



Brady Primary School

English Writing

Policy



‘Inspiring teaching for ambitious learners’

Policy Created- September 2022

Reviewed March 2026



Aims of Brady Primary School

“Inspiring teaching, for ambitious learners”

At Brady Primary School our ethos is built around our 4 core values of Dedication, Inspiration, Respect and Achievement. These help us to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions, and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help pupils to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support pupils’s learning.
- To give pupils access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment, teaching and learning.

Equal opportunities and Inclusion

At Brady Primary School we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability. We are committed to promoting learning and teaching environments, for all that embed the values of inclusive educational practices. Through a child-centered approach, we aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

Contents of this Policy

- Spoken language
- Writing
- Handwriting
- Assessment and Staff Development



Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. 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. We expect staff to model the English language accurately and place an emphasis on staff using planned-for vocabulary to extend the pupils's expressive language.

At Brady, we ensure the continual development of pupils' confidence and competence in spoken language and listening skills. We recognize that often on-entry to Reception many pupils are working behind ARE and we model effective language, storytelling, questioning and conversation to ensure all pupils make progress. Pupils take a Language Link assessment in Reception to enable staff to quickly identify specific areas of need, e.g. understanding instructions, tenses, prepositions etc.

Throughout the school, pupils are actively required to participate in orally rehearsing their ideas, participate in discussions and debates and to justify their opinions. Pupils have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Teachers should ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Brady Primary School also implement strategies from the Voice21 charity, to ensure oracy is rich across the school.

Writing

The programs of study for writing at Key stages 1 and 2 are:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

At Brady we develop pupils' competence in both dimensions through rich, well planned English Writing lessons. Pupils have access to a wide range of writing opportunities which include: shared writing, extended writing, collaborative and independent writing. Pupils experience writing different styles for example, reports, narratives, poetry, information passages, instructions, recounts and play scripts. Not all writing is expected to be pages long across lines and lines. We value all writing and encourage pupils to write for a variety of purposes using a



range of media – from large paper, to strips, post-its, letters, annotated illustrations – everything is part of our pupils learning. We endeavor to provide opportunities for pupils to have time for extended writing, following lessons that have taught skills and fed ideas to ensure pupils are confident to have a go.

