Writing Policy

Subject Leader: Miss Curtis

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English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

English Purpose of Study, National Curriculum 2014, DFE

Our School Writing Intentions

- To encourage every child to become a confident writer who can communicate effectively using the written word.
- To promote a positive and enthusiastic attitude towards writing.
- To create an interest in words and their meanings in order to broaden vocabulary.
- To provide regular opportunities for pupils to write for a range of purposes and audiences.
- To create independent writers and spellers.
- To create writers who can re-read, edit and improve their own writing.
- To create writers with a legible, joined and fluent handwriting style.
- To prepare pupils for the next stages of their education.
- To develop a broad range of writing skills that can be applied to a wide range of text types and genres across the whole curriculum.

Quality of education: our curriculum and its implementation

Speaking and Listening

'Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.' English Purpose of Study, National Curriculum 2014, DFE

Speaking and Listening is at the heart of our Literacy curriculum and we believe that developing orally confident pupils within a language-rich environment is essential to vocabulary acquisition across the curriculum and is the key to teaching successful reading and writing. This begins in the school's early years curriculum. As a school, we firmly believe in giving children 'real' contexts for their learning, frequently giving children the opportunity to write from real experiences both across the curriculum and through visits within the wider community.

A rich cross-curricular vocabulary is planned into all subjects and is evident in classrooms, within learning and vocabulary walls and at the beginning of new topics (e.g. science terminology).

Speaking and Listening is planned for within the Literacy and Guided Reading sessions, by identifying appropriate objectives from the National Curriculum and ensuring that artistic and drama strategies such as acting, time-out, hot-seating and paired discussion are regularly incorporated into weekly planning. In addition, end of key stage performances give children the opportunity to perform on a larger scale in front of audiences.

How to be a writer: a progressive model

Writing in the Early Years

We teach writing from the beginning of a child's school journey using Read, Write, Inc. phonics to formally embed the basic skills.

Before Reception, focused activities and a continuous provision of mark making materials are available for children to access indoors and out. Provision focuses upon acquiring a rich and varied vocabulary with children learning to master the spoken word. In the EYFS we provide opportunities for children to see adults writing and encourage children to experiment with writing for themselves through making marks, personal writing symbols and conventional scripts. We ensure children feel secure enough to 'have a go', learn new things and be adventurous; once letter sounds have been explicitly taught from the final term of nursery (Mighty Oaks) children are encouraged to write the sounds they can hear. We use Read, Write, Inc. to do this, and more details can be found in our phonics policy.

In Reception, Literacy will take a more practical approach to improving children's awareness of Literacy. Elements of the Literacy sessions will be evident during planning, teaching and learning such as shared writing and guided writing. The implementation of the Literacy lessons is gradual throughout the year as the children develop more skills through RWI. These skills and concepts move children towards more formal literacy sessions by the end of the year, to ensure the children

are ready to access literacy sessions in Year 1. Spelling and grammatical skills are taught through RWI – further detail on this is in the phonics policy.

Key Stages 1 and 2: Planning for Writing

Although spelling and grammar are part of RWI daily phonics lessons, pupils in Key Stages one and two will benefit from a daily Literacy lesson. These lessons are based upon carefully determined units of work: non-fiction or fiction units which are based upon a class book or linked to one of the foundation subjects. Teachers plan to ensure they cover areas across the English National Curriculum.

When planning for writing, teachers link sentence and word level activities in meaningful, creative and engaging contexts. Children are given opportunities to write based on these experiences using a cross curricular approach. Quality texts are used as models on which to base children's writing.

Children have regular practise at independent writing in a range of genres and for a variety of different purposes. They are encouraged to develop a love for writing and use it for a wide range of purposes within the classroom, e.g. writing letters, recounting trips, writing in role and in KS2 pupils are encouraged to write about their reading in their home school communication diaries. Children are given opportunities to apply their writing skills not just in literacy sessions, but across the wider curriculum.

All teachers will do the following:

- Complete a long-term overview to map out literacy coverage for the year – this allows for a cross curricular approach towards ensuring that all genres are covered, and extended writing is included in science and the foundation subjects
- Complete a medium (termly) plan which maps out the sequence of individual lessons
- Complete detailed flipchart presentations to use with the pupils: objectives, success criteria, key vocabulary, key learning points, questions to be asked, task and differentiation will all be included here

Approaches to the Teaching of Writing

In English, like all other subjects, we recognise the importance of the pedagogy (practice of teaching) that we choose to use to best enable pupils to know more, understand more and remember more. Across school, we use many differing teaching approaches to ensure that writing opportunities are as effective as possible to facilitate progression in all pupils regardless of their starting points. Some of these approaches are as follows:

- Direct teacher instruction; modelling skills and techniques; demonstration.
- Inquiry-based learning; outdoor learning; key trips and visits to stimulate ideas and purpose for writing.
- Questioning, modelling, individual/paired/group instruction.
- Pupil-led learning; study buddy work; opportunities to showcase learning within writing.

