

Writing Policy

Intent

At The Redeemer, we believe it is essential everybody leaves our school being able to communicate their thoughts and feelings effectively. We want our children to become confident, articulate, creative writers. Because of this, we aim to expose our children to an appropriate range of vocabulary and genres to instil a deep appreciation of English literature. Taking inspiration from the outstanding canon of texts available, we also want our children to gain a deep understanding of how the English language works and how sentences are constructed, underpinned by a thorough knowledge of English grammar. We aim to remove any barriers that children may have to their writing and enable all children to take pleasure and have confidence in their own creativity and voice.

Implementation

We believe it is important to give the children exposure to a broad but balanced range of genres

(Figure 1). As a result, we teach 8 Fiction, 8 Non-fiction and 4 poetry genres a phase (KS1, LKS2, UKS2) resulting

in 4 Fiction, 4 Non-Fiction and 2 Poetry genres per year. This gives the children an understanding of the fundamental features of each genre and gives them the knowledge to be able to adapt their writing to suit the purpose, audience and format needed (See Figure 2), which can be built upon to ensure progression and

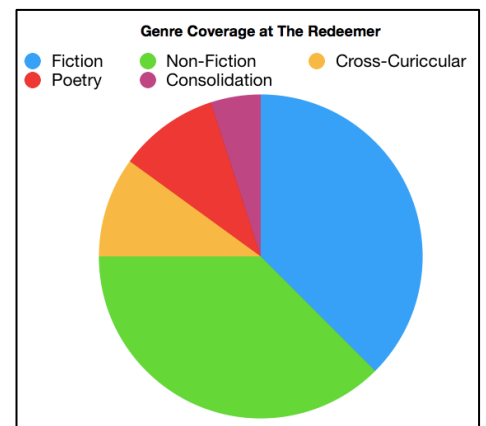


Figure 1

a development of knowledge and skills as our children move through school.

Within our units, we aim to inspire our children's writing using outstanding children's stories/writing and cross-curricular topics. Each unit is taught using three overlapping stages of Immersion - Innovation – Invention

Genre	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Amount of times genres are covered
Instructions	Green		Green		Green		3
Letter		Green		Green		Green	3
Recount (Diary)		Green		Green		Green	3
Non-Chronological Report			Green		Green		3
Persuasion			Green		Green		3
Biography			Green		Green		3
Balanced Argument			Green		Green		3
Newspaper Report			Green		Green		3
Myth/ Legend	Green		Green		Green		3
Traditional Tale	Green		Green		Green		3
Playscript		Green		Green		Green	3
Fantasy/ Science Fiction		Green		Green		Green	3
Historical Setting		Green		Green		Green	3
Action/Adventure		Green		Green		Green	3
Fables	Green		Green		Green		3
Mystery/ Detective	Green		Green		Green		3
Amount of Genres Covered	8	8	8	8	8	8	
Poetry Weeks	4	4	4	4	4	4	

Figure 2

(Figure 3). Immersion is used to make the children aware of the fundamental features that makes a genre unique and also offer memorable experiences to feed into writing outcomes.

Innovation is taught so children can develop the knowledge and skills to adapt their writing to that genre, with ample time to practice. For this process, we use Jane Considine’s Sentence Stacking lessons to model effective writing and give children scaffolds for them to become confident writers.

Finally, Invention gives them the opportunity to use this in their independent writing. Together these stages are used at appropriate points in the unit, to deepen children’s understanding and each genre is taught in a similar format across the school to allow the children to focus on the content of the writing. Given their prior knowledge, as the children progress through the phases, the units will look different in their composition.

