



# **Writing Policy**

Adopted by the Senior Leadership Teams of  
New Road and Park Lane Primary and Nursery Schools  
Aspire Learning Trust  
on 25<sup>th</sup> March 2025

**Policy reference:**

.....

**This policy is to be reviewed:**

.....

**The next review date is:**

.....

**Review is the responsibility of:**

.....

## **Review History**

**Review ratified:**

.....

**Review ratified:**

.....

**Review ratified:**

.....

**Authorised by:**

## Key Stage 1 Writing approach / Lesson structure

In Key Stage 1, we strive to create confident and enthusiastic writers, who can write for a variety of purposes. We prepare all children to leave KS1 being able to securely compose and write sentences using correct punctuation and applying the phonetic knowledge they know.

We use a quality text for each unit (fiction & non-fiction) to engage pupils and support them when writing, by the end of the unit the children are very familiar with the text and its format. Children are exposed to a whole range of genres through a different text per unit. The chosen texts support pupils understanding of story structure, characters, settings and story language. The children are taught to read and use a wide range of writing genres: Non-fiction reports, Informal letters, Recounts, Instructions, Acrostic poems and shape poems.

When writing a narrative, the chosen text supports story structure, character and setting descriptions and the use of specific vocabulary. Non-fiction texts are chosen to engage and clearly demonstrate the features of the different genres and often link to foundation subjects already taught.

A variety of **scaffolds** are used to support the children when writing, these include:

Words of the week, word banks, RWI sounds charts and complex speed sounds chart, letter formation cards, common exception word lists, visual IWK / success criteria / WILF and a quality WAGOLL (see appendix 9).

**Read, Write, Inc.** The teachers will link the children's writing to their daily phonic lessons. Techniques used throughout lessons will include Talk to Your Partner (TTYP), My Turn, Your Turn (MTYT), Fred Talk (sounding out words to support spelling) and Hold a Sentence.

**Progress Writing.** Each week the unit's components lead up to a composite at the end of the week, this lesson is done in our Writing Progress Books. This Progress Write includes all the features / skills taught during the unit and many elements of previously taught skills, for example capital letters and full stops (Remembering). A Progress write Success criteria / WILF (see appendix 8) is used (with visuals for each feature), this enables children to see exactly what they need to include in their writing, it also is used as a self-assessment tool for children and a formative assessment tool for the teacher.

Lesson Structure (45 minute lesson).

<b>REMEMBER</b> 8 mins	<p>This section helps children to remember and secure their knowledge and application of the whole class half termly targets and knowledge / skills previously taught.</p> <p>Teacher clearly models applying the chosen skill (on the IWB or verbally). Pupils then have opportunity to apply the skill, this could be TTYP, whiteboards, short activities in exercise books or an individual/paired activity at tables.</p>
<b>IWK</b> 2 mins	<p>Teacher introduces the IWK for the lesson. The IWK is visual so that all chn can access / understand. The pictures support all groups of learners to 'remember' the features they need to include in their writing each day. <b>See appendix 7</b></p>
<b>Shared reading of text</b> 5 mins	<p>Each writing unit is supported by a quality text (using a variety of genres). At the beginning of the unit the text will be read to the class, the structure of the story and vocabulary are used to support pupils throughout the unit.</p> <p>Subsequent lessons will use the texts to support. Teachers may choose to focus on specific parts, vocabulary, sentence structure or technical features.</p>
<b>Teacher modelling (I do)</b> 5 mins	<p>Teacher now clearly models on IWB how to apply the lessons IWK.</p> <p>Teacher talks aloud whilst writing, modelling and drawing attention to correct punctuation, letter formation and application of phonics.</p>
<b>Children write (You do)</b> 5 mins	<p>Children now write in their exercise books. The writing reflects the features the teacher has just modelled. The children need to REMEMBER their previously taught punctuation. Children apply phonic knowledge to support their spelling. Scaffolds on the table include: RWI sounds charts, word banks, letter formation cards (including capital letters).</p> <p>Teacher is working the room and hot marking as soon as children begin to write. Mistakes are underlined in blue, children are expected to fix these (for example missed capital letters or a misspelt word that they have the phonic knowledge to spell correctly). Teacher is double ticking against the IWK criteria for the lesson.</p>
<b>Teacher modelling (I do)</b> 5 mins	<p>The above two steps are repeated for the next section of the writing.</p>
<b>Children write (You do)</b> 5 mins	
<b>Self assessment and teacher modelling</b> 5 mins	<p>Teacher asks children to stop, look and listen. Teacher display IWK with visual success criteria, pupils now look at their writing and tick off the features they have used in their writing today.</p> <p>Teacher now models once again a clear piece of writing using all the features required on the IWK. This is an opportunity to model any features that some chn may have missed and to clear up any misconceptions there may have been during their first opportunity to write. As before when modelling teacher talks aloud drawing pupils' attention to all the aspects needed to complete today's writing.</p>
<b>Edit or improve</b> 5mins	<p>Children now have opportunity to finish their writing. To write a sentence(s) that includes all features of the IWK (as just modelled by the teacher). To correct any mistakes and to address any misconceptions. Y2 begin to edit and improve writing.</p>

