



WRITING POLICY

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WRITING AT DIAL PARK

OUR INTENT

At Dial Park Primary School, we aim to teach children to write with confidence and to equip them with the skills they need to succeed in the classroom and beyond in line with our school vision: "Our School, Our Future". We know that fluency in literacy is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

Children follow a progressive writing curriculum, from precursors to writing in the Early Years, building up to writing independently for four different purposes by the end of Key Stage Two, where children are taught to write **to entertain, to inform, to persuade, and to discuss**. Our approach enables children to spend time understanding what text types have in common, thereby facilitating an understanding of writing for audience and purpose.

Our writing policy, and The Dial Park Writing Process, has been created in liaison with teachers across all Key Stages, tailored to the needs of Dial Park's students and built upon a foundation of research-informed practice.

LESSONS

Pre-writing skills are taught in the Early Years. In Key Stage 1 and 2 children are taught how to write in daily Literacy lessons which are supplemented by grammar, punctuation and spelling lessons. Teachers plan lessons according to the 'Dial Park Writing Process' in Years 2 to 6. The Process is introduced to children in the Summer term of Year 1. The needs and interests of all children are considered when planning writing activities, which are linked to our curriculum where possible. Teachers maintain the autonomy to implement spontaneous writing opportunities sparked by children's interest.

Teachers are responsible for planning their literacy lessons so that all children can achieve. This may mean that some children have additional support: this could be in the form of small groups, writing frames or word banks and so on. Differentiation is the responsibility of the class teacher and at their discretion.

KNOWLEDGE ORGANISERS

Knowledge organisers are provided for each writing purpose, with the aim of providing children with a summary of the key content required for each year group's coverage. Children refer to knowledge organisers to support them throughout the writing process. Knowledge organisers are linked to Key Stage Writing Exemplifications and may contain:

- Non-negotiables, for example key spellings and basic punctuation
- Spelling list words and morphemes suitable for the writing purpose
- Text types linked to writing purpose
- Features of the writing purpose and related text types
- Grammar and sentence structure
- Spelling, punctuation and grammar features
- Example sentences and paragraphs
-

EARLY YEARS FOUNDATION STAGE

In the Early Years Foundation Stage, we place great emphasis on developing children's pre-writing skills. The following grid explains the numerous ways in which we seek to develop children's pre-writing skills, and is measured by the Scale of Writing Skills Progression (Greg Bottrill):

Pre-writing skills focus	Two year olds	Nursery	Reception
Speaking and listening	✓	✓	✓
Nursery rhymes	✓	✓	✓
Squiggle While You Wiggle	✓	✓	✓
Dough Disco	✓	✓	✓
'Daily diet' of 5 books	✓	✓	✓
Nursery rhymes	✓	✓	✓
Mark making	✓	✓	✓
Phase 1 Phonics	✓	✓	✓
Phase 2 Phonics		✓	✓
Phase 3 and 4 Phonics			✓
Tales Toolkit		✓	✓
Wellcom	✓	✓	✓
Language Links			✓
Reading Eggs			✓
Fast Phonics			✓
Fine motor skills activities	✓	✓	✓
'Daily diet' of 5 books	✓	✓	✓

TALES TOOLKIT

Children will begin to learn how to enjoy telling and writing stories in the EYFS through the use of Tales Toolkit. Starting in Nursery, children begin to develop their Communication and Language skills through storytelling, using the Tales Toolkit structure of 'Character, Setting, Problem and Solution'. The use of Tales Toolkit for storytelling continues into Year One.



