



Snape Wood Primary and Nursery School  
Excellence for All

# Writing Policy

## Autumn 2021

This document is intended to support teachers in preparing their learning environment and planning the written work for their pupils.

## **The National Curriculum 2014**

In the English curriculum 2014, the writing process, which the children should be taught, follows a plan - draft - evaluate/ edit - proof-read - present approach.

We follow:

Statutory guidance: National curriculum in England: English programmes of study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-englishprogrammes-of-study/national-curriculum-in-england-english-programmes-of-study>

We take full account of the full requirements, as above, including the appendices about Spelling; and Vocabulary, Punctuation and Grammar.

In writing, the content of the new curriculum can be grouped, as follows:

- transcription spelling;
- transcription handwriting;
- composition;
- vocabulary, grammar and punctuation.

## **Aims**

At the heart of our approach to writing is the philosophy of promoting a writing culture within the school. We understand that reading and writing are closely connected and mutually supportive and so this writing policy is in tune with our rationale for teaching English as a whole.

The aim of Snape Wood's writing approach is to:

1. Have consistency of approach and progression through Year 1 to Year 6
2. Motivate children to write encouraging them positively to experiment and improve their work
3. Provide the children with a stimulating writing environment surrounded by print in a variety of forms and contexts
4. Teach a full range of writing strategies, including spelling, grammar, sentence structure and composition;
5. Reflect best-practice models, for example:
  - Jane Considine: The Big Write <http://www.thetrainingspace.co.uk/>

## Writing

### Early Years and Foundation Stage\*

#### Writing in Key Stage One and Two

At Snape Wood Primary School we have adopted "The Write Stuff" by Jane Considine to bring clarity to the mechanics of writing. "The Write Stuff" follows a method called "Sentence Stacking" which refers to the fact that sentences are stacked together chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. An individual lesson is based on a sentence model, broken in to 3 learning chunks. Each learning chunk has three sections:

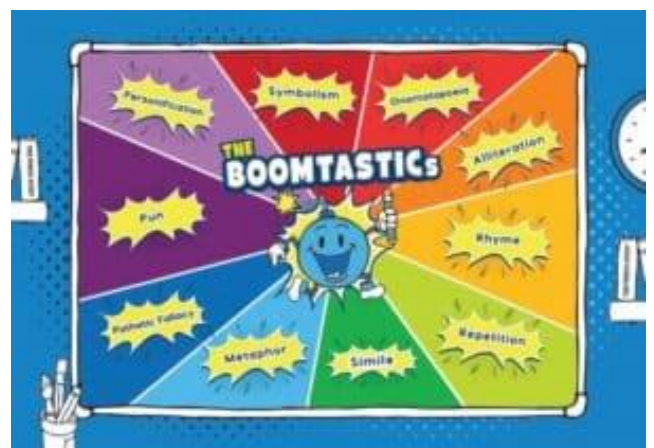
1. Initiate section - a stimulus to capture the children's imagination and set up a sentence.
2. Model section - the teacher close models a sentence that outlines clear writing features and techniques.
3. Enable section - the children write their sentence, following the model.

Children are challenged to 'Deepen the Moment' which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk.

"The Write Stuff" uses three essential components to support children in becoming great writers

The three zones of writing :-

- IDEAS - The FANTASTICs uses a child friendly acronym to represent the nine idea lenses through which children can craft their ideas.
- TOOLS - The GRAMMARISTICS. The grammar rules of our language system and an accessible way to target weaknesses in pupils grammatical and linguistic structures.
- TECHNIQUES - The BOOMTASTICS which helps children capture 10 ways of adding drama and poetic devices to writing in a vivid visual.

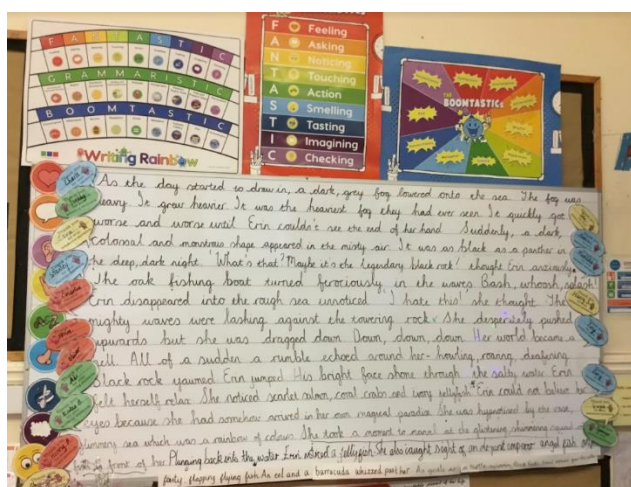


## Inclusion

The 'Write Stuff' approach should be tailored to suit the needs of all children. This can be done through the use of writing scaffolds, games, altered activities and recording ideas with the use of iPads. It is important that any scaffold used enables each and every child to access the lesson and does not diminish their opportunity to explore language and extend their thinking.

## Displays

After each sentence stacking lesson, the teacher will choose sentences from the children to display, with their names. Teachers can also choose whether to highlight any of the writing rainbow symbols within it, such as the example below.



## Spelling

For Foundation and Key Stage 1, please refer to the Phonics Policy document.

From Year 2 onwards, pupils are taught the age related spelling content using a published scheme 'No Nonsense Spelling'. This scheme of work provides us with a manageable tool for meeting the requirements of the 2014 National Curriculum, has a clear progression through blocks of teaching units across the year and supports our teachers with the teaching of spelling.

Organisation of No-Nonsense Spelling:

**In Year 2, pupils participate in five spelling sessions per week**

In KS2, pupils participate in five spellings sessions across two weeks

Our pupils are also given daily spelling practice opportunities during registration, through access to displays of weekly spellings, cross curricular word banks and discussions during shared reading and sentence stacking lessons.

A typical learning sequence is as follows:

### **Revise**

Activate prior knowledge

Revisit previous linked learning

### **Teach**

Introduce the new concept

### **Explain**

Investigate

Model

### **Practise**

Individual/group work

Extend/explore the concept independently

Investigate

Generalise

### **Apply/Assess**

## **Strategies for Learning Spellings**

The following strategies are introduced incrementally through the 'No Nonsense Spelling' programme and can be used to support pupils' spelling across school and at home. A more detailed description of each strategy can be found in the 'No Nonsense Spelling' teachers handbooks.

- Look, say, cover, write, check
- Trace, copy and replicate (then check)
- Segmentation strategy
- Quickwrite
- Drawing around the word to show the shape
- Drawing an image around the word
- Words without vowels
- Pyramid words
- Rainbow writing
- Memorable 'silly sentences'
- Clapping and counting syllables