

English Writing Policy

Intent

Communicating in English is a taught skill for over 80% of our learners who, on the whole, use another language at home. Thus, exposure to using language meaningfully is a process that has been carefully considered in light of our children's backgrounds, world experiences and overall learning progress.

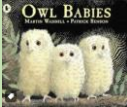
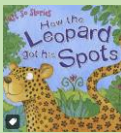
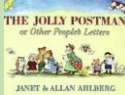
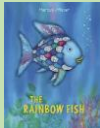
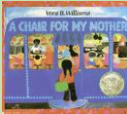
The purpose of the Writing curriculum is to provide maximum opportunities to explore and analyse the structure of specific text types, and to develop the confidence to experiment with text creation, applying the knowledge of structural and grammatical features in increasingly sophisticated ways.

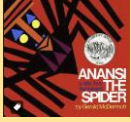
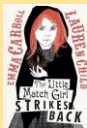
The development of our curriculum draws on recommendations and research summaries published by the Education Endowment Foundation, particularly related to Talk for Writing and 'Improving Literacy', and Ofsted's March 2024 subject report 'Telling the Story'.

Our overall vision is to provide children with the tools to express themselves coherently and effectively. We assign carefully considered and high-quality literature each half term, based on themes that are explored across all year groups. The books and themes for each year are as follows:

Key:

Kindle	Leicester Libraries	School copy
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Theme	Family/identity	Global stories/ traditional tales	Displacement/ Journeys	Fantasy/ imagination	Environment/ natural world	Teamwork/ friendship
	Book	Book	Book	Book	Book	Book
Year 1	<u>Owl Babies</u> (F1) (Fiction – picture book – 3 rd person) 	<u>How the Leopard Got His Spots</u> (Fiction – novel – 3 rd person) 	<u>We're Going on a Bear Hunt</u> (F1) (Fiction – picture book – 1 st person) 	<u>The Jolly Postman</u> (Fiction written as NF – short stories – multiple narrators) 	<u>The Curious Garden</u> (Fiction – picture book – 3 rd person) 	<u>Rainbow Fish</u> (F1) (Fiction – novel – 3 rd person) 
Year 2	<u>A Chair for My Mother</u> (Fiction – novel – 1 st person) 	<u>The Tortoise and the Hare</u> (Fiction – novel – 3 rd person) 	Ernest Shackleton – M I S Vegara (NF – picture book – 3 rd person) 	<u>The Way Back Home</u> – O Jeffers (Fiction – picture book – 3 rd person) 	<u>The Mess that We Made</u> – M M Lord (Fiction – illustrated story – 3 rd person) 	<u>How to be More Hedgehog</u> – A-M Conway (Fiction – chapter book – 1 st person) 
Year 3	<u>The Name Jar</u> (Fiction – picture book – 3 rd person) 	<u>Anansi the Spider: A Tale from the Ashanti</u> (Fiction – picture book – 3 rd person)	<u>The Invisible</u> – O Jeffers (Fiction – picture book – 3 rd person)	<u>Inside the Villains</u> – C Perrin (Fiction – illustrated book – mixed narratives)	<u>Our Tower</u> – J Coelho	<u>Call Me Lion</u> – C Chester (Fiction – early chapter book – 1 st person)