## **Key aspects of The Write Stuff system include:**

- The Write Stuff builds pupils' confidence with sentence structure.
- The approach widens the repertoire of writing options for pupils.
- Pupils gain an understanding of the 'whole' piece that they are writing.
- Organisation of their ideas and cohesion between them is strengthened.

## **Key benefits of The Write Stuff training include:**

- Support for teachers so that they have a deeper and more flexible knowledge of sentence structure.
- Pupils who understand how to apply sentence scaffolds to their independent writing as they develop their expertise.
- Standards improve because many worked examples are provided over the year that extend understanding through a wide range of genres and non-fiction text types.
- Children have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with.
- Pupils know how to improve their writing and make it more focussed and actionable feedback is provided to guide their learning.
- Children have a concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes.
- Teachers have clear pathways of how to guide pupils in weak areas such as cohesion and paragraphs.

Jane Considine – English Writing Lesson			
WILF for an English lesson.		<i>Pupil</i>	<i>Teacher</i>
*1	Initiate - Stimulus for writing: soundscape, picture, film, objects.		
*2	Share the writing chunk (WAGOLL)		
*3	Introduce the first chot – chn time to think and record own ideas. Lively talk and enthusiasm to engage and inspire		
*4	Kind calling out – chn to magpie ideas from others as the teacher models		
*5	Model the chunk to the chn. Ensuring that you are thinking outloud		
*6	Chn to construct their own sentence in their head		
*7	Chn to write their own sentence.		
*8	Teacher to work the room hot marking		
*9	Repeat with other chunks.		

## Structure of an English lesson. - we follow an I do, we do, you do structure.

4 minutes working on the target/ remember?

1 minute on sharing with them a really good model.

3 minutes working on the target.

### Chotting Plan

Step	Instructions
Background	<p>WAGOLL – what a good one looks like.</p> <p>‘Chotting sheets’ are sheets where the children chat and jot down their thoughts. A place for their ideas.</p> <p>Each lesson should have 3 learning chunks in it – a chunk is a section of writing. Usually one sentence, but no more than 3 sentences – depending on the sentence length. <i>See appendix 1.</i></p> <p>Each learning chunk will have between 2 and 4 idea sections that you will teach them within it – see above.</p> <p>Share with the chn the IWK.</p> <p>All chn need a double page spread for each day. Chottings on the left-hand page and the children’s writing on the right-hand page. <i>See teacher’s model appendix 3.</i></p> <p>Chn to write out the date and the IWK. In upper school they should be creating their own chotting table, SEND chn can be given the chotting table to stick into their books.</p> <p>The SEND provision should have the headings and 2 examples maximum for them to use. <i>See appendix 2.</i></p> <p>The sections should not just be a case of changing 3 words within your model. It could be collecting conjunctions, finding synonyms, introducing formal vocabulary, thinking of what a character may say or thinking about the intensity of words.</p>
Initiate	<p><b>Stimulus for writing: soundscape, picture, film, objects.</b></p> <p>You are setting conditions for their success.</p> <p>On the left-hand page of the child’s book.</p> <p>Verbally share the model for that chunk – this is so they know what they are aiming for. As you do this point out the sections that you are going to ask them to do. OR as the children become more confident share the ‘aim’ of the first chunk. EG: I want the reader to know our character is furious. (This will prevent the teaching from stifling their independence.)</p> <p>Share with them the heading for the first section of chunk 1 – see above: <i>‘this is a synonym for growing well.’</i></p> <p>Provide the chn with examples – short and snappy to bring out the language.</p> <p>The chn will now be given 1 minute to think of their own examples and to talk these through with their partner. Chottings – chatting and jotting. Chn to discuss with their partner ideas for that section and to record these as they are saying them. There should be lively talk and enthusiasm to engage and inspire. They can use the thesaurus to support with this if appropriate. These can be written in their books in the correct chotting box. Encourage the children to share any words they have thought of with others on their table and to magpie each other’s ideas.</p> <p>Ask the chn to share some examples (this is always a good time to ask the SEND chn as they have examples on their chotting sheets). Take a minimum of 4 of these and write them on the board – this is to support chn with their ideas. As the teacher is recording these on the board the chn should be doing the same in their books – Magpie others’ ideas so they collect a tsunami of words, phrases, language. If they do not have a word or phrase they add it to their own to create a reservoir of ideas. <b>They will start off with an empty reservoir and end up with a full one.</b> This is a great time to introduce words of the week, technical vocabulary or to extend their conjunction knowledge.</p> <p>Repeat with the other sections within that chunk.</p>