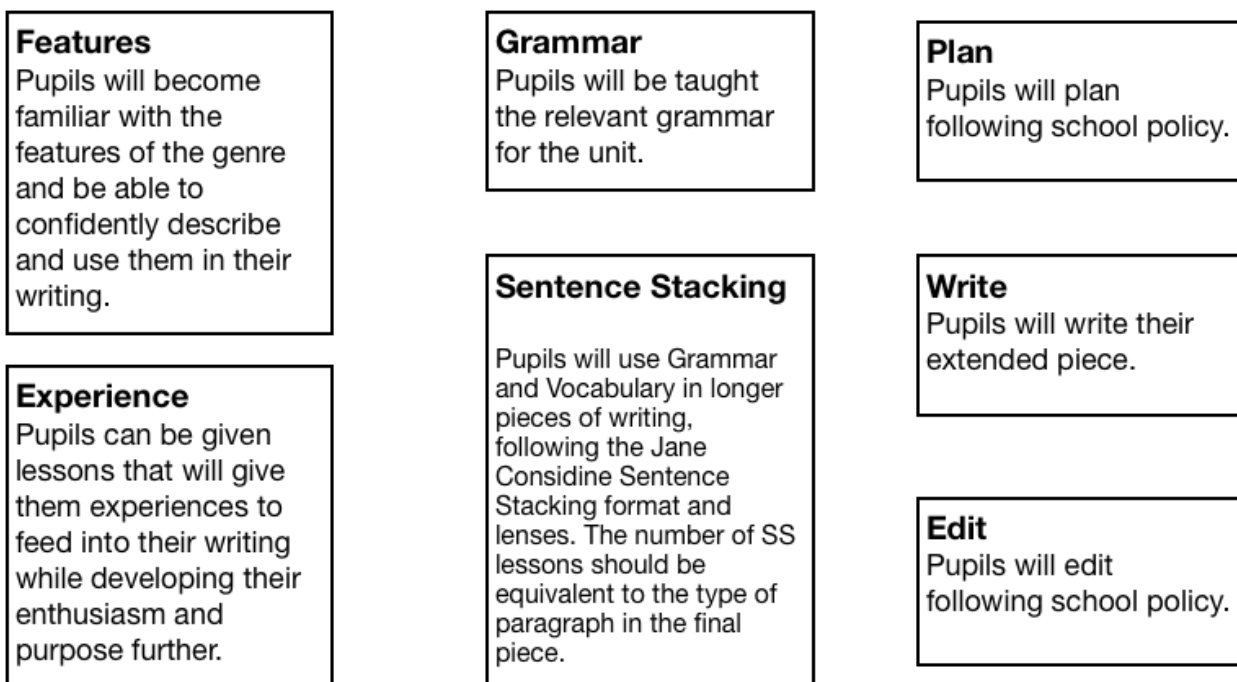


Figure 3

Impact

We assess the children's writing by looking at their work through the whole curriculum. We look at all work completed and how they have developed their written communication in line with their year group expectations. Below, is a guide to the different methods we use to make teacher's assessment as accurate as possible.

Writing Assessment at The Redeemer		
Teacher Assessment	Cross-Curricular writing	Local Moderation
End of unit writing	End of unit essays	Comparative Judgement National Window

What	When	How?
Teacher Assessment	Always	Teachers constantly assess learning and writing during English and all other lessons incorporating their assessment from the other means of writing assessment.
End of unit writing	10 times a year	At the end of each writing unit, children complete a 'hot' writing tasks that contributes to the teacher's assessment.
Cross-Curricular Writing	4 times a year	Children will spend a week writing a genre, already taught in the year, in a 'cold' fashion to inform teacher's assessment.
History and Geography end of unit essays (KS2)	6 times a year	Each unit of History and Geography will end with a cumulative essay, summing up what they have learnt, that progresses in difficulty through the school.

Local Moderation	Twice a year	Teachers will take a sample of children's work they wish to clarify to local moderation, which will be looked at by teachers from different settings.
Comparative Judgement National Window	Once a year	Each year, the children in class will complete a 'cold' task, which will then be uploaded to the Comparative Judgement National Window. This will allow the children to be compared to their peers nationally and help monitor progress through school.