



**E**veryone

**S**miles

**H**ere.

Esh Church of England Primary School.

# ESH Church of England Primary School.

## Policy for Writing

September 2021

2 Corinthians 3:2-3

'You are our letter, written in our hearts, known and read by all men'

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### **1. Statement of intent**

#### **Intent**

At Esh C of E Primary School, we recognise that writing is integral to all aspects of life and we endeavour to ensure that children develop a lifelong, healthy and enthusiastic attitude towards writing. The skill of writing enables pupils to communicate with themselves and others while documenting and conveying their knowledge and ideas. Building on experiences, it encourages expression and higher order thinking skills to develop. Thus, creating a culture of writing in our school ensures our children are given the best opportunities to build their capacity and confidence in a range of writing styles.

Supported by our phonics and reading curriculum, we want every child to foster a love of language and have the ability to express themselves appropriately. This requires having the motor skills, stamina, and imagination to become effective communicators.

When teaching content, writing is divided into 4 main purposes, and specific text types are chosen from these broad areas:

- To entertain;
- To inform;
- To persuade;
- To discuss.

The school has created this policy in order to ensure that:

- All pupils are able to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions required for writing, as well as reading and spoken language.
- All pupils can write clearly, accurately and coherently.
- All pupils can adapt their language and style for a range of contexts, purposes and audiences.
- All pupils understand how to plan, practise and evaluate their writing.
- All staff members are aware of planning, assessment, and teaching and learning requirements for the writing curriculum.

## **2. Roles and responsibilities**

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of writing, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in writing.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding writing skills.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of writing to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of writing in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' writing skills, with due regard to the school curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.

- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach writing.

The SENCO is responsible for:

- Liaising with the subject leader in order to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the writing curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of writing objectives in pupils' individual education plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

### **3. Early years foundation stage (EYFS)**

All pupils within the EYFS are taught to develop their writing skills as an integral part of the topic work covered during the academic year. All writing objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings, specifically the literacy area of learning. In accordance with the literacy area of learning and development, outlined in the 'Statutory framework for the early years foundation stage', pupils will be taught to:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

### **4. Teaching and learning**

#### Planning

Writing is divided into 4 key areas: transcription including spelling; handwriting; composition, and vocabulary, grammar, and punctuation. These areas are weaved into English planning units and other topic areas as appropriate. Final written compositions are often based around text-based units, but can be built into other subjects for example when writing reports in history, or a write-up of a science investigation. Additionally, handwriting and spelling follow our adopted schemes of work: Penpals, and Spelling Shed. Pupils produce 3 pieces of extended writing every half term, including at least one piece of fiction.

The school creates long-term, medium-term and short-term plans for delivery of the writing curriculum – these are as follows:

- Long-term: includes the topics studied in each term during the key stage
- Medium-term: includes the details of work studied each term
- Short-term: includes the details of work studied during each lesson

Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson. Schemes of work for phonics, handwriting and spelling are used when developing lesson plans to ensure developmental learning, building on pupils' prior knowledge.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

### Teaching

Writing opportunities are identified during text-based units and teachers begin by sharing modelled examples of a text type and exploring common features. This is followed by teaching and practice of grammatical concepts, planning and drafting process, and final editing stage. As we teach in mixed-age classes, text types for each year are mapped out along with the appropriate grammatical features to be taught. Therefore, children may not always be taught the objectives from their own year group/phase.

During writing lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work. Writing frames and scaffolds are provided for pupils, particularly those who are least confident, in order to develop good writing skills. To widen pupils' vocabulary and improve understanding, classroom teachers employ the following methods:

- Spelling lists and key words to take home and practise
- Using displays of key words linked to topics and subjects
- Practising using the correct vocabulary orally
- Dedicated lessons focussed on word patterns and choices
- Encouraging the use of dictionaries and thesauruses
- Reading examples of text to explore vocabulary
- Providing feedback on written work
- Providing targeted small group work and one-to-one support, where required

Pupils use checklists to self-assess their work and the work of their peers, so that they can evaluate their work effectively and share ideas.

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

Setting tasks which can have a variety of responses.

Providing resources of differing complexity, according to the ability of the pupils.

Setting tasks of varying difficulty, depending on the ability group.

Utilising TAs to ensure that pupils are effectively supported.

### Assessment

Pupils will be assessed and their progression recorded in line with the school's **Policy for Assessment**.

Pupils' work is measured against national curriculum objectives using the school writing progression document. A marking code is presented in the front of every child's book and this is consistent across all subjects. At an age-appropriate level, teachers use the code to prompt children to edit and correct their writing. Verbal feedback is also given, wherever possible. Each piece of writing has a set of success criteria which outlines steps towards achieving the learning objective. During extended writing, teachers will provide feedback around areas of success and targets for improvement. Teachers mark using red pen, and pupils edit their work using green.

