



*Reviewed Annually by the Writing Team*

*Writing policy*

<b>Date of last Review</b>
<b>January 2025</b>

## **Writing At Alford Primary School**

### **Aim**

We aim for pupils to enjoy communicating effectively through writing, for a variety of purposes and audiences. This means that we strive to develop automaticity with handwriting, spelling, grammar and vocabulary whilst building successfully on what pupils can already do.

### **Teaching and Learning**

We refer to our teaching and learning approach as 'Alford's Writing Road.' We follow a mastery approach to writing using the key structures of 'Pathways to Write', although we have additional layers and approaches that supplement the key elements of the scheme. Units of work are delivered using high quality texts, and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary. More details on the scheme can be found here: <https://www.theliteracycompany.co.uk/pathways-literacy/pathways-to-write/>

Each writing unit of work starts with a 'hook task'. These hook tasks are highly motivating and promote a positive attitude to the text we are using as our starting points.

Before each writing sessions in Y1-Y5, there is an Active English session which over time covers the PAG requirements of the year group. In year 6, grammar and punctuation generally taught in a more detailed manner due to the demands of the curriculum. From Y1-Y6, the PAG elements normally feed directly into the writing sessions.

During the input, pupils are explicitly taught new key knowledge, skills and understanding they need to achieve the writing task well and progress. This includes a wide range of carefully selected teaching styles which is shaped around the teachers understanding of pupils needs as well as the demands of the writing keys to be taught.

During the writing session, teachers and support staff model, intervene effectively and celebrate successes with individuals and groups. Staff work with pupils to ensure good learning outcomes, whilst reinforcing basic skills. Pupils frequently get a chance to review and edit their work for identified elements of their writing.

After the writing session, pupils work is marked in line with the marking policy. Pupils (especially lower attaining pupils) are often given 'purple pen' work to help move their understanding and attainment on. This feedback and response are key parts of the learning process, particularly for vulnerable writers, and adult support is deployed to support it as required.

The 'Pathways' units have been designed to aid and guide progression, as well as the tracking of skills throughout each year group, using a series of Gateway, Mastery and Feature Keys that are aligned to the National Curriculum's requirements for writing.

Gateway Keys outline skills that have been previously taught, Mastery Keys introduce the children to new skills and, finally, Feature Keys address the genre requirements of a unit.

Each 'Pathways' unit journeys to a final extended writing outcome where the children's success relies on their application of the Keys. However, contained in the journey are many 'short burst' writing opportunities, where the children can explore a wide variety of genres and practise specific mastery skills through shared, guided and independent writing.

### **The writing curriculum overview**

We use and adapt Pathways to Write to meet the needs of our pupils and these expectations:

- Pupils write in English virtually every day
- Dictations are included within each unit of work
- Pupils receive more support to use the tier three vocabulary
- Pupils have extra spelling work on national curriculum spelling lists and HF words within each unit
- Teacher modelling is done regularly
- Pupils are taught and supported to self and peer-edit their work

The writing curriculum overviews of are here:

- [Overview-of-objectives-Y1.pdf](#)
- [Overview-of-objectives-Y2.pdf](#)
- [Overview-of-objectives-Y3.pdf](#)
- [Overview-of-objectives-Y4.pdf](#)
- [Overview-of-objectives-Y5.pdf](#)
- [Overview-of-objectives-Y6.pdf](#)

### **The writing learning environment**

In Y1-Y6, the learning environment includes many elements that go beyond the scheme we use. These are created by our school, and are designed to support all pupils, particularly vulnerable learners.

- The gateway keys poster – the easier objectives that are being reinforced
- Mastery keys poster – the objectives that are newer and slightly more challenging
- Feature keys poster - the objectives that are about the genre of writing
- Writing outcomes poster – what the final longer write will be about
- Handwriting style poster – matching with the style used
- Developing vocabulary poster – with text specific vocabulary and definitions or pictures
- High Frequency word lists, or national curriculum spellings linked to the text
- ... all in the agreed font
- A poster of the cover book that is being used as part of the writing sequence

- Active English Symbols - where these link with the keys for that unit
- A washing line that builds up over time and supports pupils in remembering and applying their learning from previous lessons.

We also have the Wandle phonics 'complete the code' prompts for pupils who are familiar with Wandle and need spelling support.