- Collecting key vocabulary; defining key vocabulary
- Opportunities to 'talk' like an author and identify examples.
- Use of ICT to research, present and communicate meaning.

Writing will usually have a clear writing focus within each lesson as a main teaching strategy. Learning objectives are accompanied by success criteria using the following model:

- 'I know…' (prior learning that the pupil will build on in the lesson)
- 'I understand… e.g…' (the concept that has been introduced within the lesson and may include an example here for pupils to refer to)
- 'I can…' (how the child will apply their new learning)

Across a unit of literacy work, teachers may use a sequence of writing using the following approach:

- **Reading an example piece of writing (age appropriate and related to the topic):** teachers demonstrate how to be an expert in writing; pupils evaluate and analyse what makes this 'good' writing – picking out the features.
- **Studying, learning and practising relevant grammatical and vocabulary-based skills which lend themselves to the genre:** teachers instruct pupils in new/revision of learning, model skills and techniques; pupils employ these grammatical and vocabulary techniques and practise how to include such features within their own writing using shorter writing composition opportunities.
- **Supported Composition**: The teacher guides children through the writing experience: planning and creating longer pieces of writing. This writing will include the grammatical / vocabulary features.
- **Evaluating and self/peer assessing pieces of writing:** pupils are taught to proof-read and edit their work. They may also be given the opportunity to re-draft sections where appropriate.

Throughout the unit, teachers will ensure a balance between these approaches, although this will depend on the type of writing being taught and children's experience with the different genres.

Spelling, Grammar and Punctuation

Part 1: Spelling

At Newdale we believe it is vitally important that our children become confident, accurate and fluent spellers. The National Curriculum 2014 sets out that children need to be able to spell "quickly and accurately".

Children are taught to do this at Newdale by learning:

- the relationship between sounds and letters (phonics)
- understanding morphology (word structure)

- understanding orthography (spelling structure)

Spelling is taught both in discrete sessions and is also embedded throughout other learning during the school day.
When teaching discrete 'Spelling' lessons in Key Stage Two, we use a combination of the requirements of the National Curriculum 2014 supported by Ruth Miskin's '*Read Write Inc Spelling,*' a robust, fast paced and systematic spelling programme (with the support of Oxford Owl resources) for children in years 2-6 who can read with accuracy. The programme supports the aims of the National Curriculum to ensure that children do the following:

- 'Spell new words correctly and have plenty of practice in spelling them… including exception words and homophones.'
- 'Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology (the study of the form of words) and etymology (the study of the origins and development of words).'
- 'Are supported in understanding and applying the concepts of word structure.'
- 'Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.'

Homework
For pupils learning RWI phonics, spellings are aligned with the stage of phonics currently being taught to individual groups of pupils. From year 2, spellings are sent home on a weekly basis. The children may be asked to practise using the 'look, cover, write and check' strategy. These spellings are based on the spelling rule being taught that week. Teachers will differentiate the spellings (though not the rule) which are given out as homework depending on the child's needs and may also include key words linked to topics that are being taught in class. In upper key stage 2, children may be required to learn the spellings in context as spelling sentences. In addition, by upper key stage 2, children can also incorporate features of grammar. Pupils are tested on these words at the end of the week.

Following the requirements of the National Curriculum 2014, children in Key Stage 2 are also required to learn common exception word lists in addition to their weekly spellings. We refer to these as 'jumping orange words' and have split them into ten spellings for each half term to make the learning more manageable. See Appendix 1 for the full spelling lists.

Marking Spelling
Teachers ensure that spelling rules are being reinforced when teaching any writing based activity and will correct up to five spellings within a piece of writing where children have already been taught the spelling or the spelling rule. Examples include:

- a common, high frequency word that has been spelt incorrectly.
- a word which has been given on the board or in a word bank that has not been recorded correctly.
- a word given in previous tests that has been spelt incorrectly.

As part of the child's improvement of their own work, following the teacher's marking, they may be asked to correct a spelling or practise the correct spelling using the 'look, cover, write, check' strategy.

Part 2: Grammar and Punctuation

Good grammar is central to good quality writing and forms part of the assessment in writing. Children should be taught to express their ideas in as clear and direct way as possible and so the explicit teaching of grammar should work alongside a rich and stimulating English writing curriculum.