					(Fiction, illustrated chapter book – 1 st person)	
Year 4	<u>Paradise Sands</u> – L Pinfold (Fiction – picture book – 1 st person) 	<u>Zombierella: Fairy Tales Gone Bad</u> – J Coelho (Fiction – illustrated chapter book – 3 rd person, dual narrators) 	<u>Lost on Gibbon Island</u> – J Butterworth (Fiction – chapter book – 1 st person) 	<u>The Wishkeeper's Apprentice</u> – RC Khoo 	<u>Who Ate All the Bugs</u> – M Long (Non-Fiction – graphic 'novel' – 1 st person) 	<u>If You Read This</u> – K Getten (Fiction – chapter book – 1 st person) 
Year 5	<u>The Kite Fighters</u> – L S Park (Fiction – novel – 3 rd person) 	<u>Mwikali and the Forbidden Mask</u> – S Nguru (Fiction – chapter book – 3 rd person) 	<u>The Explorer</u> – K. Rundell (Fiction – novel – 3 rd person) 	<u>Crookhaven The School for Thieves</u> – JJ Arcanjo (Fiction – chapter book – 3 rd person) 	<u>Lost</u> – M Ilustrajo (Fiction – picture book – 1 st person) 	<u>My Friend the Octopus</u> – L Galvin (Fiction – novel – 3 rd person) 
Year 6	<u>The Stories Grandma Forgot (and How I Found Them)</u> – N A Jassat 	<u>The Little Match Girl Strikes Back</u> – E Carroll (Fiction – illustrated chapter book – 1 st person) 	<u>The Song Walker</u> – Z Bethell (Fiction – chapter book – 1 st person) 	<u>My Strange Shrinking Parents</u> – Z Sworder (Fiction – picture book – 1 st person) 	<u>The Rescue of Ravenwood</u> – N Farrant 	<u>Birdsong</u> – K Balen (Fiction – chapter book – 1 st person) 

During each half term, teachers will plan and deliver units of work inspired by the content, theme, style or characters of the key text. Each unit will be planned as follows:

- Taking the best of Talk4Write – essentially the analytical aspect of the strategy (IMITATE), with training provided over the course of the academic year so teachers are confident with the strategies and implementation of it.
- Adapting the prescriptive style of The Write Stuff approach – to ensure that children still access multiple examples of the writing model through the IMITATE and INNOVATE sessions before being asked to create their own composition.
- Using the ideas from The Write Stuff to guide the independent (INVENT) writing process, while working within the guidelines of writing moderation.

During professional development sessions, teachers work through how lessons should be delivered so children are supported through their writing process, as well as how the Independent Writing sessions should be organised to ensure

that children have sufficient experience about the writing material to allow them to make vocabulary and sentence choices that are varied and engaging. In addition, teachers have workshopped how to craft writing units to ensure the inclusion of high-quality writing models and centralising the concept of writing for purpose. Over the course of the year, this concept will be revisited to ensure that standards and expectations remain high and uniform.

Teachers plan for both fiction and non-fiction writing practice, using format, audience and purpose to determine style and genre.

Every term, children participate in a 'Poetry Week' during which they explore poets, poetry, language play and poetic motivation. The Poetry Week foci are as follows:

Autumn – poet exploration (biography, motivations and examples of poetry)

- KS1: Julia Donaldson
- LKS2: Michael Rosen
- UKS2: Matt Goodfellow

Spring – performance poetry (learn and practice reciting and performing the poems. Consider props, drama, voices)

- Year 1: *Cats* – Eleanor Farjeon
- Year 2: *Please, Mrs Butler* – Allan Ahlberg
- Year 3: *On the Ning Nang Nong* – Spike Milligan
- Year 4: *Gran Can You Rap?* – Jack Ousby
- Year 5: *Revolting Rhymes: The Three Little Pigs* – Roald Dahl
- Year 6: *Revolting Rhymes: Jack and the Beanstalk* – Roald Dahl

Summer – poetry form (explore and create poetry)

- KS1: Shape poetry
- LKS2: Limericks
- UKS2: Haiku

Children in KS1 are still early writers for a variety of reasons. Therefore, for the first units of writing in Year 1 will focus on pre-writing skills such as letter formation, spelling common exception words correctly and using capital letters and full stops at the right time. In Year 2, the first two units will focus on securing sentence composition and spelling skills linked to the Year 1 curriculum. These initial units will allow teachers to assess and identify gaps; adapt the unit so they can teach discrete lessons focusing on key concepts and prepare the children in a non-threatening and introductory manner to the rigour of their academic expectations.