FOUR MAIN PURPOSES FOR WRITING

At Dial Park we have a 'Purpose for Writing' approach. Rather than trying to teach children ten or more different genres or text types, our approach focusses on what those different types have **in common**: the **purpose** for writing. The following grid is not exclusive, but displays examples of how genres commonly fit within each purpose:

Writing for a purpose at Dial Park Primary School				
	To entertain	To inform	To persuade	To discuss
KS1	Story Description Poetry In character/role	Recount Letter Instruction Non-chronological report		
LKS2	Narrative Description Poetry Character/setting descriptions	Explanation Recount Letter Biography Newspaper Non-chronological report	Advert Letter Poster Speech	
UKS2	Narrative Description Poetry Character/setting descriptions	Reports Recount Biography Newspaper Essay Non-chronological report	Advertising Speech Campaign Letter	Balanced argument Newspaper Review

This grid displays how writing progresses as children move through Dial Park. Our approach encourages children to recognise different genres and which purpose they are linked to. Children develop their awareness of specific text features and structures, grammar and sentence structures, word level and choices and punctuation that cross between different text types. This can be seen in success criteria for different text types:

TOPIC: The Rainforest **PURPOSE: to persuade**

Success Criteria: Holiday Brochure

Expanded noun phrases
Quotes correctly punctuated
Prepositional openers
Rhetorical questions
Imperative verbs

Success Criteria: Persuasive voiceover

Expanded noun phrases
Adverbials to link points
Prepositional openers
Rhetorical questions
Imperative verbs

LONG TERM WRITING PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Writing to entertain	Writing to entertain	Writing to inform	Writing to entertain	Writing to inform	Writing to entertain
Year 2	Writing to entertain	Writing to entertain	Writing to inform	Writing to entertain	Writing to inform	Writing to entertain
Year 3	Writing to inform	Writing to entertain	Writing to persuade	Writing to entertain	Writing to inform	Writing to entertain
Year 4	Writing to inform	Writing to entertain	Writing to persuade	Writing to entertain	Writing to inform	Writing to entertain
Year 5	Writing to inform	Writing to entertain	Writing to persuade	Writing to inform	Writing to entertain	Writing to discuss
Year 6	Writing to inform	Writing to entertain	Writing to persuade	Writing to inform	Writing to entertain	Writing to discuss

Staff are welcome to move the order of purposes around as they see fit **as long as the weightings remain the same** to support children in their understanding of writing for purpose and audience. Staff are also able to choose which text types they wish to cover within the purpose. However, they must focus on the same **purpose** for writing within a half term in order for the children to master the skills which are being taught.

COVERAGE EXAMPLES

KEY STAGE 1

TOPIC: Hatworks

PURPOSE: ENTERTAIN

A **poem** about different types of hats.

A **story** involving a special hat being worn by someone important.

LOWER KEY STAGE 2

TOPIC: Eyam

PURPOSE: Inform

A **non-chronological report** about Eyam and the plague.

A **newspaper report** about quarantine being announced in Eyam.

UPPER KEY STAGE 2

TOPIC: Romans

PURPOSE: PERSUADE

A **letter** from a Roman soldier to his friends persuading them to join the Roman Army.

A **voiceover** for an advert to come and watch the gladiators.

THE DIAL PARK WRITING PROCESS

	<u>Task</u>	<u>Focus</u>	<u>Example Activities</u>	<u>Learning Objectives</u>
IMMERSION	1	Reading and recalling	Retrieval task Grammarsaurus WAGOLL Grammarsaurus Ultimate Guide to Non-Fiction Writing	Assess memory recall of writing purpose Reading of, and exposure to, high quality writing and vocabulary-rich texts Making links between genres that share the same purpose
	2	Comprehension linked to writing purpose	Literacy Shed Plus resources Grammarsaurus comprehension VIPERS/DIAL activities	Develop understanding of Key Stage content domains Embed understanding of text type
	3	Vocabulary focus	Explore Key Stage spelling list words that link to writing purpose Relevant morphemes Bespoke Spellzone lists	Build vocabulary banks relevant to the genre and display on writing wall Identify vocabulary for the text type Explore synonyms and antonyms
	4	Genre study	Analysis of text Features checklist Overwrite (see page 10)	Recall purpose, features, genre and content Agree content found within the genre
	5		Drama activities Mimic high quality writing style	
WRITING	6	Plan	Plan form and structure as a class Create shared success criteria	Plan a piece of writing together: form, structure, content and success criteria Use Knowledge Organiser to plan
	7	Draft	Draft piece of writing <i>This should be completed individually but may occur in a small group setting for those that need the reassurance this brings.</i>	To write a first draft Share draft with class Staff offer 1:1 and small group verbal feedback
	8	Edit	Analyse gaps in understanding and address this through direct teaching Whole class feedback to be completed as the writing process goes on Children may peer assess work	Whole class feedback to be added to throughout, focusing on: Work to praise and share Misconceptions and errors Spelling, punctuation and grammar Handwriting and presentation
	9	Read aloud	Children read work aloud – to staff, the whole class, a small group or their partner	Develop speaking and listening skills and the ability to recognise errors when read out loud
	10	Final	Final piece to be written in Writing Progress Books Whole class feedback remains displayed throughout	Once written, class teacher uses the feedback policy to mark the final piece of writing Time must be built in to edit the final piece as soon as possible after marking has taken place