In grammar lessons, pupils learn in context building knowledge progressively. This process begins in Reception's RWI phonics sessions with the idea of sentences, capital letters and full stops.

Pupils are taught the importance of using grammar correctly, so they can communicate clearly and convey their meaning effectively. Comprehensive guidance for teachers, supported by engaging Homework Book activities allows grammar to be taught explicitly, consolidated, practised and applied through writing activities. All grammar is taught within the context of the texts being studied to ensure it is meaningful for children.

At Newdale, grammar forms part of English teaching. However, staff may also teach grammar explicitly at a specific time during the school week depending on the needs of the class.

We have adapted a suggested structure of grammar teaching for use so that each year group builds and extends on the work they have covered in previous years. (see appendix 2)

Currently, there is only a statutory requirement to test grammar in end of KS2 SATs. However, teachers in other year groups may test their classes on certain aspects of grammar, when they deem appropriate, so that it can inform their future planning.

Handwriting

Handwriting is taught in line with the National Curriculum objectives. We follow the RWI scheme of handwriting from Reception as children build their knowledge of the graphemes they are learning. Once children are secure with a neat accurate script, we begin to teach the main handwriting joins using a variety of different approaches (dependent on age and ability). Handwriting is linked to spelling wherever possible. Children are given the opportunity to practise words from National Curriculum objectives, National Curriculum word lists and RWI words. (See our Handwriting policy for more information).

In a digital age, Newdale recognises the importance of providing opportunities to present the written word in a variety of ways. Opportunities for using typing will be planned for and used to support the teaching and learning of writing if it is appropriate and will further enhance the learning. This could be using Information Technology such as to create presentations and documents; practising keyboard skills; being creative in how to convey written meaning effectively; researching and learning using carefully chosen websites; storing and manipulating documents; and retrieving previously saved digital content.

Assessment

Continuous feedback is given to children orally within class. We operate a system of Close the Gap marking to develop children's written work. This can be used to mark children's work who are working alongside the class teacher or independently. This marking will be a focus group mark or a verbal feedback mark and will not be present in every child's book every day. More information on this can be found in the school Marking and Feedback Policy.

Written feedback will take the form of yellow highlighted success criteria to indicate the child has met the objective, and this can also be present in the work to indicate to the child that they have been successful. Green highlighter will indicate that the child has not met the objective; in the work itself, will tell the child they have a 'wish' which could relate to spelling, grammar, or the understanding of the work itself. Refer to the marking policy for more information.

In the Foundation Stage, assessments are ongoing throughout the year and in Reception, teachers will complete statutory Good Level of Development assessments.

Chance to shine writing

We recognise the importance of extended writing. Teachers will plan for children to do extended writing on a regular basis and will indicate this in their daily/weekly planning. Approximately twice each half term (or at the end of a block of teaching), pupils complete an independent 'Chance to Shine' piece of writing which is a celebration of the unit of work they have just completed. At the end of this block of work, planning will be more independent rather than guided as the children prepare for and compose a 'Chance to Shine' piece of work where their progress can be assessed, and new targets can be identified. Children apply their knowledge of their 'Steps to Success' – a series of age-appropriate targets which pupils work towards across the year. Chance to Shine writing allows pupils to develop fluency and speed in composition and handwriting.

In KS1 and KS2, the outcomes from Chance to Shine pieces of work are used to inform planning and next steps for children's achievement. Assessment information feeds into pupil progress meetings and is used to identify children who require specific teaching input or intervention from teaching assistants and/or class teachers.

Moderation

We frequently hold in-school writing moderation meetings to ensure the consistency of attainment and progress of children. These take place between year groups, in phases and across the whole school. This ensures that all staff have a good understanding of our assessment system and reading progression across the primary years.

We also moderate with other schools across the borough to ensure that standards are rigorous and fair.

In addition, we use an external consultant to further verify our judgements.

Inclusion and equal opportunity

As a school, we strive to teach Literacy within contexts that are meaningful and engaging for all learners, regardless of race, religion, gender or socio-economic background.

We challenge all children regardless of ability to reach their potential. Adaptive teaching methods ensure the bar is set high for all children. We meet the needs of SEND children, by providing targeted, focused support with areas of the Literacy curriculum which they are finding challenging. We quickly identify pupils who are under-achieving and put intervention strategies into place to support progress and attainment. These interventions are carried out by both class teachers and our dedicated team of teaching assistants.

We also meet the needs of our more able children, by providing deeper challenge to enrich, deepen, broaden and accelerate their learning, and reach their full potential.