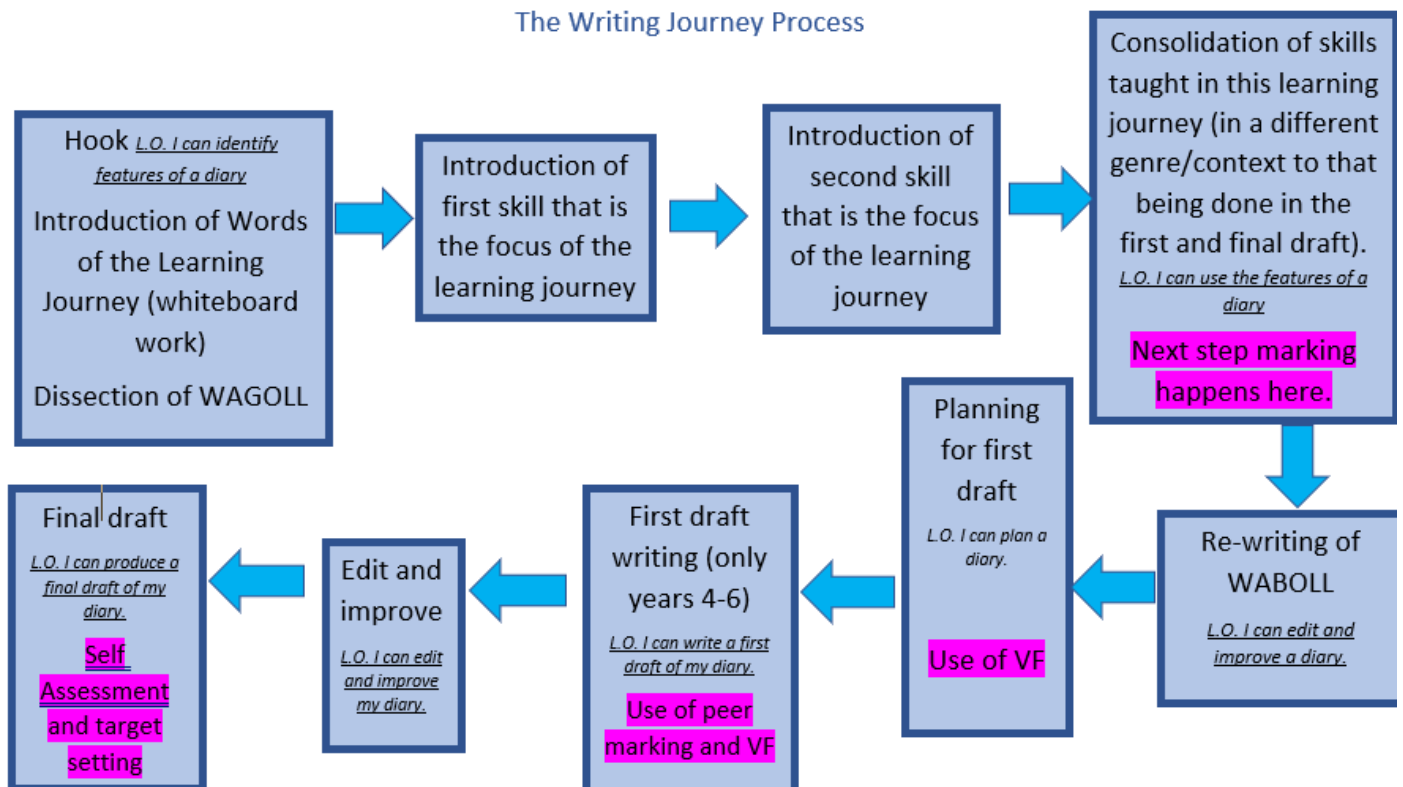
The teaching of English Writing at Brady Primary School

The Writing Journey

In EYFS and KS1, teachers use core texts to inspire pupils and capture their imaginations. They use these texts to contextualise grammar concepts, and ensure that lessons are based on skills rather than purely teaching a genre of writing. This ensures that pupils are able to use their knowledge of transcription, grammar and spelling without cognitive overload. This will enable pupils to have a secure understanding of the transcription of writing, before they move onto Key Stage 2.

In Key Stage 2, teachers plan from Literacy Shed, Cornerstones and their own love of English Writing. English lessons range from being related to their shared reading text to being cross curricular in nature. Teachers in Key Stage 2 use the following sequence in English lessons to ensure new grammar skills are taught purposefully, and embedded within a writing genre. The aim by the end of the year is that Year 2 pupils are confidently following this writing journey also.

The Writing Journey Process





Spellings

In EYFS and Year 1, the pupils are encouraged to make plausible spelling attempt according to their stage of phonetic understanding. Common exception words, or 'red words' as they are known in RWI, are shared with parents and begin to be tested weekly in the last term of Year 1.

From Year 2 onwards, pupils are expected to learn spellings from the National Curriculum each week. These are tested and monitored by staff so that pupils who need additional practice can work with a member of support staff if it is required. Spellings form part of effective transcription and we believe encouraging pupils to spell accurately improves their confidence as a writer. Pupils are taught about spelling patterns and structures so that they are able to make good attempts at unknown or unfamiliar words.

The Twinkl spelling scheme is used to embed this, and one English lesson a week is reserved to embed the new spelling rule each week. In Reception to Year 2, spellings are also reinforced through 'Read, Write, Inc Get Writing' lessons which occur during daily phonics sessions.

Handwriting

It is paramount that pupils are taught the correct letter formation from the beginning of their time at school. Pupils should be taught to sit correctly in order to have the correct posture for writing, hold a pencil with the correct grip and develop a fluent, legible style. Pupils are taught in EYFS and Year 1 to form letters correctly. Cursive, joined handwriting is introduced from Year 2 up. It is expected that all staff follow the handwriting policy document and model this at all times. By the end of Key Stage 2, all pupils should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas. Letter-Join is used as the whole school Scheme of Learning.

Handwriting Policy

At Brady Primary School we are very proud of our pupils' handwriting and take particular care in our handwriting style. We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Intent

- Pupils to develop their handwriting fluency, speed and legibility as they progress through Brady.



Teachers are aware of the handwriting expectations related to their year group and key stage. There is a clear understanding of how handwriting is taught and progresses throughout each phase. Consistency is key in the teaching of handwriting across the school.

- Pupils' efforts in handwriting is recognised and praised, giving pupils a sense of pride in their work and presentation.
- Teachers address misconceptions and seek to address issues such as letter reversal or forming/joining a letter incorrectly.
- Teachers have common approach to the fonts used and vocabulary to avoid confusion.

Implementation

- Staff teach handwriting discreetly, using the LetterJoin Scheme of Work. Teachers use their professional judgement on when to follow the plans provided, and when to adapt based on the needs of the class.
- Teachers focus on handwriting as part of termly moderation when moderating English books.
- Handwriting displays are used to help pupils think about where letters start on the line, and their size in relation to each other.
- It is important that when number formation is taught, the formations already embedded by EYFS are continued into KS1 and KS2. These number formations also need to be modelled by all adults. If teaching letter formation discreetly, the letterjoin sheets are not to be used. Alternative resources must be used for this.
- Pupils receive praise and encouragement for their efforts, by use of special handwriting pencils in KS1 and the use of purple pens in KS2. These pupils are awarded certificates in their phase assemblies. Examples of exemplary handwriting are displayed in class, and pupils are aware of why these examples have been chosen.
- Where possible, teachers will focus on handwriting in small groups to ensure misconceptions are identified and addressed quickly. Teachers also follow the marking policy to ensure misconceptions are addressed across the curriculum. Teachers use verbal feedback to ensure pupils are aware of any improvements of targets going forward.
- Teachers' modelling of handwriting is exemplary and sets a good example for the pupils.

Impact

- Pupils will be motivated and proud of their handwriting and presentation across the curriculum. They will understand that their efforts are celebrated, whilst also being aware of their targets to improve.
- pupils will be taught handwriting skills relevant to their year group and/or phase.



~~Pupils will understand a common language used when being taught handwriting.~~

- Pupils will grow in their confidence to produce work which is legible, fluent and with appropriate speed.

EYFS

- Teachers will begin following the letter join scheme of work as soon as is appropriate for their cohort. Although the order of letters being taught follows the letter join scheme, teachers will continue to use the Read Write Inc. rhymes when helping children form their letters.

KS1

- In Year 1, pupils will continue to practise forming letters the correct way and focus on their size of letters in relation to each other, and their starting points. Pupils will learn to join from Year 2.
- Pupils will be familiar with the four letter families, as outlined in the LetterJoin SOW.
- Although using the LetterJoin resources, teachers will still refer to the RWI sayings (m Maisie Mountain) when teaching handwriting.
- Teachers will teach the curly k (different to the k in RWI) during handwriting lessons
- Teachers will select one or two pupil(s) each week for their efforts in handwriting. These pupils will be presented with a certificate in their phase assembly, and presented with a golden pencil to write with for the rest of the week.
- Letter family posters will be displayed in class, as well as the 'tall, small or fall' poster
- Tall, small, fall posters to be stuck into the back of English books for pupils to refer to.
- Descenders will be looped once pupils begin to join these letters

