



Newton International Academy, Barwa

Writing Policy

*An International Community of Learners,
Striving for Excellence and Celebrating
Success*



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**

Our vision, mission and values:

Vision: An international community of learners striving for excellence and celebrating success.

Mission: We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence at their level, enjoy creative diversity, develop critical thinking skills, and become lifelong learners and responsible citizens.

Values



Rationale

At Newton International Academy, we believe that writing is a foundational skill essential for effective communication, creativity, and academic success. Our aim is to ensure that pupils can write with ease, speed, and legibility, allowing them to focus on the content of their writing.

Aims

The aims of our writing policy are to:

- Promote high standards of literacy in both English and Arabic across the curriculum.
- Ensure pupils become confident, fluent writers who can write with purpose and for a variety of audiences.
- Develop a lifelong love of language and literature, inspiring children through meaningful and engaging texts.
- Enable pupils to write across a wide range of genres using a structured approach that builds confidence and independence.
- Develop creativity, critical thinking, and personal expression through the writing process.
- Establish a consistent approach to writing across Foundation Stage, Key Stage 1, and Key Stage 2.



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We adopt the Talk for Writing (T4W) framework by Pie Corbett to deliver high-quality, consistent instruction in writing from Foundation Stage to Year 6. Through this, we aim to:

- Provide quality experiences that enhance knowledge, skills and understanding.
- Develop critical and enthusiastic readers and writers.
- Equip students with a range of independent strategies to self-monitor and improve their writing.
- Use writing as a tool to explore global issues, such as through persuasive or informative writing.
- Embed core writing skills through consistent routines and expectations.



Talk for Writing is embedded across all key stages and follows three main phases:

1. Imitation – Children learn and internalise high-quality model texts through oral retelling, text mapping, and drama.
2. Innovation – Pupils adapt model texts, guided by teachers, to create new versions with increasing independence.
3. Invention – Children apply their learning to produce original, independent writing using planning, drafting, and editing strategies.

Key Teaching Strategies

- Cold Tasks (Baseline Assessments): Each writing unit begins with a 'cold' task to identify students' starting points and inform planning.
- Text Mapping and Drama: Used to help pupils internalise the language, structure, and tone of model texts.
- Boxing-up and Toolkits: Pupils learn to deconstruct texts and identify features they can use in their own writing.
- Shared and Guided Writing: Teachers model writing techniques and support pupils during the writing process.
- Short-Burst Writing: Regular, focused practice on specific skills such as description, dialogue, or explanation.

Assessment, Marking and Feedback

- Hot Tasks (Summative Assessment): Final independent writing pieces are used to measure progress against the cold task.
- Marking: In-depth feedback is provided on hot tasks, in line with the school's marking and feedback policy.
- Success Criteria: Used for self-assessment, peer assessment, and teacher feedback.
- Editing and Redrafting: Pupils use feedback and self-reflection to improve and publish their writing.

Writing Portfolios include:

- Cold task (blue circle)
- Hot task (red circle)
- Annotated work with success criteria and teacher feedback

Scaffolding and Differentiation

- Lessons are tailored to ensure all pupils, including EAL and SEND learners, are supported through appropriate scaffolds.
- Vocabulary, grammar, and punctuation are explicitly taught and reinforced across subjects.

Through the consistent implementation of this writing policy, we aim to ensure that:

- Pupils show clear progress in their ability to plan, draft, revise, and publish their writing.
- Work in portfolios shows strong development from cold to hot tasks, demonstrating mastery of genre-specific features.
- Children are confident in articulating their writing choices and can apply their skills across the curriculum.
- Self- and peer-assessment become regular practices, promoting independence and ownership of learning.
- Summative and formative assessments provide a reliable picture of pupil progress and inform future teaching.

Monitoring and Evaluation

- Regular book scrutinies and learning walks assess consistency and quality of writing provision.
- Pupil Progress Meetings track individual achievement and identify needs for support or challenge.
- Subject leaders monitor writing outcomes and provide targeted support for teachers.
- Vertical and horizontal writing moderations take place termly.
- Inter-Newton Writing moderation take place once a year.

By embedding Talk for Writing within our curriculum and providing all learners with the tools to succeed, Newton International Academy ensures that every child becomes a capable, confident writer prepared for future academic and real-world success.



Appendix

Talk for Writing process	
Planning	• Baseline assessment – ‘Have a go’ task • Refine language focus & adapt model text • Test model: box-it-up, analyse it, plan toolkit
1. Imitation 	• Creative Hook & context • Warm up words, phrases, sentences • Internalise model text – text map • Deepen understanding, e.g. drama • Read as a reader – vocab + comprehension • Read as a writer: box-up, analyse & co-construct toolkit
2. Innovation 	• Box-up new version & Talk the text • Shared writing – innovate on model • Students write own version: peer assess • Teacher assesses work – plans next steps • Feedback & improvement
3. Independent application	• Next steps based on assessment • Students write independently (hot task)
Final assessment	Compare cold/hot: assess progress © Julia Strong & Pie Corbett - www.talk4writing.com