Personal development, behaviour and welfare

Planned and purposeful homework tasks can consolidate, support and further extend pupils' learning. Homework will be regularly set, linked to current learning and usually with a grammar link. Homework will be differentiated as necessary and devised to ensure that pupils are able to complete it independently at home. All children who are given homework are expected to complete it within the time limits specified.

Pupils have very positive attitudes in all lessons. Their good behaviour and the virtual absence of low-level disruption in lessons contribute to the progress they make. We support this behaviour by using silent signals for gaining their attention, for setting up partner routines, and for managing the way pupils move around the classroom. Everyone uses the same signals including in assembly. The teachers are encouraged to use these strategies in other lessons, too, so that the approach to behaviour is consistent throughout the day.

Effective partner work has the benefit of helping pupils to work closely with others – especially those who are not their best friends. Quick bonding activities help new partners to get to know one another. Boys and girls, first and second language learners, assertive and reticent pupils, and pupils of different ages learn to get on together. Potential bullying is explored and discussed through the texts studied so pupils know how this can develop and how to deal with it if it does.

Pupils are taught the manners and behaviour that are necessary to work with adults and other pupils. Adults are expected to demonstrate positive attitudes and good manners, and to act as role models for pupils.

Praise for hard work and good behaviour is fundamental to pupils' progress. The values of courtesy, consideration and kindness are at the heart of every lesson, taught through the programme and embedded in other lessons. All the staff use the same positive strategies for behaviour management across the school. Working well together, as part of a team, is at the core of the school's work–for staff and pupils.

The role of parents and the wider community including governors

We believe that parents' involvement in their child's learning is invaluable. Parents are actively encouraged to support their children at home. Encouraging children to write at home in a range of situations can help children develop their skills and become more confident writers.

We hold two parents' evenings each year (in the Autumn and Spring term) where parents can look at their children's books and discuss attainment, targets and progress with their class teachers. In

addition, we regularly invite parents into school for family lunch events and informal parents' evenings.

We have held parental workshops to aid parents in supporting their children with their learning and hold regular coffee mornings for this too. A scheme run to help develop parent's skills in teaching their children early Literacy skills has been successfully running in school for a number of years now and targets Reception and Key Stage 1 parents.

Governors regularly monitor teaching and learning in school and as part of Curriculum Committee meeting will look at children's writing within a literacy context but also across the wider curriculum.

The effectiveness of subject leadership to drive forward improvements.

Professional development

The English subject lead is responsible for raising the standards of teaching and learning in writing. Data from across the school is analysed to identify strengths and areas for improvement.

A key element of our school ethos is consistent whole-school practice, underpinned by appropriate professional development. Regular training for the teaching of English through the school are a priority. In addition, the English leader supports and develops the rest of the teaching staff in all areas of the curriculum, or other up to date pedagogical training.

From this analysis, the School Development Plan each year will focus on any key issues which need to be implemented, monitored and evaluated. Some of the following monitoring strategies may be used:

- Scrutinising pupil work
- Monitoring Literacy planning
- Lesson observations
- Planning CPD opportunities for staff
- Delivering training and staff meetings to teachers and teaching assistants
- Phonics / spelling observations
- Learning walks
- Pupil voice
- Attending relevant courses from our school advisor
- Keeping up to date with important developments in Literacy
- Communicating regularly with Governors
- Purchasing new resources

Policy Review

The English policy will be reviewed on an annual basis by the subject leader, teachers, the head teacher and governors. The date for the next policy review is Autumn Term of 2027.

Appendix 1: Spelling

Jumping Orange Spellings across school

Year 1 Autumn 1st half	Year 1 Autumn 2nd half	Year 1 Spring 1st half	Year 1 Spring 2nd half	Year 1 Summer 1st half	Year 1 Summer 2nd half
a the I is was of said	do to you be he me she we	no go so by my are has	one our put ask his were your they	here there where says push pull full	love some come once house school today friend

Year 2 Autumn 1st half	Year 2 Autumn 2nd half	Year 2 Spring 1st half	Year 2 Spring 2nd half	Year 2 Summer 1st half	Year 2 Summer 2nd half
door floor poor because hold told both old cold gold	most only great even after fast last past father Christmas	find mind kind behind child climb wild eye could should would	class grass pass plant bath path any many busy move prove	every pretty hour sure who water again half parents break steak	children everybody sugar beautiful improve whole clothes people money Mr Mrs

Year 3 Autumn 1st half	Year 3 Autumn 2nd half	Year 3 Spring 1st half	Year 3 Spring 2nd half	Year 3 Summer 1st half	Year 3 Summer 2nd half
accident accidentally actual actually address answer appear arrive believe bicycle	breath breathe build busy business calendar caught centre century certain	circle complete consider continue decide describe different difficult disappear early	earth eight eighth enough exercise experience experiment extreme famous favourite	February forward forwards fruit grammar group guard guide heard heart	height history imagine increase important interest island knowledge learn length