Formative assessment is recorded using the Insight online tracking system. Data is summarised termly to monitor progress and review any additional support and intervention.

Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum.

### EYFS

An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

### Reporting to Parents

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards writing and understanding of the key concepts.

Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the Head Teacher in conjunction with the MAT **SENCO**.

### SEND

Teachers will use assessment to inform planning of lessons so that pupils with SEND can access the curriculum for writing. Work is adopted accordingly, and where appropriate, scaffolding, additional resources, differentiated tasks, and adult support are used to help children access the learning. Targets link to SEND support plans where appropriate.

## Spelling

Spelling is taught using the Spelling Shed Scheme. Children are introduced to a new rule once a week, and are given a list of words to practise at home. Online games are also available to help children practise. Opportunities to revise spelling patterns and link to writing objectives are embedded into lessons wherever possible.

### **5. Teaching handwriting**

At Esh C of E we teach handwriting through the Pen Pals scheme underpinned by the following principles:

- Pupils are taught to recognise and appreciate patterns and lines.
- Pupils are supported in finding a comfortable and effective grip for holding their writing implement.
- Pupils are encouraged to hold their writing implements correctly, away from the point to ensure the line of vision is not interrupted.
- The importance of neat and clear presentation is clearly communicated to pupils; successful teaching of this leads to pupils taking pride in the appearance of their work.
- Pupils are encouraged to have the correct seating position when learning; the bottom of the back needs to be in contact with the back of their chair.
- Pupils in KS2 are encouraged to write quickly, whilst maintaining clear and accurate presentation.
- Pupils are taught to write on a range of textures such as whiteboards, blackboards, and different types of paper.
- Teachers display examples of correct handwriting in the classroom, along with examples of the highest standard of work by pupils.
- New members of staff who will be involved in teaching handwriting will receive a copy of this policy as part of their induction training.

### **6. Homework**

Homework will have a grammar, punctuation and spelling focus, reinforcing recent learning objectives. Homework will be varied according to the different abilities of pupils – this includes difficulty and time required to complete the work. Pupils will be set weekly homework to practise spelling, ahead of a weekly spelling test.

### **7. Resources**

- The subject leader is responsible for the management and maintenance of writing resources, as well as for liaising with the school business manager to purchase further resources.
- Writing resources, such as books, dictionaries and thesauruses, are stored in each classroom.
- Display walls will be utilised and updated on a termly basis, in accordance with the topics being taught at the time.
- Writing equipment and resources will be easily accessible to pupils during lessons.

- The subject leader will undertake an audit of writing equipment and resources on an annual basis.

## **8. Equal Opportunities**

- All pupils will have equal access to the writing curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing writing lessons.
- Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- Cultural and gender differences are positively reflected in lessons and the teaching materials used.

## **9. Monitoring and Review**

- This policy will be reviewed on an annual basis by the subject leader.
- The subject leader will monitor teaching and learning in writing at Esh C of E Primary School ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- Any changes made to this policy will be communicated to all teaching staff.

## Appendix

### **National curriculum**

All pupils within KS1 and KS2 are taught writing in line with the requirements of the English national curriculum.

In Year 1, pupils will be taught to:

#### **Spelling:**

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell the days of the week.
- Name the letters of the alphabet in alphabetical order.
- Use the letters of the alphabet to distinguish between alternative spellings of the same sound.
- Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.



- Use the prefix un-.
- Use -ing, -ed, -er, and -est where no change is needed in the spelling of root words, e.g. helping, helped, helper.
- Apply simple spelling rules and guidance.
- Write simple sentences from memory, as dictated by the teacher, which include words using the GPCs and common exception words taught so far.

#### **Handwriting:**

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' and practise these.

#### **Composition:**

Write sentences by:

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read their writing aloud, clearly enough to be heard by their peers and the teacher.

#### **Vocabulary, grammar and punctuation:**

Develop their understanding of the concepts set out in 'English Appendix 2', as outlined within the [English programmes of study: key stages 1 and 2](#) by:

- Leaving spaces between words.
- Joining words and clauses using 'and'.
- Beginning to punctuate sentences using a capital letter and either a full stop, question mark or exclamation mark.
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- Learning the grammar for Year 1.
- Use the grammatical terminology in 'English Appendix 2' in discussing their writing.

In Year 2, pupils will be taught to:

#### **Spelling:**

- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- Develop new ways of spelling phonemes for which one or more spellings are already known, and learning some new words with each spelling, including a few common homophones.

- Recognise common exception words, words with contracted forms, the possessive apostrophe (singular).
- Distinguish between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -full, -less, and -ly.
- Apply spelling rules and guidance, as set out in 'English Appendix 1' of the [English programmes of study: key stages 1 and 2](#).
- Write, from memory, simple sentences dictated by the teacher that includes words using the GPCs, common exception words and punctuation taught so far.

### **Handwriting:**

- Form lower-case letters of the correct size and relevance to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of letters.

