



The Write Stuff
Overview and Writing Policy
January 2024
Review January 2025

Mission Statement/Intent

At Barwick and Stoford Primary School, we view the acquisition of language skills to be of the utmost importance and so the teaching of all aspects of English is given high priority. Writing is integral to our children's whole language experience; it is a crucial part of thinking and learning.

We inspire our children through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met. The children here are exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of creative writing and purposeful speaking and listening.

We encourage our children to achieve in all areas not just in school but in life beyond school. We promote English as not a daily discrete lesson but at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all.

Our intentions: The following statements are central to our view of writing development.

At Barwick and Stoford Primary School we believe that:

- Speaking and listening with confidence are significant factors in developing effective writing;
- Reading and writing are closely connected and mutually supportive; we read as writers and write as readers;
- Writing is a craft and most children learn best through their own writing, rather than through exercises out of context;
- Writing is best framed within recognisable text-types or genres;
- Writing should be designed to meet the needs of real or imagined audiences;
- Writing tasks should be prepared through preliminary talk and adults should model writing for their pupils;
- Children should be given the opportunity to collaborate with other children both to compose and to revise their writing;
- Writing skills can be improved through reflection and self-editing is encouraged;
- Children should be closely involved in assessing their own development as writers;
- More effective writing is dependent upon increasingly informed grammatical and linguistic choices;
- The adult's response to the child's composition (e.g. praising aspects of the content) is crucial in developing confidence and motivation;
- The skills of transcription (ie handwriting, punctuation and spelling) must be thoroughly planned for and taught; 3
- ICT can be used as an inspiring stimulus for writing and to enable children to author their own multimedia texts.

Implementation

In our teaching of writing, we aim for all children to:

- Appreciate that writing is a universal method of communication;
- View writing as a process over which they have control;

- Enjoy playing with language and write for pleasure;
- Write appropriately for specific real or imaginary audiences;
- Write for a variety of purposes;
- Make judgements about the tone, style, format and vocabulary appropriate to the writing's purpose, audience and genre;
- Write clearly, legibly and accurately with attention to punctuation, spelling and grammar;
- Recognise that drafting, incorporating significant revision into their writing and proof-reading are integral parts of the writing process;
- Achieve independent writing of a high quality.

Writing in the Early Years Foundation Stage

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. A wide variety of opportunities are provided for children to engage in writing activities.

Amongst these are:

- Shared writing • Role-play (e.g. an office or restaurant)
- Labels
- Recipes
- Lists
- Making books
- Writing letters/cards
- Menus
- Instructions

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English. A variety of resources are used to encourage the development of fine motor control which is essential for good handwriting. These include playdough, cutting, threading and tracing. Within the Foundation Stage, both the indoor and outdoor environment include resources to support the children's mark making, drawing and writing. Staff involve themselves in the children's mark making by modelling the process and by helping to order the children's thoughts. Writing can take place at any point in the day and in any area of the EYFS setting.

Writing in KS1 and KS2

At Barwick and Stoford Primary School we use The Write Stuff Planning Units as a basis for our English (writing) curriculum. Through our English planning we aim to consolidate three key features of writing.

These are: 4

- Phonics, Spelling and Vocabulary (Word Level)
- Sentence Structure, Grammar and Punctuation (Sentence Level)
- Text, Structure and Organisation (Text Level) The Teaching Sequence

These key features are addressed through a consistent approach to the teaching of English units. Teachers must use the planning provided and follow the teaching sequence of:

Initiate, Model, Enable.

- Creating interest (Experience Days - Initiate)
- Gathering content (Sentence Stacking - Model)
- Planning (Look for the shape)
- Independent Write (Enable)

The English units can form part of a whole cross-curricular theme which allows the children to use and apply the taught vocabulary in their writing.

Independent Extended Writing Outcome

This is the opportunity for the children to write in the same genre or text-type, but this time, more independently. Generally, this would take one (or at most two lessons) and should take place soon after the completion of the unit. The children should have time to think, plan and discuss their ideas and they should also have access to prompts created through the unit, e.g. content from the working wall, genre checklists, word banks, dictionaries etc. Crucially however, there should be no adult modelling of writing to support the completion of this outcome. As well as giving children an opportunity to apply their skills, this outcome is very useful to inform assessment and next steps in teaching and learning. The piece can be used for assessment purposes, provided that the process is not over-scaffolded by the teacher and is the result of the child's own improvement.

Publishing Writing

Children invariably write more effectively when they have a real audience and purpose for their writing. Thought should be given to this at the outset and shared with the children.

This might involve:

- writing stories to entertain Year 2, then arranging an opportunity for the children to share their stories with them in small groups;
- writing, then redrafting, non-chronological reports to make a class book which is put on display in the school library;

The Write Stuff in Detail

At Barwick and Primary School, we have based our approach on "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:

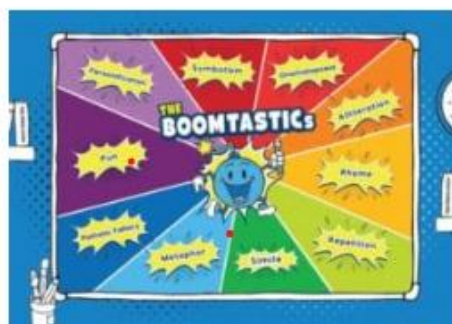
1. **Initiate** section – a stimulus to capture the children’s imagination and set up a sentence.
1. **Model** section – the teacher close models a sentence that outlines clear writing features and techniques.
1. **Enable** section – the children write their sentence, following the model.

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.

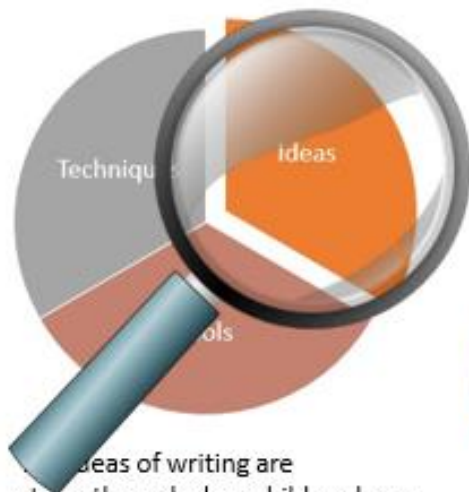
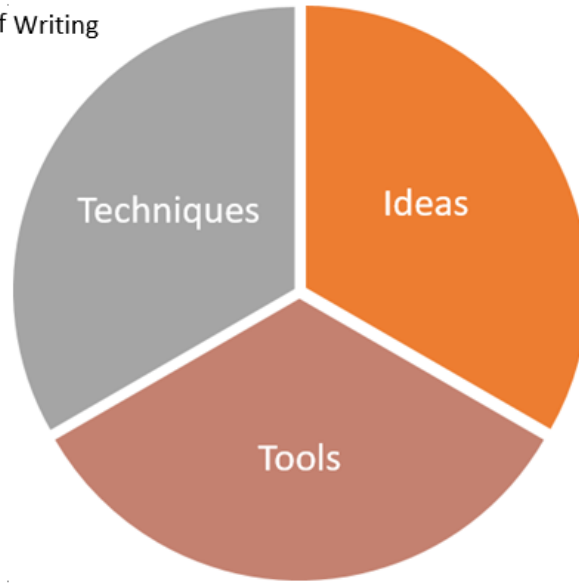
"The Write Stuff" uses three essential components to support children in becoming great writers

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.



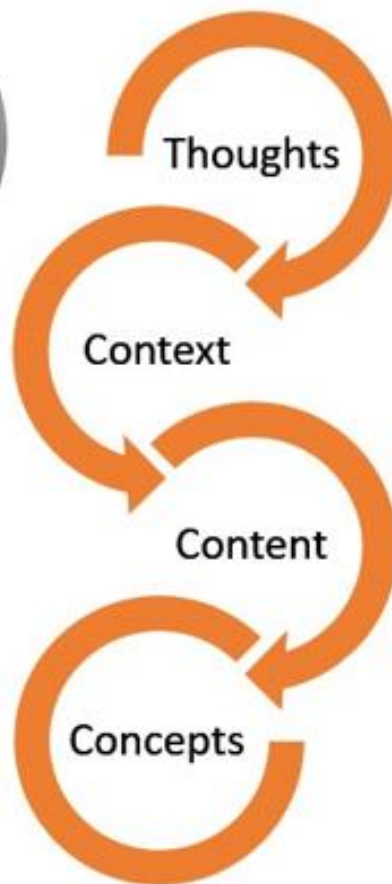
The 3 Zones of Writing



Ideas of writing are strengthened when children have good imaginations.

Their imaginations are improved through rich life experiences and quality texts.

Many children get stuck on knowing what to write but if we, as teachers, invest in drama, reading and experiences then children's thoughts about what to write are enriched.



The FANTASTIC Rainbow

To accomplish skills in this Zone of Writing pupils need to use the cues in the FANTASTIC (FANTASTIC) rainbow.

Key benefits of The Write Stuff:

- 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.

Impact

Assessments are made in line with the school assessment policy. English is measured, against year group expectations. It is expected that children will achieve these outcomes by the end of the year. We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the age-related expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment. The impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey. Teachers use effective formative assessment to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Regular feedback is given to pupils and helps them to understand how to be successful, what they have achieved and what they need to do to improve further.