VOCABULARY

THIS SENTENCE HAS FIVE WORDS

This sentence has five words. Here are five more words. Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It's like a stuck record. The ear demands some variety.

Now listen.

I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony.

I use short sentences.

I use sentences of medium length.

And sometimes, when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals – sounds that say listen to this, it is important.

The development of our children's vocabulary is crucial to a successful writing journey. This vision is underpinned by children having a rich diet of books, including diverse and culturally rich books, right from the Early Years. In Key Stage 2, children complete a minimum of two Bedrock Vocabulary lessons a week – these may be completed in class or set as homework. Children are also taught vocabulary through their weekly spelling lessons, which focus on the meanings of morphemes as well as spelling list words. Spelling list words from Spellzone enhance writing content through raising an awareness of subject-specific vocabulary. A specific part of the Dial Park Writing Process is dedicated to vocabulary and for children to explore vocabulary in depth. The 'overwriting' technique (page 10) helps children develop an awareness of high-quality vocabulary and encourages them to mimic author style through exposure to vocabulary-rich texts.

SPELLING, PUNCTUATION AND GRAMMAR

We aim to ensure children can use the essential skills of spelling, punctuation and grammar in their writing. Children follow their own Course Pathway on Spellzone. Subject-specific and bespoke spelling lists are available to use on Spellzone and teachers may also create their own. Websites and subscriptions such as Spelling Frame, Reading Eggs and SPAG.com, alongside direct teaching of phonics and morphemes, support the teaching of spelling, punctuation and grammar.

HANDWRITING AND PRESENTATION

Cursive writing is taught explicitly in regular handwriting lessons from Year 2 to Year 6. The teaching of handwriting may link with lessons on subject-specific spelling lists, phonics and morphemes.

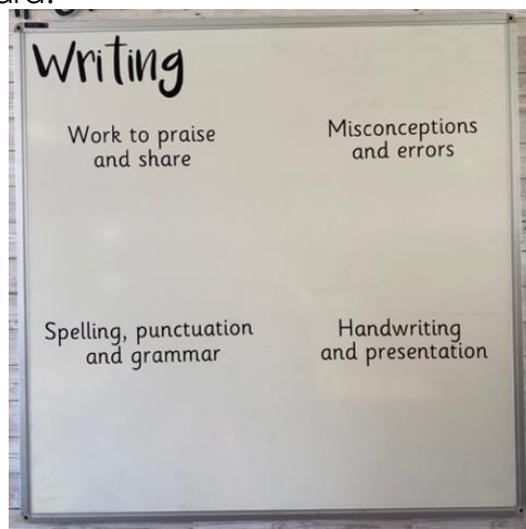
In KS1 children write with a pencil to rehearse and perfect their letter formation and develop their cursive handwriting. In KS2, in consultation with the teacher, children can choose to use a blue pen from a selection available in the classroom. Children and teachers should agree that the choice of writing tool is the most appropriate for them to produce legible, well-presented and cursive handwriting. **Pen licences are not required.**

From Year 2 upwards, children use a ruler to rule off from their last piece of work if there is enough space on the page, otherwise, they start a new page. Children write the 'long date' (day, date, month, year) on the upper right-hand side of the page and use the DUMTUM method: Date, Underline, Miss a line, Title, Underline, Miss a line.

ASSESSMENT AND FEEDBACK PROCESS

The Learning Objective for the lesson should link to the relevant stage of The Dial Park Writing Process. Different writing purposes may include the creation of a checklist in conjunction with the content of the Knowledge Organiser and Grammarsaurus model text. This may be created by the teacher, generated with the children or a combination of both. If using this checklist, it will then be visible and referenced throughout the unit on the working wall, in books or in the middle of the table so children know what coverage is expected.

Teachers and support staff conduct 'live' feedback as the lesson is taking place, where possible, to address misconceptions at the point of error. This should not include written comments and highlights in books. The purpose of verbal feedback, peer marking, self-marking and whole class feedback is to encourage children to become independent writers, capable of editing independently, and to improve their speaking and listening skills. Whole class feedback is built up over the ten-step writing process and displayed at the front of the class on the whiteboard:



WRITING PROGRESS BOOKS

Following this marking, children will be given time to edit and redraft their work, acting on the identified areas. The edited piece of work should then be commented on so that the children know what they have done well in that process.

It is vital that time is built into lessons to enable the children to reflect on marking comments, what they have learnt and their next steps in learning, to ensure the marking process is effective and a good use of teacher time. Identified areas requiring a response must be acted upon in future pieces of work and this should be commented on in future marking.

There should be the same expectations for the quality of written work in other curriculum subjects as in English lessons. The marking policy should be followed to identify incorrect punctuation or where improvements in vocabulary and sentence structure can be made.

Lessons should progress following the Dial Park Writing Process culminating in a piece of writing being produced in writing progress books. **The purpose of writing progress books is not for children to produce impeccable, perfect pieces of writing, but rather for their final piece to be recorded away from the draft writing books.** These pieces of writing must be completed independently of teacher input.

OVERWRITING

What is overwriting?

'Overwriting' is a technique where children follow an author's writing (or model text) word-by-word, replacing the text with their own ideas. This technique is similar to what we know as the 'magpie-ing' or 'imitating' methods. Overwriting works particularly well as a piece of shared writing, with the original being discussed, overwritten as a class and displayed in the classroom. By matching their writing to that of the author's, children have a clear, high-quality model to follow.

1. Choose an interesting piece of text

The text the children are going to overwrite needs to match what we're trying to teach. In KS1, that might be something simple, such as a sentence or paragraph that uses a range of different adjectives or adverbs. For KS2, it gives the teacher the opportunity to explore ways of structuring a text – in a narrative, that could be a balance of short, punchy sentences and longer more descriptive ones.

2. Read together and pick apart the structure

This is a key step in helping children to become better writers, making them aware that carefully choosing words can have a specific effect. It is this control of language that children need to develop in order to become confident writers.

3. Show them how it's done

The next step is to work as a group or whole class to overwrite this as a piece of shared writing. This gives us as teachers the opportunity to model the writing process and help the children to think about structure.

4. Now it's their turn

The next step is to ask children to overwrite the text independently. The whole point of any scaffolding is that it can eventually be taken down, allowing children to use what they've learnt in their own writing. Some children are likely to need some teacher or peer support to do this, and others will need feedback to improve. Giving children the chance to learn from their mistakes and make corrections and improvements are both key features of good writing teaching.

5. Set some rules

An additional step, once children have got the hang of overwriting, is to give them some abstract rules taken from the text. We could ask children to write two sentences about a place, making sure that:

- a) Their first sentence has two clauses joined by the conjunction 'and yet'
- b) The second sentence starts with a subordinate clause

Restricting children's writing in this way helps them to think about the vocabulary they use, rather than just the content.

PUPILS WITH SEND

The EEF recommends five evidence-based strategies to support high-quality teaching for pupils with SEND. The following strategies are woven throughout the Dial Park Writing Process to support our most vulnerable learners:

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

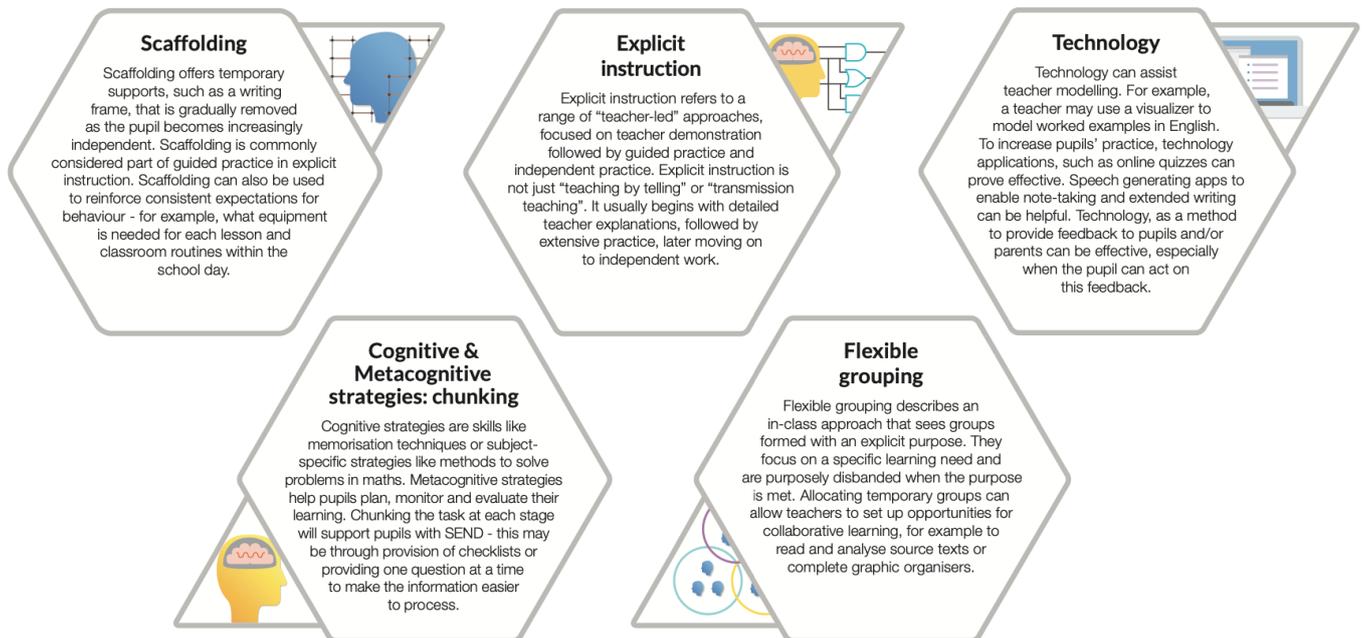
High-quality teaching for pupils with SEND



The evidence review for this guidance report found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND.

“The importance of good quality teaching cannot be underestimated. The SEND Code of Practice is clear that schools should regularly check that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”

Rachel Rossiter, Assistant Head and SENCo in a school in Suffolk





Dial Park Primary School Whole School Progression in Grammar and Punctuation

	EYFS 3 and 4 year olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar	<p>Understand 'why' questions <i>why do you think the clothes dried outside?</i></p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<p>To use simple sentence structures.</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences. <i>Dad went to the supermarket and bought oranges</i></p> <p>To begin to form simple compound sentences <i>Joe waited at the bus stop, but the bus was late.</i></p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms:</p> <ul style="list-style-type: none"> - Statement - Question - Exclamation - Command <p>To use some features of written Standard English.</p> <p>To use coordinating conjunctions (FANBOYS): For And Nor But Or Yet So</p> <p>To use some subordinating clauses (A WHITE BUS): After, although, as When, where, whether, while How If That, though, till, than Even if Because, before Unless, until Since</p> <p>To use expanded noun phrases to describe and specify <i>The big, green butterfly</i></p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing, with accurate subject/verb agreement</p> <p>To use 'a' or 'an' correctly throughout a piece of writing</p> <p>To use subordinate clauses (A WHITE BUS acronym, Year 2)</p> <p>Using a wider range of conjunctions to extend sentences (FANBOYS acronym, Year 2)</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause:</p> <p>conjunctions <i>I tried to hit the nail but hit my thumb instead.</i></p> <p>adverbs <i>She swims quickly.</i></p> <p>prepositions <i>The cat jumped off the counter.</i></p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately</p> <ul style="list-style-type: none"> - 'we were' rather than 'we was' - 'I did' rather than 'I done'. <p>To use subordinate clauses (A WHITE BUS)</p> <p>To extend the range of sentences with more than one clause by using a wider range of conjunctions (FANBOYS) and to vary their position within sentences</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases <i>the heroic soldier with an unbreakable spirit.</i></p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition <i>he, she, they, it</i></p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility <i>surely, perhaps, should, might, etc.</i></p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing</p> <p>To use a wide range of linking words and phrases between sentences and paragraphs to build cohesion:</p> <ul style="list-style-type: none"> - time adverbials <i>later, usually, hourly</i> - place adverbials <i>nearby, underground</i> - frequency <i>secondly, occasionally</i> <p>To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that and omitted relative pronouns) <i>Ellie Simmonds, who was a famous athlete, had won another Olympic medal.</i></p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing</p> <p>To ensure correct subject and verb agreement when using singular and plural <i>The student does her best. The students do their best.</i></p> <p>To use the subjunctive form in formal writing <i>Beyonce! 'If I were a boy'</i></p> <p>To use the perfect form of verb to mark relationships of time and cause:</p> <p>Present perfect: <i>I have finished my work already.</i></p> <p>Past perfect: <i>He had finished his work before break time.</i></p> <p>Future perfect: <i>I will have finished my work before dinner.</i></p> <p>To use the passive voice: <i>The work was marked by the teacher.</i></p> <p>To use question tags in informal writing: <i>She said half price, didn't she?</i></p>



Dial Park Primary School Whole School Progression in Grammar and Punctuation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation		<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at Key Stage 1 mostly correctly including:</p> <p>capital letters</p> <p>full stops</p> <p>question marks</p> <p>exclamation marks</p> <p>commas to separate lists</p> <p>apostrophes to mark singular possession and contractions</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at Key Stage 2 correctly, including consistent and accurate use of:</p> <p>semi- colons</p> <p>dashes</p> <p>colons</p> <p>hyphens</p> <p>and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
Terminology		letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	determiner, pronoun, possessive pronoun and adverbial.	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

KEY DOCUMENTS:

The following reports and documents have been fundamental to the creation of the writing policy and the creation of the Dial Park Writing Process:

100 Ways to Improve Your Writing. Gary Provost, 1985.

A marked improvement? A review of the evidence on written marking. The Education Endowment Foundation, 2017.

Can I go and play now? Rethinking the Early Years. Greg Bottrill, 2018.

Closing the Vocabulary Gap. Alex Quigley, 2018.

Five evidence-based strategies to support high-quality teaching for pupils with SEND. The Education Endowment Foundation, 2017.

Improving Literacy in Key Stage One. The Education Endowment Foundation, 2016.

Improving Literacy in Key Stage Two. The Education Endowment Foundation, 2016.

My Journey with Mastery Writing and the Four Purposes. Rhonda Wilson, 2017.

Special Educational Needs in Mainstream Schools. The Education Endowment Foundation, 2018.

Why Purpose and Audience, Not Genre, is Key to Teaching Writing. Literary Curriculum, 2018.

Writing for a purpose. Michael Tidd (2016).