### **Composition:**

- Develop positive attitudes and stamina for writing by:
  - Writing narratives about personal experiences and those of others (real and fictional).
  - Writing about real events.
  - Writing poetry.
  - Writing for different purposes.
- Consider what they are going to write before beginning by:
  - Planning or saying out loud what they are going to write about.
  - Writing down ideas and/or key words, including new vocabulary.
  - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:
  - Evaluating their writing with the teacher and other pupils.
  - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
  - Proof-reading to check for errors in spelling, grammar and punctuation.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

### **Vocabulary, grammar and punctuation:**

- Develop their understanding of the concepts set out in 'English Appendix 2' by learning how to use familiar and new punctuation correctly, including full

stops, capital letters, exclamation marks, question marks, commas for lists, and apostrophes for contracted forms and the possessive (singular).

- Learn how to use:
  - Sentences with different forms: statements, questions, exclamations and commands.
  - Expanded noun phrases to describe and specify.
  - The present and past tenses correctly and consistently, including the progressive form.
  - Subordination and coordination.
  - The grammar outlined for Year 2 pupils in 'English Appendix 2'.
  - Some features of written Standard English.
- Use and understand the grammatical terminology in 'English Appendix 2'

In Year 3 and 4, pupils will be taught to:

**Spelling:**

- Use further prefixes and suffixes and understand how to add them.
- Spell further homophones.
- Spell words that are often misspelt.
- Place the possessive apostrophe accurately in words with regular plurals, and in words with irregular plurals.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write, from memory, simple sentences dictated by the teacher, which include the words and punctuation taught so far.

**Handwriting:**

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are sufficiently spaced.

**Composition:**

- Plan their writing by:
  - Discussing writing which is similar to what they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.
  - Discussing and recording ideas.
- Draft and write by:
  - Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
  - Organising paragraphs around a theme.
  - In narratives, creating settings, characters and plots.
  - In non-narrative material, using simple organisational devices.
- Evaluate and edit by:
  - Assessing the effectiveness of their own and others' writing and suggesting improvements.

- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-reading for spelling and punctuation errors.
- Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

**Vocabulary, grammar and punctuation:**

- Develop their understanding of the concepts set out in ‘English Appendix 2’ by:
  - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including ‘when’, ‘if’, ‘because’ and ‘although’.
  - Using the present perfect form of verbs in contrast to the past tense.
  - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
  - Using conjunctions, adverbs and prepositions to express time and cause.
  - Using fronted adverbials.
  - Learning the grammar for Year 3 and 4 pupils, as outlined in ‘English Appendix 2’.
- Indicate grammatical and other features by:
  - Using commas after fronted adverbials.
  - Indicating possession by using the possessive apostrophe with plural nouns.
  - Using and punctuating direct speech.
- Use and understand the grammatical terminology in ‘English Appendix 2’ accurately and appropriately when discussing their writing and reading.

In Year 5 and 6, pupils will be taught to:

**Spelling:**

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with ‘silent’ letters.
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling, and understand that the spelling of some words needs to be learnt specifically, as listed in ‘English Appendix 1’.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.

**Handwriting:**

- Write legibly, fluently and with increasing speed by:
  - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
  - Choosing the writing implement that is best suited for a task.

### **Composition:**

- Plan their writing by:
  - Identifying the audience for, and purpose of, the writing, selecting the appropriate form and using other similar writing as models for their own.
  - Noting and developing initial ideas, drawing on reading and research where necessary.
  - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Draft and write their work by:
  - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
  - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
  - Précising longer passages.
  - Using a wide range of devices to build cohesion within and across paragraphs.
  - Using further organisational and presentational devices to structure text and to guide the reader.
- Evaluate and edit their work by:
  - Assessing the effectiveness of their own and others' writing.
  - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
  - Ensuring the consistent and correct use of tense throughout a piece of writing.
  - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

### **Vocabulary, grammar and punctuation:**

- Develop their understanding of the concepts set out in 'English Appendix 2' by:
  - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
  - Using passive verbs to affect the presentation of information in a sentence.

- Using the perfect form of verbs to mark relationships of time and cause.
- Using expanded noun phrases to convey complicated information concisely.
- Using modal verbs or adverbs to indicate degrees of possibility.
- Using relative clauses beginning with who, which, where, when, whose, that, or with an implied relative pronoun.
- Learning the grammar for Year 5 and 6 pupils as outlined in 'English Appendix 2'.
- Indicate grammatical and other features by:
  - Using commas to clarify meaning or avoid ambiguity in writing.
  - Using hyphens to avoid ambiguity.
  - Using brackets, dashes or commas to indicate parenthesis.
  - Using semi-colons, colons or dashes to mark boundaries between independent clauses.
  - Using a colon to introduce a list.
  - Punctuating bullet points consistently.
- Use and understand the grammatical terminology in 'English Appendix 2' accurately and appropriately in discussing their writing and reading.