Year 4 Autumn 1st half	Year 4 Autumn 2nd half	Year 4 Spring 1st half	Year 4 Spring 2nd half	Year 4 Summer 1st half	Year 4 Summer 2nd half
library material medicine mention minute natural naughty notice occasion occasionally	often opposite ordinary particular peculiar perhaps popular position possess possession	possible potatoes pressure probably promise purpose quarter question recent regular	reign remember sentence separate special straight strange strength suppose surprise	therefore though although thought through various weight woman women	Review, revise, recap all year 3 and year 4 spellings

Year 5 Autumn 1st half	Year 5 Autumn 2nd half	Year 5 Spring 1st half	Year 5 Spring 2nd half	Year 5 Summer 1st half	Year 5 Summer 2nd half
accommodate accompany according aggressive amateur ancient apparent appreciate attached available	average awkward bargain bruise category cemetery committee communicate community competition	conscience conscious controversy convenience correspond criticise curiosity definite desperate develop	dictionary disastrous embarrass environment equipment equipped especially exaggerate excellent existence	explanation familiar foreign forty frequently government guarantee harass hindrance identity	immediate individual interfere interrupt language leisure lightning marvellous mischievous muscle

Year 6 Autumn 1st half	Year 6 Autumn 2nd half	Year 6 Spring 1st half	Year 6 Spring 2nd half	Year 6 Summer 1st half	Year 6 Summer 2nd half
necessary neighbour nuisance occupy occur opportunity parliament persuade physical privilege	profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm	sacrifice secretary shoulder signature sincere sincerely soldier stomach suggest symbol	system temperature thorough twelfth variety vegetable vehicle yacht	Review, revise, recap all year 5 and year 6 spellings	Review, revise, recap all year 5 and year 6 spellings

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

Appendix 2: Vocabulary, Grammar and Punctuation

Progression in Grammar

The following progression of skills is a suggested structure for each year group but children will be taught other grammar objectives alongside these. We expect that most children will achieve these objectives; however there may be some children who need to track back to a previous year as part of intervention or move on to the following year objectives. A more detailed list of expectations appears in the year group versions of Chance to Shine assessment grids.

See Appendix 2: Vocabulary, Punctuation and Grammar for the full list of objectives to be covered in the National Curriculum 2014.

Nursery children can:	I can write my first name with a capital letter at the start.
In addition, Year R children can:	I can write my first and last names with a capital letter at the start of each name. I can begin to write simple sentences.
In addition, Year 1 children can:	I can write simple dictated and independent sentences with a capital letter and full stop. I can use capital letters for names including 'I'. I can join sentences and clauses with 'and'.
In addition, Year 2 children can:	I can use capital letters, full stops and question marks. I can add some extra information to a sentence with adjectives. I can join sentences with or / and / but. I can use 'when', 'if', 'that' and 'because' to extend sentences. I know nouns, verbs and adjectives. I can write consistently in 'past' or 'present' tense.
In addition, Year 3 children can:	I can use speech punctuation correctly, including new line new speaker and inverted commas. I can use exclamation marks, commas in a list, apostrophe for omission and singular possession. I can use adverbials. I can link clauses using a variety of conjunctions. I can express time, place and cause using conjunctions, adverbs and prepositions. I can use past and present tense mostly consistently including progressive verbs (-ing)
In addition, Year 4 children will:	I can expand noun phrases and modify using adjectives, additional nouns and preposition phrases. I can link clauses with a range of subordinating and coordinating conjunctions. I can use fronted adverbials with correct comma placement. I can use present, past, progressive and perfect tense. I can indicate speech using inverted commas and other

	punctuation. I can use apostrophes to mark singular and plural possession.
In addition, Year 5 children will:	I can describe settings and characters using carefully selected words. I can create atmosphere with descriptive sentences. I can add extra information to sentences (relative clauses) beginning with who, where, which, when, whose or that (relative pronouns). I can use some cohesive devices within paragraphs (e.g. then, after that, firstly etc.). I can indicate degrees of possibility using adverbs and modal verbs. I can use commas to mark clauses, avoid ambiguity or clarify meaning. I can use parenthesis using brackets or dashes or commas.
In addition, Year 6 children will:	I can select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogue in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. I can use verb tenses consistently and correctly. I know how to use a range of punctuation: ellipsis, hyphen, colon, semi-colon and bullet points.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf