 9	T4W Hot Write Innovate (to double up as a Big Writing session to be completed in the Extended Writing Book)	→

Writing Cycle – Y2-5

Cycle	Session 1	Session 2
Monday Day 1	Launch and Cold write (completed in English Fluency Book, full in depth marking)	→
Tuesday Day 2	T4W, Input – I do, You do, Fluency (English Fluency Book) Mark SDIB, ATS, ATG	SDIB, ATS, ATG
Wednesday Day 3	T4W, Input – I do, You do, Fluency (English Fluency Book) Mark SDIB, ATS, ATG	SDIB, ATS, ATG
Thursday Day 4	T4W and warm write/imitate (to be completed on paper and self-marked, to be part of the topic writing drafting process)	→
Monday Day 5	T4W Innovate session/Post it note planning	Spelling / Handwriting session
Tuesday Day 6	T4W, Input – I do, You do, Fluency (English Fluency Book) Mark SDIB, ATS, ATG	SDIB, ATS, ATG
Wednesday Day 7	T4W, Input – I do, You do, Fluency (English Fluency Book) Mark SDIB, ATS, ATG	SDIB, ATS, ATG
Thursday Day 8	T4W, Input – I do, You do, Fluency (English Fluency Book) Mark SDIB, ATS, ATG	SDIB, ATS, ATG
Friday Day 9	T4W Hot Write Innovate (to be doubled up as a Big Writing session to be completed in the Extended Writing Book)	→

Writing Cycle – Y6

Cycle	Session 1	Session 2
Monday Day 1	Launch and Cold write (completed in English Fluency Book full in depth marking)	→
Tuesday Day 2	T4W, Input – I do, You do, Fluency (English Fluency Book) Mark SDIB, ATS, ATG	SDIB, ATS, ATG
Wednesday Day 3	T4W, Input – I do, You do, Fluency (English Fluency Book) Mark SDIB, ATS, ATG	SDIB, ATS, ATG
Thursday Day 4	T4W and Warm write (to be completed on paper and self-marked, to be part of the topic writing drafting process)	→
Friday Day 5	Big Write	→

Friday 22nd July

LO: To use sentences appropriately

We are getting better at adding conjunctions to our writing.

A conjunction joins two sentences together.

WAGOLL

He really didn't want Nemo to go to school but knew it was what Nemo wanted.

Add a conjunction to the following sentences:

1. Nemo waved goodbye to his dad
2. Nemo was excited

Write a sentence using the following conjunctions:

3. which
4. until

Think of another conjunction to fit within this sentence:

5. Marlin was sad because Nemo had been caught in a net.

1. Nemo waved goodbye to his dad and swam to join the other fish.
2. Nemo was so excited as he had always dreamed about going to school.
3. Before Nemo was born there was a terrible accident which left Marlin very nervous and scared.
4. Marlin and Dory had been swimming on their own for a long time until they came across a pink jellyfish.
5. Marlin was sad as Nemo had been caught in a net.

S.A. = I have been reflective because I used the WAGOLL from the beginning of the lesson to help me.

ATG

Write a paragraph from your cold write using a variety of conjunctions.

Assessment code activities

SDIB

Add in the missing conjunctions:

It was Nemo's turn		he had been challenged to touch a boat.
Marlin and Dory tried to swim away		they were stung over and over again by the evil jellyfish.
The brave pelican was about to give up		he spotted an orange shape moving sadly along.
Marlin had been swimming on his own for a very long time		he met a friendly fish named Dory.
Marlin told the sea turtle all about Nemo		the sea turtle decided to help find him.

Write your own sentence using a conjunction.

ATS

Add in the missing conjunctions:

It was Nemo's turn		he had been challenged to touch a boat.
Marlin and Dory tried to swim away		they were stung over and over again by the evil jellyfish.

Underline the conjunction in the following sentences:

Marlin had been swimming on his own for a very long time when he met a friendly fish named Dory.

Marlin told the sea turtle all about Nemo and the sea turtle decided to help find him.

The brave pelican was about to give up until he spotted an orange shape moving sadly along.

Write 2 sentences from your cold write using conjunctions.