	<p>The bulk of the ideas should be coming from the children and not the teacher just giving the ideas to them. <b>UNLESS</b> this is a teaching opportunity for conjunctions you want to use/ model verbs etc</p> <p>Once you have completed the chottings for the first chunk you now need to model.</p> <p>Timings for each chunk to be flexible.</p> <p><b><i>Never ever go into a cold, flat model without the initiation phase: never model cold!</i></b>  <b>Jane Considine</b></p> <p><b><i>Only model when you have put in the flourishing rich conditions.</i></b>  <b>Jane Considine</b></p>
Model	<p>Write out the sentence you are building on the right-hand side of the board/ interactive whiteboard.</p> <p>As you write, talk them through it – model it. This is where I am putting my simile – looking at the chottings I could change it to this. What effect does it have if I move my adverb here? I have placed a capital letter here, why? Why does this word need an apostrophe? I have started my sentence with Next – no one else can start with that word. – the teaching points should be mirrored in their books.</p> <p>Explicitly tell them where they can meet the IWK. Show them how to use the skill being taught: for example a fronted adverbial.</p> <p>These are being chosen from the end of year expectations for chn.</p> <p>Short bitesize chunks for you to succeed using the my turn, your turn model.</p>
Enable	<p>The chn have lots of options. They have so many words and phrases that they can use to support their writing.</p> <p>Chn can discuss this with partners so they construct the sentence in their head, before they write it. If it helps chn can quickly draft it on a whiteboard whilst the idea is in their head.</p> <p>Chn to use the model and their chottings to write their own version of the modelled chunk. For the more able writers suggest how they might deepen the moment. Describe the character's actions as they speak/ give another example of a good microbe etc/ can you add in a passive voice sentence?</p> <p>As the chn are writing, the teacher needs to be hot marking. Double ticks need to link back to the IWK as well as the examples from the chotting sheets and any other excellent work that is completed. Use this opportunity to celebrate successful use of the lesson focus.</p> <p>The teacher needs to be ensuring that the IWK is marked within the work but also that the basics are in there. Is there a full stop which they have missed? Teacher to underline. Have they missed a capital letter or a possessive apostrophe? Teacher to underline. Underlining is there for things they should know because they have already been taught.</p> <p>Repeat with other chunks.</p> <p>For each chunk select a child's writing to be shared with the class. There are laminated sentence strips that can be written on and put up. You might prefer to type it out and print it. This will be a second WAGOLL that the children can refer to when they complete their independent write. <i>See appendix 4.</i></p> <p>If time, celebrate and share what the children have written a maximum of 3 chn's work.</p> <p>Be ready to be flexible – if you are writing simple sentences, you may achieve 4 chunks in a lesson. More complex sentences and vocabulary may mean you only achieve 2 chunks for that lesson. Be <b>CLEAR</b> about what you want to achieve.</p>

Progress	<p>Over a three-week period, chn will have been explicitly taught how to write in a certain style and to fulfil certain success criteria i.e. the key feature of that genre.</p> <p>The progress write requires chn to use those skills in a different piece of writing e.g writing it from a different character's perspective or writing the next part of the story/ non-chronological report/ or writing a non-chronological report on a different subject matter or writing the prequel to the story.</p> <p>Chn should be planning out their progress write before they write in their books. Similar to the way they have chotted. <i>See appendix 6.</i> The chn do not need to write on the sheet.</p> <p>Need to ensure that chn are not just copying out work from the skills books into their progress ones. They need an opportunity to use the same skills for a different yet similar purpose.</p> <p>The progress checker/ WILF needs to list the skills which have been taught in the previous lessons and when the writing is complete the chn should self-assess and number where they have met those criteria. <i>See appendix 5.</i></p>
----------	--



## Appendix 1

Chotting sheet for teacher.

### I will know how to use pathetic fallacy

<b>How is he sat? ☹ ☹</b>  hunched slumped stooped bent huddled curled	<b>Adjectives ☹ ☹</b>  relentless endless monotonous tedious grating mind numbing routine wearisome	<b>Office sounds</b>  tap of pencils scrape of chairs tapping of keys scratching of nibs opening drawers shutting cupboards staplers drone of printer
<b>Verb – walking ☹</b>  marching steaming looming incensed gait tread stamp	<b>Facial expression</b>  stony glare fixed glare glowering angrily fixed frown furrowed brow surly scowl	<b>Alliteration</b>  dastardly dictator loathsome leader morose manager menacing mountain reprehensible ruler terrifying tyrant
<b>How was he given his work</b>  slammed thumped banged crashed threw heavily dropped	<b>Weather/ natural disaster</b>  tsunami storm flood torrent avalanche earthquake eruption	<b>Malcolm's feelings at work</b>  dismay despair desolation angst annoyance irritation irascibility frustration

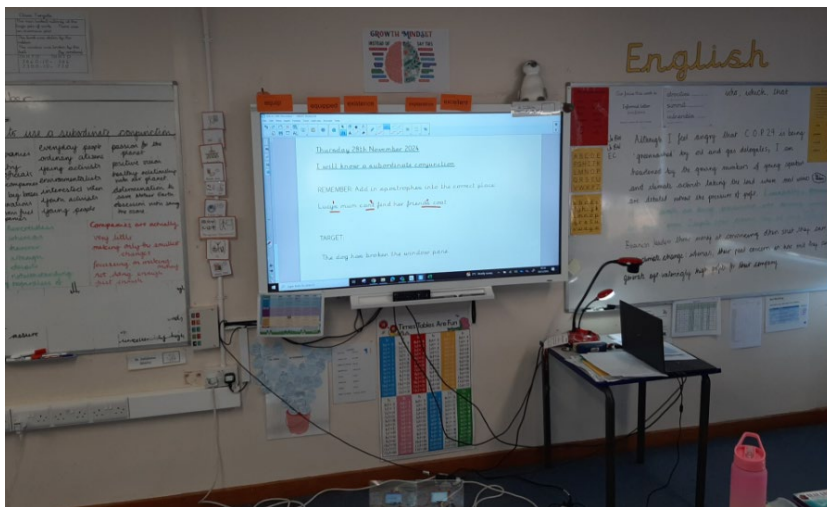
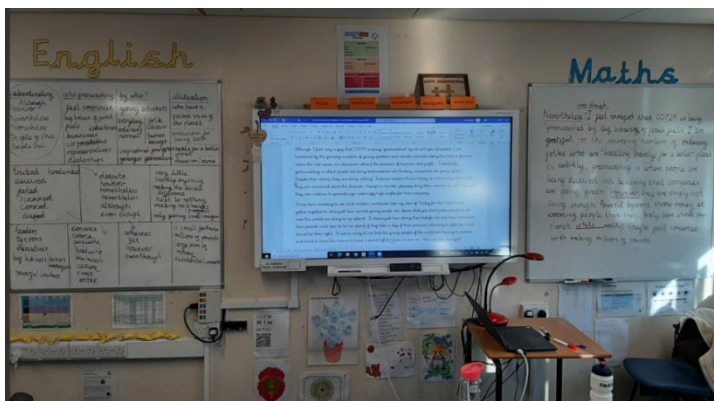
## Appendix 2

Chotting sheet for SEND chn only.

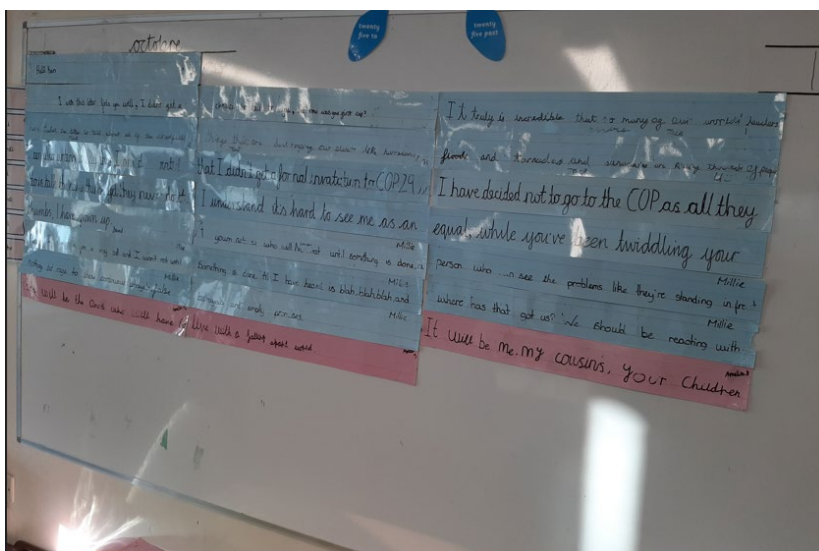
### I will know how to use pathetic fallacy

<b>How is he sat? ☹ ☹</b>  hunched slumped		<b>Adjectives ☹ ☹</b>  relentless endless		<b>Office sounds</b>  tap of pencils scrape of chairs
<b>Verb – walking ☹</b>  marching looming	<b>Facial expression</b>  stony glare fixed glare		<b>Alliteration</b>  dastardly dictator loathsome leader	
<b>How was he given his work</b>  slammed thumped		<b>Weather/ natural disaster</b>  tsunami storm		<b>Malcolm's feelings at work</b>  dismay despair

## Appendix 3 – Teacher model



## Appendix 4 – Chn's Chottings written on the sentence strips.



Appendix 5 – WILF for progress.

English Lesson			
WILF for an English lesson.		<i>Pupil</i>	<i>Teacher</i>
*1	Expanded noun phrases		
*2	Fronted Adverbial		
*3	Repetition for effect		
*4	Inverted Commas		
*5	Simile		
*6	Range of connectives		
*7	Passive Voice		
*8	Describe the character's actions		
*9	Show not tell my reader the action		

**I will know how to plan to write an informal letter**

You are going to write as if YOU are Greta and telling your dad all about what happened at COP26 and how you feel about it.




OR




You could write to Keir Starmer as you and say if you agree with Greta and what she is doing... or even perhaps not?

OR

You could write to Greta as you and tell her what you most admire about her achievements over the last 8 years finishing with what you think of how she dealt with this year's COP26.

(We may try and actually send/ tweet copies of the best of the last 2 suggestions to either Keir Starmer or Greta or Mrs C)





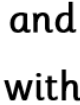
Plot points	
<b>Greeting to start</b>  	•
<b>Introduction – why are you writing?</b>  	•
<b>What the problem is</b>  	•
<b>Some positive actions that could happen or have happened already</b>	•

	
<p>Plead for help Call to arms – demanding some positive action</p> 	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Signing off and giving a route to reaching a shared goal</p> 	<ul style="list-style-type: none"> <li>•</li> </ul>

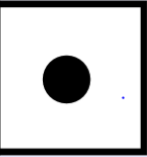




**\*\*Deepen the moment by adding:**

- An idiom
- A semi colon
- Brackets
- Passive voice
- Subjunctive mood

Appendix 7







I will know how to use the capital letter 'I'.					
WILF:	Finger Spaces	Capital letters	Full stops	Capital letter	Conjunctions
					