The model texts and co-writing texts are carefully selected or written by teachers to ensure they are appropriate, match children's interests and/or align to wider learning. As we want to use writing as an additional window to the world, we have deliberately included content that the children may not be familiar with, and may not be included within other topics, and then planned immersive Experience Days and exploration sessions within the units to engage with the writing material. In this way, we hope that children develop an enriched and progressive vocabulary through their writing lessons.

Implementation

The Education Endowment Foundation has published the following information in relation to writing and literacy at KS1 and KS2, which we have drawn on to implement a successful and child-centred approach to our Writing curriculum:

- ‘...oral language may play a stronger role in supporting writing in the early years than in Key Stage 2.’ ([Talk for Writing - Education Endowment Foundation](#))
- Recommendations about writing ([Improving Literacy in Key Stage 1](#) and [Improving Literacy in Key Stage 2](#)) including:
 - o Teaching pre-writing, drafting and editing
 - o Purposeful practice to develop and improve transcription
 - o Explicit teaching of spelling
 - o Accurate assessment
 - o High-quality interventions and support

Writing at Al-Islamia is a creative and engaging undertaking. We aim to guide our children to meet their writing potential by introducing them to quality literature and a vocabulary-rich learning environment through immersion and conscious teaching. The writing units have been written to incorporate two teaching strategies, both of which are highly acclaimed and have proven to be effective and engaging, namely Talk for Writing (T4W) and The Write Stuff (TWS). The initial foray into text analysis will be an adaptation of the IMITATE phase of T4W, while the INNOVATE and INVENT phases will comprise of strategies advocated by the TWS approach.

Each year group will have the opportunity to become confident writers through the exploration of various genre types, including poetry. Poetry is evocative; reflects the principles and rhythms of our daily language of prayer and has the potential to reflect the breadth of imagination, feeling and experience that our children will have access to.

The number of units for each year group will differ, although all will have at least 6 units of writing.

Every unit will comprise of a model text inspired by the theme text, which will be analysed for its writing techniques, grammar/punctuation choices and negative and positive intent in terms of vocabulary choices. Where possible, teachers will use published literature to explore word play, style and reader/writer response. If necessary, teachers will create the model text using their knowledge of objectives that they believe are relevant to the text format and children’s progress.

Key Stage 1:

Within the schemes of work, there is explicit mention of oral practice of sentences - ‘if they can say it, they can write it.’. During oral practice, teachers will be able to assess children’s competence with sentence composition, correct where necessary and enable meaningful progress through adaptive teaching strategies.

In Year 1, children will be taught to read and spell in line with their secure phonics knowledge. This means that, for the first half of the Autumn term, within Phonics sessions, children will review and secure their recognition and ability to spell tricky words from Phases 2 to 4, and receive the support and encouragement to spell decodable words with phonetically plausible graphemes.

As and when children become confident with the necessary recall, segmenting and blending skills, they will then be expected to apply this knowledge within their Writing lessons, while being able to maintain focus on sentence composition and transcription.

Year 1:

Year 1 will begin the year focusing on basic literacy and writing skills, such as letter formation; name recognition and writing and recognising and spelling phase-related phonics and tricky words, using familiar stories such as The Very Hungry Caterpillar to guide learning activities. This will be in addition to Phonics and Reading sessions. The literacy and writing skills will be assessed regularly and will inform whether children require more time to develop these necessary foundation skills or whether they are ready to move on to planned units of writing that are genre-focused.

Spellings:

Years 2 to 6 have discrete spelling sessions scheduled into their timetable for the explicit teaching of spelling patterns, morphology and etymology. At Al-Islamia, we follow the No Nonsense spelling scheme, which is progressive and continuously revisits and consolidates previous years' learning objectives and expectation, as well as focusing on age-specific content.

Year 1 will have a Phonics session every day, during which they will learn, practice and implement new letters and sounds per our chosen scheme of work (see the Phonics Policy for more details). Years 2 to 6 will have dedicated spelling lessons following the No Nonsense Spelling Scheme. Year 2 will have 5 30-minute sessions each week, while KS2 will engage with focused spelling activities for one 50-minute session each week.

Sight words are taught through the spelling scheme; these words are given on children's spelling lists when the scheme explores these words, and children are expected to learn and apply these throughout their work on a day-to-day basis. Sight words are defined at Al-Islamia as follows:

- Year 1: Phase 2 to 5 Tricky Words
- Year 2: 100 High Frequency Words
- LKS2: National Curriculum Statutory Word List for Years 3 and 4
- UKS2: National Curriculum Statutory Word List for Years 5 and 6

These words will be displayed prominently within the respective classrooms (walls and/or desks) and children will be reminded and rewarded for using them in their daily lessons. Using a word from said lists will earn a child a sticker for 'effort', while using the word correctly (both spelling and context) will earn the child a sticker for 'effort' and a sticker for 'attainment'.

Each week, children in Years 2 to 6 will have a spelling list focusing on the sound/s or pattern/s they have learned. They are expected to learn how to spell these words, as well as define and use them in contextualised sentences. They will be tested on these words each week and scores will be recorded.

In Year 2, the spelling lists will go home on a Friday and be returned on the following Monday. In KS2, these lists will go home on the day they have their spelling lesson, and will be returned the following week, giving each child a week to practice the spelling patterns or statutory words they are focusing on.

Handwriting and Transcription

Handwriting sessions are timetabled daily for KS1 and weekly for KS2. Handwriting tasks are set by the teacher using the Collins Treasure House Handwriting scheme. Children in Year 1 will focus on letter formation, followed by pre-cursive formation, and by Year 6, we expect to see cursive handwriting that is legible and reflective of each child's personality and style.

Children will focus on posture, grip and letter families, first with a pencil and then, when cursive has been established legibly, using a handwriting pen. Progress will be measured against the expectations outlined within the Collins' scheme. When a child can show a senior leader 5 pieces of work written neat, joined cursive within one week, they will be awarded with a pen. This pen will initially only be used in Writing lessons – this will be extended to other lessons when a child has demonstrated stamina, speed and accuracy with the pen. Drawings, diagrams and lines should be drawn with pencil.

Writing lessons are, without doubt, hugely focused on composition and writing practice. To ensure that the cognitive load is focused on composition and not transcription, children in KS1 will write in books with handwriting guidelines. Children in Year 3 will begin the year writing in books with the handwriting guidelines and then move to standard books with 8mm spaced lines.

Pre-Writing, Drafting and Editing

The above skills will be taught via unit deliver. The expectation of unit work is outlined below:

Unit Work:

The long- and medium-term planning reflects a mastery approach to English Writing, drawing heavily on Talk4Writing and Pie Corbett's exemplification of text learning/analysis, and the prescriptive approach of The Write Stuff advocated and exemplified by Jane Considine. The writing plans will be planned and delivered as follows:

IMITATE – A model text will be provided for children to explore and respond to. This text could be the literature selected for the half term, selected from published literature due to its alignment with objective coverage or crafted to include sentence types and grammatical and punctuation features that reflect age-related objectives and challenging vocabulary. The class will read the text for enjoyment and analysis of a model text, with experience days to explore aspects of the text that may require further focus, e.g. grammar, etc. This will be Text 1.

During this phase, children will complete activities that imitate the style of the model text by, e.g., 'inserting' sentences; committing texts to memory; identifying genre-specific features; role playing to explore character thoughts and feelings (hot seating); creating picture-based story maps; substituting words to analyse effect, etc.

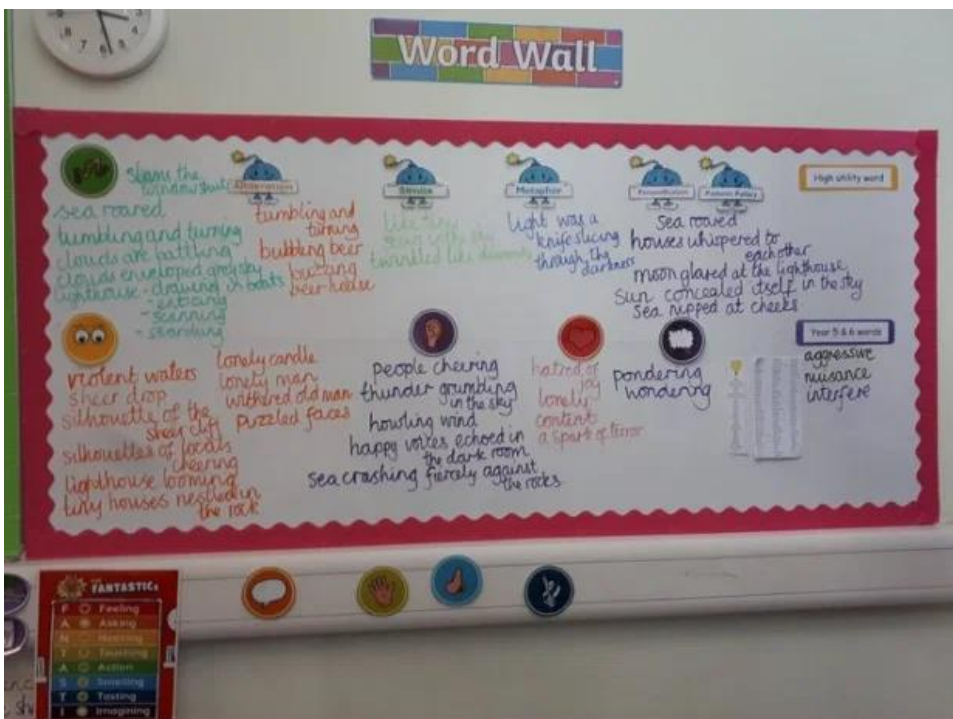
INNOVATE - This section of the unit will include Experience Days for children to explore aspects such as grammar and vocabulary collection through active and immersive learning. The experiences will then be used to co-write a piece based closely on the style of the model text focusing on sentence creation, led and modelled by the teacher and applied by the pupils.

Each session, the class teacher will work with the children to collect or sort vocabulary in order to craft a maximum of three sentences. These are based on the Initiate/Model/Enable model demonstrated by Jane Considine. The presentation of the page has been demonstrated in each class by the Curriculum Coordinator as follows:

- KS1 – Top half of the page: collecting words and ideas; bottom half of the page: composing sentences
- KS2 – Left side of a double-page spread: collecting ideas and words; right side: scribing sentences.

Following each writing session, the teacher will select and 'stack' (display) sentences from up to 3 pupils, reflective of the day's sentence work. In doing so, children will write one text with the teacher (Text 2), one in their writing books (Text 3) and one as a collection of pupil sentences (Text 4), reflecting the style and features of the genre.

Sentence Stacking Examples:



INVENT - After an in-depth study of a text in both analysis and innovation, children will be expected to demonstrate their skills by creating their own text. During this phase, children will have allocated time and direction to complete pre-writing (via Experience Days and Planning Days), drafting and editing opportunities. This will be as follows:

1. Experience Day: Explore, research and collect vocabulary and ideas about the genre content. Determining format, audience and purpose.
2. Planning Day 1 and 2:
 - i. Use a planning grid to jot down vocabulary and phrases

- ii. Supplement initial jottings with specific phrases/vocabulary linked to age-related and appropriate SPaG objectives
- 3. Writing and Editing Days (2 days):
 - i. Writing: Silent time. Children have access to their plans to enable them to write a piece of text with no interruption for timed sections.
 - ii. Review and Edit: At a signal from their teacher, children will review the section they have written and edit spelling, grammar/sentence structure and vocabulary choices to improve their composition.

Before children begin editing, the teacher will model correcting a passage that is reflective of the aspects that have been highlighted during teacher's review of composition during the writing stage.

All year groups will complete their assessed pieces in Writing Assessment Exercise Books.

Each assessed piece should be marked against the Writing Framework (found on the SharePoint).

The following approach will be taken to ensure that children are able to develop and demonstrate their composition with writing proficiency:

Fiction:

Day	KS1	KS2
1	Experience Day and collecting vocabulary using FANTASTICS	50 minutes – Experience Day and collecting vocabulary using FANTASTICS 10 minutes – Plot story line
2 and 3	Write sentences using FANTASTICS for a picture story (See Appendix) Edit sentences with specific teacher guidance, e.g., adding questions, etc.	Children complete planning grids (See Appendix) based on plot points completed on Day 1, using FANTASTICS. Review of SPAG expectations for year group. Children review their planning and decide where/how to include aspects of the year group SPAG objectives
4 and 5	Rewrite text as paragraphs/sentences within exercise books Editing time, as outlined	Writing Day, as outlined Editing time, as outlined

Non-Fiction:

Day	KS1	KS2
1	Experience Day and collecting vocabulary using FANTASTICS	Experience Day and collecting vocabulary using FANTASTICS
2 and 3	Write sentences using FANTASTICS for pictures relating to the NF text type (See Appendix) Edit sentences with specific teacher guidance, e.g., adding questions, etc.	Children complete planning grids (See Appendix) based on NF features, using FANTASTICS Review of SPAG expectations for year group. Children review their planning and decide where/how to include aspects of the year group SPAG objectives

4 and 5	Rewrite text as paragraphs/sentences within exercise books Editing time, as outlined	Writing Day, as outlined Editing time, as outlined
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While the above tables are guidelines, teachers may find that composition is written well when children are able to plan and write each section/paragraph within one session before moving on to the next section/paragraph. This is also acceptable.

Grammar, Punctuation and Spelling:

Grammar and punctuation will be at the core of writing units. Experience Days will allow children to explore and practice grammar and punctuation aspects in a contextualised manner, before implementing the learned skills in writing lessons.

Lessons have been added to the Year 2 and KS2 timetable for regular grammar and punctuation lessons, and all year groups have regular SPaG focus sessions between writing units. Teachers will deliver lessons focusing on objectives outlined in the Spelling Medium-Term Plan, which is based on the National Curriculum Framework for Writing, and the scheme of work and content published by Oak Academy.

The plan has been developed to explicitly cover content from the previous year group where appropriate, before moving to content relating to age-related objectives for the remainder of the year.

Grammar and punctuation will be assessed every half term.

Developing Vocabulary:

We will use the words from the Words of the Day lists published by Vocabulary Ninja:

<https://vocabularyninja.co.uk/word-of-the-day/>

We will implement as follows from Autumn 2:

1. Open the PDF for the correct week.
2. KS1: Use the first word from Tier 1 (Grasshoppers) and the first word from Tier 2 (Shinobi)
3. KS2: From each list (Grasshopper and Shinobi)
 - a. Year 3 – Word 2 from each list
 - b. Year 4 – Word 3 from each list
 - c. Year 5 – Word 4 from each list
 - d. Year 6 – Word 5 from each list
4. Display the correct sheets for your words.
5. Encourage and reward use within their lessons/writing/discussion as we do for statutory word lists.

EAL and SEND Provision:

We are dedicated to ensuring that every child has access to high-quality learning and classroom activities. The writing approach we have opted to implement places the child at the centre of the learning tasks – word collection and Experience Days are active and immersive, with exemplification displayed for reference and support. The highly guided approach is paced to engage a rapid learner, but highly visual and scaffolded so learners with EAL or learning needs are also able to benefit and participate effectively.

In addition, a writing scaffold template is encouraged as a support tool to allow inclusive participation, at pace.

Strengths and Weaknesses

With the school's focus on developing vocabulary and reasoning, CPD this year will:

- Focus on developing writing units that are exciting, engaging and reflective of the approach we have selected.
- Ensure that units of work introduce students to multiple models of writing that meet specific purpose and working with teachers to plan effective and engaging lessons during the IMITATE stage.

Regular monitoring of subject delivery via monitoring of individual teaching and subject learning walks provides a progressive picture of the development and implementation of the writing curriculum.