KS2

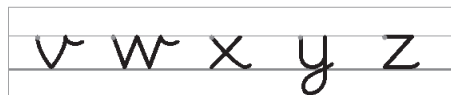
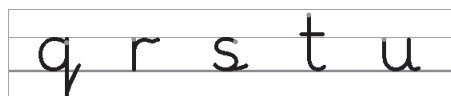
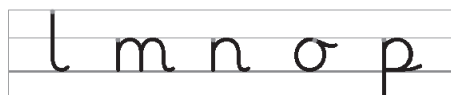
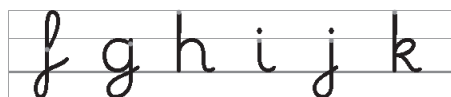
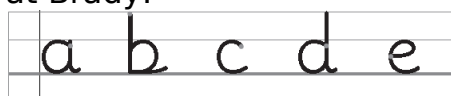
- Pupils can earn their handwriting pen in Years 3 and 4, however by Year 5 all pupils will be writing in pen
- Weekly handwriting lessons are taught at the teacher's discretion, depending on the focus of the class
- Year 3 handwriting lessons are taught and more focused on correct letter formation, before moving into joined handwriting
- Teachers will select one or two pupil(s) each week for their efforts in handwriting. These pupils will be presented with a certificate in their phase



assembly and presented with a golden pencil to write with for the rest of the week.

- Letter family posters will be displayed in class, as well as the 'tall, small or fall' poster
- Tall, small, fall posters to be stuck into the back of English books for pupils to refer to.
- Descenders will be looped once pupils begin to join these letters
- Handwriting lessons can be grouped depending on the class's needs, e.g. in Year 4 a group of pupils working with the TA to practise forming lower case letters, a group working with the teacher focusing on joining, and the rest of the class practising their spellings in handwriting books
- Handwriting can be taught as a whole class, intervention, EMW, focus groups etc... dependent on the class needs

The selected letter formations, which are no longer using lead-ins, used at Brady Primary School, and the number formations used at Brady:



Around to my left to find my hero, back to the top, I've made a zero.



A downward stroke, my that's fun. Now I've made the number one.



Half a heart says "I love you." Add a line. Now I've made the number two.



Around the tree, around the tree, now I've made the number three.



Down and across and down once more, now I've made the number four.



Draw the hat, the back and the belly. It's a five. Watch out, it might come alive!



Bend down low to pick up sticks. Now I've made the number six.



Across the top and drop down low, you've made a seven, there you go.



Make an "S" and close the gate. Now you've made the number eight.



Make an oval and a line. Now I've made the number nine.



A downward stroke, that's my one. Add a zero, that's my number ten done!

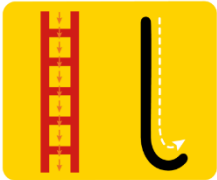
The letter formation rhymes used by teachers who are teaching non-cursive script:

m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side



The letter families:

Long Ladder Letters



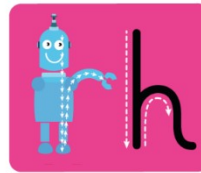
i l t u j y

Curly Caterpillar Letters



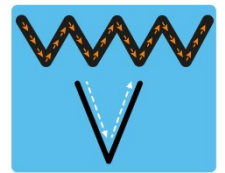
a d c o f e s g q

One-armed Robot Letters



b h k m n p r

Zig-zag Letters



v w x z

The assessment of writing at Brady Primary School

Assessment, Recording and Reporting

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they have to do to achieve the next steps. Individual targets after independent writing in Years 2-6. EYFS and Year 1 feedback is given verbally.

Marking must follow the school marking policy which provides pupils with clear feedback and next steps. Pupils are given time to edit and improve their writing as part of the writing journey.

Parents are informed of their child's progress at termly meetings and a report showing results in reading and writing is completed at the end of the year. Individual concerns are discussed at meetings which parents can arrange with the class teacher at any point throughout the year.