I will know how to write a who, what, where sentence









Appendix 8

Progress Check – Narrative

<b>Progress Check</b> Friday 13 <sup>th</sup> December 2024 I will know how to use the capital letter 'I'.		
KNOW:	Pupil	Teacher
Finger Spaces		
Capital letters		
Full stops		
Adjectives		
Verbs Doing words		
Capital letter		

Progress Check – Non-Fiction (Letter Writing)

<b>I will know how to write a letter</b>	Pupil	Teacher
Capital letter		
Finger spaces		
Full stops		
2A sentences		
Who, what, where		
Question marks		

## Appendix 9

### RWI sounds charts

Speed Sounds Set 1

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng

Speed Sounds Set 2

ay	ee	igh	ow	oo
oo	ar	or	air	ir

Speed Sounds Set 3

ea	oi	ou	oy
a-e	i-e	o-e	u-e
are	ur	er	ow
oa	ew	ire	ear

RWI Complex  
Speed Sounds  
Chart

### Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
			gn		c		se			

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck		gu		ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	e-e	i-e	o-e
					ai	y	ie	oa
					a	ea	i	o
						e	y	oe

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							



## Common Exception Words

### Year 1 and 2 Common Exception Words

#### Year 1

the they one  
a be once  
do he ask  
to me friend  
today she school  
of we put  
said no push  
says go pull  
are so full  
were by house  
was my our  
is here  
his there  
has where  
I love  
you come  
your some



www.twinkl.co.uk

#### Year 2

door gold plant clothes  
floor hold path busy  
poor told bath people  
because every hour water  
find great move again  
kind break prove half  
mind steak improve money  
behind pretty sure Mr  
child beautiful sugar Mrs  
children after eye parents  
wild fast could Christmas  
climb last should everybody  
most past would even  
only father who  
both class whole  
old grass any  
cold pass many

## Letter formation cards (including capital letters)

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Read Write Inc.

Handwriting Phrases to help the children form their letters



m	a	s	d	t
Start at the middle, go down, then up.	Start at the top, go down, then up.	Start at the top, go down, then up.	Start at the top, go down, then up.	Start at the top, go down, then up.
i	n	p	g	o
Start at the top, go down, then up.	Start at the top, go down, then up.	Start at the top, go down, then up.	Start at the top, go down, then up.	Start at the top, go down, then up.
c	k	u	b	f
Start at the top, go down, then up.	Start at the top, go down, then up.	Start at the top, go down, then up.	Start at the top, go down, then up.	Start at the top, go down, then up.
e	l	h	r	j
Start at the top, go down, then up.	Start at the top, go down, then up.	Start at the top, go down, then up.	Start at the top, go down, then up.	Start at the top, go down, then up.
v	y	w	z	qu
Start at the top, go down, then up.	Start at the top, go down, then up.	Start at the top, go down, then up.	Start at the top, go down, then up.	Start at the top, go down, then up.
x				
Start at the top, go down, then up.				

## Words of the week

### Words of the week

fluffy  
pretty  
scary

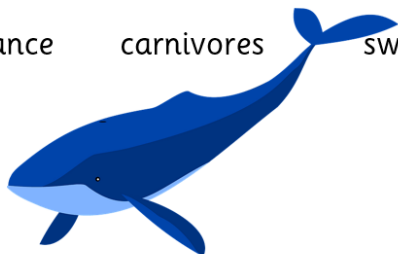


### Words of the week

crocodile  
friendly  
enormous  
delicious



Dear .....	To	Jimmy
Love from	Yours Sincerely	Greenpeace
whale	mammal	large
oceans	salt water	
krill	migratory	distance
carnivores	swim	
calves	protected	



WAGOLL (What a Good One Looks Like)

### The Tiger Who Came to Tea

**First** the big and orange tiger ate all the cakes and buns.

**Next** he drank the milk and all the tea in the teapot.

**After that** the enormous tiger drank all the water in the tap.

**Then** the hungry tiger was full and he waved goodbye.

**Finally** Daddy came home and they all went to the cafe for a yummy dinner.



Dear Greenpeace,

There is a polar bear eating ice cubes in the freezer.

He has large eyes and a cold, black nose. He has soft, white fur and big paws.

He is taking up too much room. I think he might try eating my ice creams.

What shall I feed him?

Please write back and tell me more about polar bears.

Love from Emily