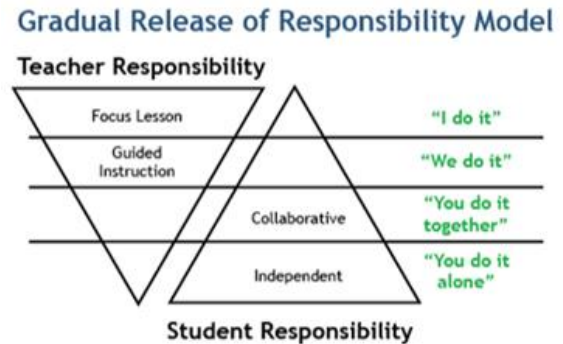


## Context

Writing is an ability to construct and convey meaning in written language, matching style to audience and purpose. Children develop understanding of themselves and their world through fiction. Children can give order and reason to their lives through non-fiction.

At St. Ebbe's we use the 'Gradual Release of Responsibility Model' where the cognitive work required for writing moves intentionally from teacher modelled writing, to shared writing, to guided writing to independent practice and application by the learner (Pearson and Gallagher 1983).



## We teach writing as a six-stage process:

**Pre-writing:** Thinking/gathering ideas

**Oracy:** Rehearsing organising ideas into sentences

**Drafting:** Getting the ideas down

**Evaluating and Editing:** Reviewing and marking

**Proof-reading:** Checking for accuracy

**Publishing and Presenting:** Polishing the final piece

## Our policy is based on the following foundational principles:

- That children should see themselves as writers
- Through reading widely and the experiences gained from our Inquiry-Based Curriculum, children develop the rich language required to write effectively
- Children should be encouraged to use the best language they can, even if they cannot spell it (see Spelling Policy)
- Children are given opportunities to read as writers; analysing the text they have internalised and understanding the underlying structure
- Children are taught by teachers who are themselves writers<sup>1</sup>
- We recognise and account for the fact that all children enter school with a range of language and experiences.

## Policy

### Teachers will:

- Ensure all writing has purpose by linking it to the current project
- Use agreed [writing progression documents](#) to ensure a consistent approach to text types across the school
- Seek out and provide published examples of stories and non-fiction text types to expose children to a wide range of language

<sup>1</sup> [Tim Gillespie – Teachers as Writers](#)



- Systematically teach grammar and punctuation in context through lead lessons and daily warm-ups
- Display pupils' writing with care in the classroom and around the school
- Children are given the chance to publish their writing at the end of each teaching sequence
- Display a writing working wall including the learning journey, WAGOLLS and children's contributions to the writing process
- Use Google Classrooms to ...
- Use '**modelled writing**' to demonstrate how to think like a writer and the decisions a writer makes through saying out loud the thoughts and decisions a writer makes in the creation of new text.
- Use '**shared writing**' by involving the class in the creation of a new text, continuing to demonstrate how to think like a writer
- Keep children active **during** shared writing by giving them the opportunity to write themselves so that they can contribute to the class creation of a text
- Involve children in ongoing discussion about word, sentence and punctuation choice, referencing the success criteria
- Use formative assessment to identify children for small group **guided writing** to address a specific aspect of writing
- Plan opportunities for **independent writing** using support materials provided in the classroom environment.

## How will we know it's working?

- Only list significant, relevant indicators that the school does track or will commit to tracking.

## For more information ...

List all relevant operational documents that this policy informs (e.g. processes, procedures, guidelines, scripts etc.), including hyperlinks if online.

[Teaching and learning resources \(English\) — InnovatEducation](#)

[Pie Corbett Talk for Writing](#)

[The 7 Stages of the Writing Process | Bradford Research School](#)

[EEF Improving Literacy in Key Stage 2](#)

Approved by Governors	September 2022
Review date	September 2025