



Montem Academy

Writing Policy



Writing

‘EVERYONE TO EXCEL THROUGH PRIDE AND AMBITION’

At Montem Academy, we believe that the ability to write with confidence and accuracy is an essential life skill. Writing is a complex process that draws upon more than handwriting and spelling. It is the ability to effectively communicate ideas, information and opinions through the printed word in a wide range of contexts. Successful writers understand the social function and characteristics of writing in order to use different genres appropriately, matching it to audience and purpose. Writing also requires the writer to understand and accurately apply the conventions of syntax, spelling and punctuation. We aim to equip children with the skills necessary to achieve this, throughout the curriculum.



The aims of Writing are:

Our aim is for all children at Montem Academy to:

- Write with confidence, clarity and imagination;
- Understand and apply their knowledge of phonics, grammar and spelling;
- Understand how to write for a range of purposes and audience, in a range of genres (including fiction, non-fiction and poetry), using the appropriate style, structure and features;
- Plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria;
- Develop a technical vocabulary through which to understand and discuss their writing;
- Develop their imagination, creativity, expressive language and critical awareness

At Montem Academy, we aim, wherever possible, to create cross curricular writing opportunities, as we believe that in order for children to see themselves as successful writers they need to be involved in writing for a purpose and for different audiences.





Teaching of Writing

Writing is taught in a range of ways:

Modelling Writing: The teacher thinks aloud, verbalising their thought processes as they write in front of the pupils. The teacher demonstrates various writing strategies, explicitly communicating the techniques being used. This may include modeling skills such as punctuation, rehearsal, proofreading, editing, word choice, sentence structure, and paragraph development.

Shared Writing: In this collaborative approach, pupils contribute their ideas and thoughts, which the teacher records. The teacher also models and teaches specific writing skills, allowing for discussion to select the most effective or suitable ideas.

Supported Composition: The pupils work in pairs to provide the next sentence of the text. This may follow from the modelled or the shared writing process.



Guided Writing: The teacher or other adults work with a group on a carefully selected task tailored to that group's specific needs and learning objectives. The focus will be on developing a particular aspect of the writing process, rather than completing an entire written piece. Through targeted group activities, the instruction will address any misconceptions, learning gaps, and common errors.



Independent Writing: Pupils are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit and publish their work, applying the skills they have learnt throughout the unit of work on that particular genre.





The teaching and learning of writing varies across the age range in school. In the early years emergent writing is encouraged through the use of different writing materials, including felt tipped pens, crayons, chalk, sand, magnetic letters, big brushes, water, paint and computers, as well as writing in the role-play areas, such as postcards, menus, invitations, labels etc. Alongside this, children take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible joined script.



As children progress throughout the school, they are given many opportunities to write independently at length, and to apply the skills they have learnt and practiced. Wherever possible, writing is made meaningful and linked to their whole class Big Read Book and Foundation lessons (History or Geography).

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Provision:

- Early Years Foundation Stage (EYFS): Communication, language and literacy
- The Reception classrooms are well organised and include writing areas that includes a variety of different resources for mark making and writing such as large sheets of paper, coloured paper, notebooks, diaries, postcards, clipboards, whiteboards, pens, pencils, high frequency word cards, alphabet cards, interactive displays, messages and examples of children's writing. These resources should all be available for the children to use independently.
- The outside areas include climbing apparatus to develop pupil's core body strength, gross and fine motor skills.
- There are opportunities for pupils to write throughout the setting and pupils are encouraged to write for lots of different purposes.
- Puppets, props and small world is available for language development and creative role-play.
- The outside area also provides opportunities for reading, writing and role-play.
- Activities to develop children's fine and gross motor skills are provided e.g. building wrist strength by twirling ribbon sticks, Write Dance activities, practicing writing patterns with big brushes and water, making letters in the sand.
- In the EYFS, there must be a daily whole class phonics session (see Phonics Policy). These are supported by linked independent and adult directed activities. These are clearly described on planning with the use of learning intentions and key questions, along with details of differentiation.
- Core texts should be used and links to the learning theme made where possible.
- Children each have a journal in which directed literacy activities are recorded
- Self-initiated learning is recorded in the children's learning journeys and on Tapestry.



Year 1

Read, Write Inc.

In Year 1, pupils follow the Read Write Inc programme, which supports the teaching of phonics whilst providing pupils with opportunities to apply their phonics knowledge to their reading and writing. Pupils are taught in ability groups based on their needs.



- The pupils write every day, rehearsing aloud what they want to say, before spelling the words using the graphemes and 'tricky' words they know.
- They practice handwriting every day: sitting at a table comfortably, they learn correct letter formation and how to join letters speedily and legibly.
- Pupil's composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read.

As pupils become secure in their phonic knowledge, pupils are provided with more opportunities to write at length in their Literacy lessons

All Pupils are provided with opportunities to apply and practice their writing skills in other subjects including Science, History and Geography.





Year 2 and Key Stage 2

At Montem Academy, pupils in Year 2 and Key Stage 2 are explicitly taught the key skills of writing which they then apply to their writing across the curriculum. Writing is taught in blocks, which last for 3 weeks. Pupils write a range of text types across the year groups. Writing is linked to their whole class Big Read Book and Foundation lessons. Writing is taught in phases:

- Lets Explore/Analyse
- Lets Discuss
- Let's Research
- Let's Organise
- Draft. Edit and Publish.



Leadership and Monitoring of Writing:

Monitoring of the teaching and learning of Writing takes place through various means:

- Observations of all writing lessons, including writing in foundation subjects.
- Monitoring of planning and record keeping.
- Cross academy moderation reviews
- Learning walks and book reviews
- Pupil Deep Dives
- Staff Deep Dives

Assessment:

Regular, ongoing and accurate assessment is essential to inform planning and ensure that all children make progress. Teachers use Unit Assessment sheets based on the national curriculum for each child in the class. Teachers use these to accurately determine the ability of the children in their class/set.

- Teachers assess pupils against the Unit Assessment learning outcomes.
- Teachers assess end of unit writing against The Park Federation Writing Criteria
- Teachers participate in termly cross academy writing moderation sessions.



Writing Autumn 1

1

Year 1
Read, Write Inc

2

Year 2
The Great Fire of
London
Letters

3

Year 3
Stone Age Boy
Letters

4

Year 4
Viking Boy
Letters

5

Year 5
Oliver Twist
Letters

6

Year 6
Carrie's War
Letters

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Writing:GRADES Autumn 1

1

Year 1
Robbin Emmons
Biography

2

Year 2
Tony Hudgell
Biography

3

Year 3
Joshua Coombes
Biography

4

Year 4
Max Woosey
Biography

5

Year 5
Jahkil Jackson
Biography

6

Year 6
Ibithaj
Muhammed
Biography

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Writing Autumn 2

1

Year 1
Read, Write Inc

2

Year 2
Katie in London
Poems

3

Year 3
The morning I
meet the whale
Poems

4

Year 4
Nims Island
Poems

5

Year 5
Wreck of the
Zanzibar
Poems

6

Year 6
Kensuke's
Kingdom
Poems

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Writing: Eco Autumn 2

1

Year 1
Read, Write Inc

2

Year 2
**Cleaning our
Landmarks Clean**
Letter

3

Year 3
**Plastic Free
Oceans**
Persuasive Writing

4

Year 4
**Pollution and the
effects on the
environment**
Persuasive Writing

5

Year 5
**Coastal Erosion:
Protect our
Coastlines**
Persuasive Writing

6

Year 6
Climate Change
Persuasive Writing

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Writing Spring 1

1

Year 1
Read, Write Inc

2

Year 2
Amelia Earheart
Non-Chronology

3

Year 3
Roman Diary: The
journal of Iliona
Non Chronology

4

Year 4
So you think
you've got it bad:
Ancient Greeks
Non Chronology

5

Year 5
Explore the Aztec
Empire
Non Chronology

6

Year 6
History Detective:
Ancient Egypt
Non Chronology

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Writing: GRADES Spring 1

1

Year 1
Read, Write Inc

2

Year 2
Little Freak
Friendship Letters

3

Year 3
Littel Freak
Diary Entry

4

Year 4
Little Freak
Poem

5

Year 5
Little Freak
Diary Entry

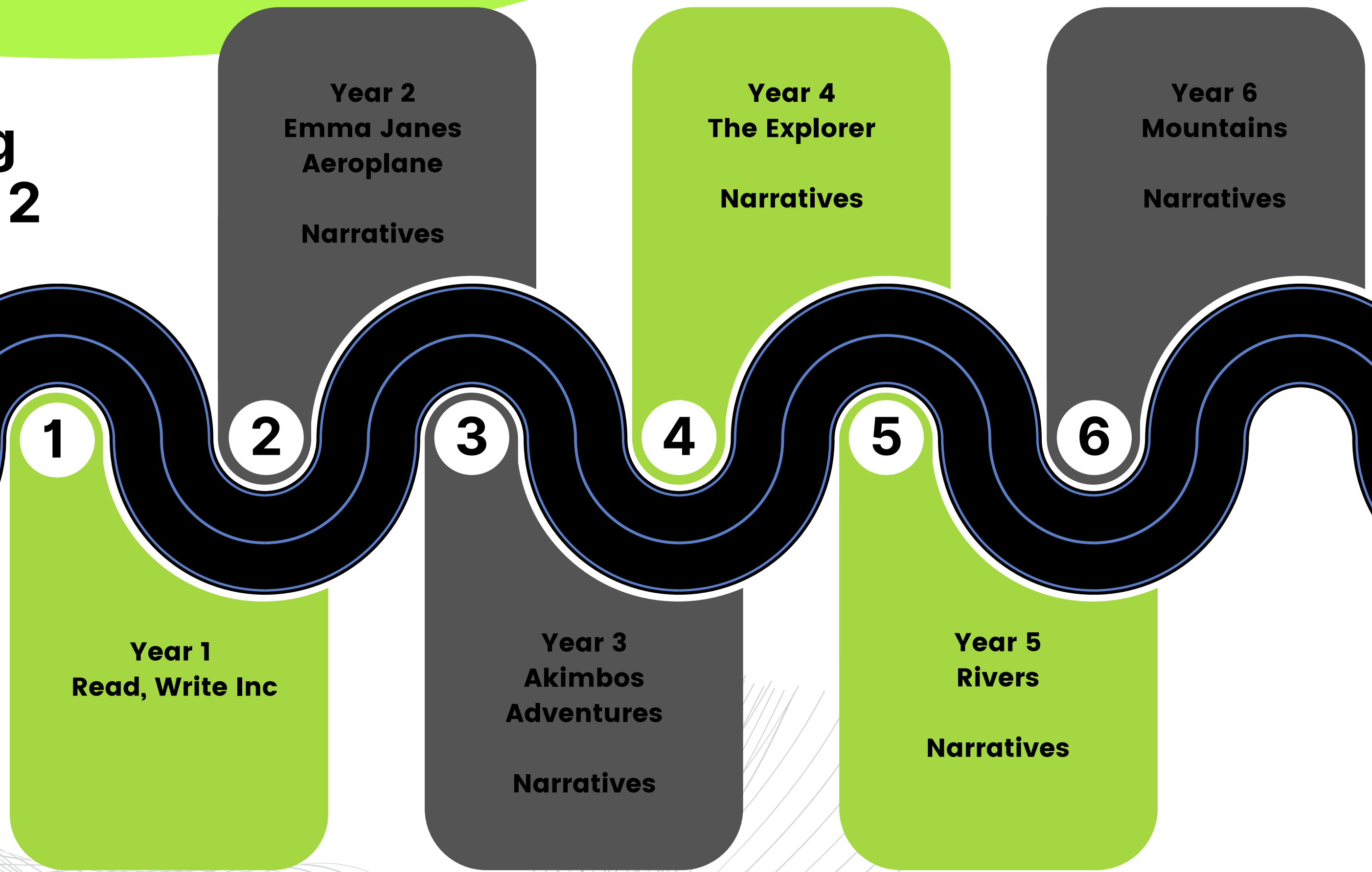
6

Year 6
Little Freak
Interview

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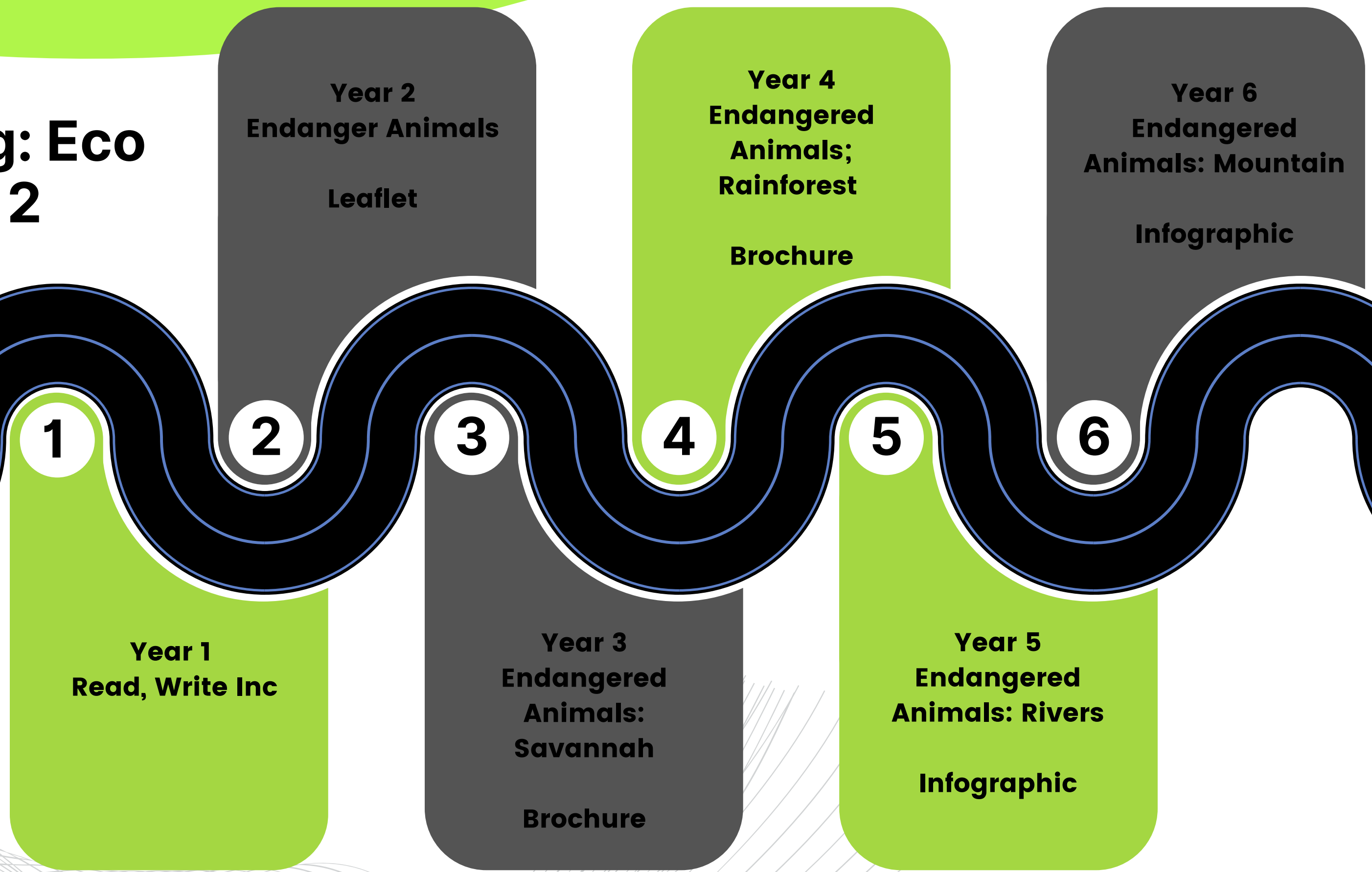
Writing Spring 2



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Writing: Eco Spring 2



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Writing:GRADES Summer 1

1

Year 1
Read, Write Inc

2

Year 2
Mary Seacole
Biographies

3

Year 3
Matilda of
Flanders
Biographies

4

Year 4
Catherine of
Aragon
Biographies

5

Year 5
Amina of Zaria
Biographies

6

Year 6
Ana Nzinga
Biographies

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Writing:Eco Summer 2

1

Year 1
Read, Write Inc

2

Year 2
The Forest of Fire
Recounts- News
report

3

Year 3
The Big Wave
Recounts- News
Report

4

Year 4
Zane and the
Hurricane
Recounts- News
Report

5

Year 5
Quake
Recounts - News
report

6

Year 6
The Firework
Maker's Daughter
Recounts: New
Report

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The Park Federation

Montem Academy

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