Our delivery of English writing is strong – the strategies for T4W within the IMITATE phase has been embedded within the planning. Detailed unit plans are bespoke, drawing on the TWS approach for the INNOVATE and INVENT phases. To ensure uniform delivery and consistency of approach, initial unit plans are discussed closely with the Deputy Head Teacher. This allows SLT to identify what to focus on during CPD sessions and is an opportunity for teachers to showcase their knowledge of the school's approach.

In addition to internal training workshops, all teachers will engage with LA-led training, including moderation practice with local teachers.

Feedback from teachers, pupil voice and book looks highlight that children are broadening their vocabulary, and becoming increasingly confident with experimenting with composition. Children are excited about Experience Days and guided word collection, and these strategies are fantastic for scaffolding and developing vocabulary for specific use and with varied nuance.

With regards to spellings and vocabulary, while this may sit under the purview of the English curriculum, we recognise that it should be embedded across all subject areas, and should have a space to be taught discretely as well as within teaching sequences. Alongside the continued introduction of 'Word of the Week', Subject Leads will also be drawing on published vocabulary lists to develop 'tier 3' vocabulary lists for specific subjects to create a starting point for expected vocabulary use for each year group. In addition, it is vital that our Experience Days within our writing units are planned consciously and deliberately so they can be used to introduce children to give them a wider repertoire of 'tier 2' vocabulary. Daily reading both leads into vocabulary development and builds on this as well.

Impact

Early writers – our Year 1 class – will show a progressive understanding of basic writing skills, including letter formation; phonetically sound spelling; stamina and accuracy when writing dates, names and days of the week; and the skill to copy HFW or key learning words. When they are confident with these formative skills, they will engage with writing units that will enable them to meet age-appropriate objectives.

Writing books will evidence the skills that children are developing as writers. At a glance, books are expected to showcase the progressive improvement in transcription skills across the school. A closer look will highlight that our pupils demonstrate a confident understanding of previously taught grammar and punctuation concepts and a growing confidence explaining, identifying and implementing the use of band-appropriate concepts. This includes the skill for reviewing and editing.

As the children progress through their writing units, it is expected that they become more confident in collecting and selecting words, grammar, punctuation and sentence type for a given or chosen purpose. They will be able to identify and offer examples of grammar and punctuation with increasing accuracy and confidence, at age-appropriate levels.

When their independent (INVENT) work is viewed, progression over time will be clear. This ability to improve daily and regularly will enable children to take pride in their learning and ownership of their potential.

83% of the cohort were working at ARE+ by July 2024, exceeding our expectations. We hope to continue delivering impactful teaching and learning in this area, and are setting our sights slightly higher, expecting 80-85% of the cohort to be working at ARE+ by July 2025.

As the year progresses, the Writing Subject Lead will begin gathering examples of writing for each year group as examples of writing that is 'working towards the standard', 'working at the expected standard' and, where applicable, 'greater depth'. These will be included in a separate folder as an attachment to this policy and updated each year.

Review

This policy will be reviewed annually and edited to reflect the school's action plan and National Curriculum statutory guidance.

Review Date: September



Appendix 1:

KS1 Planning Frame Template

The large spaces should be filled with images relating to the writing focus.

The smaller rows should be left blank for children to write their vocabulary/phrases.

Additional pages should be used if necessary (example, for a longer text OR to further challenge specific learners)

Appendix 2:

Example for KS2 Planning Frame template (print with horizontal orientation):

1. Write a few words to remind you what the focus of each paragraph will be.
2. Draw images to show the main idea for each paragraph
3. Record vocabulary and phrases you want to use within each paragraph
4. Consider SPaG that you should use and add to your final row:
 - a. Pronouns
 - b. Fronted adverbials
 - c. Speech
 - d. Extended noun phrases
 - e. Strong verbs

Paragraph 1:	Paragraph 2:	Paragraph 3:	Paragraph 4:	Paragraph 5:	Paragraph 6:	Paragraph 7: