



Heatherley Primary School

Writing Policy

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The Curriculum Policy for Writing

Introduction

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability.

This policy outlines the **Intent**, **Implementation** and **Impact** of writing here at Heatherley.

The **Implementation** of this policy is the responsibility of all teaching staff. The school policy for writing reflects the consensus of opinion of the whole Heatherley Community including teaching staff and Governors.

Intent

At Heatherley Primary School, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the skills they need to become life-long learners. We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach; this links closely to the way we teach reading, as the text that we use in writing lessons, where possible, is the same text as the one that we use in our whole-class VIPERS guided reading lessons; we strongly believe that reading and writing go hand in hand. We aim to deliver a broad and balanced curriculum which develops the composition and transcription skills of all pupils by continually supporting children in developing and improving their writing. We have implemented a whole school curriculum plan in order to ensure that a coherent sequence for writing is adhered to throughout school. Furthermore, teaching and assessment guidelines are in place for teachers, which aim to ensure coverage of a wide range of genres (both fiction and non-fiction) as well as progression in terms of grammatical skills, handwriting expectation, use of vocabulary, etc.

Our intentions in writing are for children to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work

At Heatherley Primary School, our curriculum coverage plan ensures that staff have high expectations of all children and that all children are challenged and given opportunities to succeed equally irrespective of SEN, EAL or social disadvantages. Pupils identified as having Special Educational Needs in English are brought to the attention of the Special Needs Co-ordinator and appropriate intervention and support is offered. Pupil Support Plans are provided, as appropriate. Differentiated materials are available for pupils with additional requirements to enable all children to achieve their full potential.

Implementation

Within our writing lessons we employ various strategies to develop children's confidence and skills as writers:

- Planning meaningful and, where possible, real-life purposes and audiences for writing within and beyond the classroom.
- Planning purposes for writing which require pupils to write in a wide variety of forms.
- Planning writing activities into creative teaching sequences which engage and inspire pupils.
- Providing extended writing opportunities for pupils, from Foundation Stage to Year 6, and opportunities for pupils to apply what they have learnt in the teaching sequence.
- Providing pupils with opportunities to evaluate their thinking and writing independently and with their peers and teachers.
- Teaching pupils to plan, proof-read, redraft and present their work appropriately. This process is modelled to children throughout the teaching process.
- Throughout the writing process, children are encouraged to orally rehearse- this means giving children the opportunity to practise what they want to write by saying it out loud before they commit it to paper in their book using 'think it, say it, check it.'
- Celebrating and displaying new vocabulary found in reading and writing.
- Explicitly teaching handwriting skills from Y1 to Y6.
- Providing daily phonics sessions for pupils using the Little Wandle programme in Foundation Stage and Key Stage 1 as well as in Key Stage 2 for children who still require further phonetical intervention.
- A whole school curriculum plan is in place for the teaching of Rainbow Grammar which is a systematic method to teaching grammar and punctuation.
- Explicitly teaching spelling rules and patterns in accordance with the requirements of The National Curriculum for England 2014 (Y1 to Y6).

Planning

We aim to plan meaningful and, where possible, real life purposes and audiences for writing within and beyond the classroom. We plan purposes which require the children to write in a variety of genres including hybrid genres which allows them to apply their understanding of a range of genres. From Year 1 to Year 6, teachers use the sequence of learning to inform their planning. Every class, use quality texts or parts of texts to stimulate the children and allow for planning of creative teaching and writing experiences. These experiences give children the opportunity to apply what they have learnt and progress in their writing. We teach pupils to plan, proofread, redraft and present their work appropriately taking pride in what they have achieved. We are constantly exposing children to new vocabulary and encouraging them to use it in their writing. We explicitly teach spelling patterns and rules from the National Curriculum and expect children to use these regularly in their writing. We seek to ensure that planning delivers the requirements of The National Curriculum for England 2014 and is suited to all needs of children in all groups. We endeavour to provide every child with a creative, enjoyable and developmental teaching sequence of learning for writing.

Assessment of Writing

Assessment is regarded as an integral part of teaching and learning and is a continuous process. At Heatherley Primary School, we are continually assessing our pupils' and recording their progress, allowing us to ensure that the work that is provided is challenging and will further their progress.

Assessment also enables staff to identify children who need further additional/targeted support in their learning.

Formative Assessment

This assessment happens daily when teaching and facilitating the learning of the children. This assessment informs planning, adaptations to planning and informs teachers of progress within lessons. Marking, dialogue with the children, observations, feedback during the learning process and self and peer assessment are all effective forms of formative assessment used throughout the school.

Summative Assessment

Summative assessment is carried out termly as a formal assessment process of pupils' writing. It is used to review the progress of the children since the previous term and inform staff of their current ability in relation to key objectives and targets. Assessment grids devised by the English Lead based on the Staffordshire Grids, are used as an assessment tool to aid the assessment of writing across the school. This process informs teachers' of the next steps for children in the following term. This data is recorded using Scholar Pack and analysed by the English subject leader.

Feedback to Pupils

Feedback to pupils is an essential aspect of our teaching of writing. This feedback is achieved through discussion with the pupils, marking of work, intervention work with pupils and self-assessment.

Effective Marking

- Aims to help pupils learn and comments are intended to be constructive, positive and forward looking.
- Is often undertaken while a task is being carried out. This takes the form of a discussion between the teacher and child and is appropriate to age and ability.
- Is used sensitively and with discretion so that pupils assimilate a limited number of corrections at one time – this varies with age and ability.
- Informs discussion with pupils in relation to a particular focus for that child.
- Aims to improve the child's work and increase their confidence with the task they are focusing on.

Homework

Homework to support the English Curriculum is set on a regular basis. Children in KS1 and KS2 are provided with spellings to learn weekly or two weekly based on spellings and spelling patterns from the National Curriculum. Written homework consists of a variation of punctuation, grammar, and writing

Extended Curriculum Opportunities

- Heatherley celebrates English-related, national events, such as 'World Book Day' and 'National Poetry Week', whereby carefully planned and exciting writing activities are delivered to enhance English provision, and which further promote a love of writing amongst all groups of pupils.
- From EYFS to Year 6, pupils are offered a variety of opportunities to showcase their writing to a range of audiences (e.g. Assemblies, Church Performances and Productions).

Impact

By the end of key stage 2, pupils will have written effectively for a range of purposes and audiences. Pupils will have acquired skills to confidently select the appropriate form of writing by drawing independently on what they have read as models for their own writing. They will have a vast and rich vocabulary which they use competently as a result of their excellent oracy skills. Pupils will leave Heatherley Primary School being able to effectively apply spelling rules and patterns they have been taught using clear, legible, fluent joined handwriting at a reasonable speed. Parents and carers will have confidence in how to support their child and their needs by regular communication as a result of forming strong and positive relationships with school staff. The % of pupils working at age related expectations (ARE) within each year group will be at least, or close to, the national average. The % of pupils working at Greater Depth within each year group will be at least, or close to being, in line with the national average. Every child will have reached their full writing potential despite their economic group.

Our children are required to have the following knowledge, skills and understanding;

Development matters in the EYFS – Non-statutory Guidance

Speaking

40-60m

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.

- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Early Learning Goal

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events

Writing

40-60m

Gives meaning to marks they make as they draw, write and paint.

- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

The 2014 National Curriculum Statutory Requirements for writing are as follows;

Year 1 pupils should be taught to:	
<u>Spoken Language</u> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	<u>Transcription</u> Spelling (see English Appendix 1) spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no

• speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.	change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
<u>Vocabulary, Grammar and Punctuation</u> develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and 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 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing.	<u>Composition</u> 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 aloud their writing clearly enough to be heard by their peers and the teacher.
Year 2 pupils should be taught to:	
<u>Spoken Language</u> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	<u>Transcription</u> • Spelling (see English Appendix 1) spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

• speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.	• apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
<u>Vocabulary, Grammar and Punctuation</u> • develop their understanding of the concepts set out in English Appendix 2 by: • learning how to use both familiar and new punctuation correctly (see English Appendix 2), 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: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	<u>Composition</u> • develop positive attitudes towards 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 [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear

Year 3/4 pupils should be taught to:	
<u>Spoken Language</u> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge	<u>Transcription</u> • Spelling (see English Appendix 1) • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones

• use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.	• spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • 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, that include words and punctuation taught so far
<u>Vocabulary, Grammar and Punctuation</u> • 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, 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 years 3 and 4 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	<u>Composition</u> • plan their writing by: • discussing writing similar to that which 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 (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • 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

terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	• proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
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Year 5/6 pupils should be taught to:	
<u>Spoken Language</u> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.	<u>Transcription</u> • Spelling (see English Appendix 1) • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • 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 in a dictionary • use a thesaurus.
<u>Vocabulary, Grammar and Punctuation</u> • Pupils should be taught to: • 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	<u>Composition</u> • Pupils should be taught to: • 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

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 (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 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.

- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

- draft and write 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

- précisising 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 [for example, headings, bullet points, underlining]

- evaluate and edit 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.

SEND Adaptations for English at Heatherley Primary School

Cognition and Learning		Communication and interaction	
Barriers	Provision	Barriers	Provision
Understanding	- Prepare the children prior to the lesson with a pre-teach introducing key knowledge/vocabulary - Consider the accessibility of worked examples and rubrics. - Use the working walls and whiteboard to show the focus of each lesson and how it fits in the sequence of lessons. - Use symbols, images or objects to make it more accessible. (Dual coding) - Use mnemonics to help children remember things e.g. spellings - Use of colourful semantics - Use of Grow the code - Stem sentences and sentence starters - Use of writing frames to prevent cognitive overload - A visual framework can also be used as a consistent guide for paragraph planning or structuring extended writing. - Encourage the use of mind maps/pictures/flowcharts and visual organisers. - Choice of font - Use of working walls.	Processing and retention	- Recognise that the vocabulary may be challenging for many children – for example: The specific contextual use of words - Avoid use of figurative language and ensure this is unpicked if part of the teaching focus - Pre-teach key vocabulary, then ensure multiple and regular exposure to these words including referring to knowledge organisers and make them clearly visual in the classroom environment. - Label equipment with a symbol and word (dual coding) - Provide flashcards with key vocabulary – with visual cues - Check children's understanding by inviting them to reformulate explanations in their own words or in other ways - Use real objects or experiences as a starting point for developing the language needed to describe, discuss and explain - Give children time to process and formulate - Reduce adult-talk and length of input - Consider short-bursts at timely intervals e.g. if writing an extended piece, chunk support into sections to avoid cognitive overload. - Use of working walls. - Support pupils to acquire non-technical vocabulary. - Further opportunities to embed language through application of it contextually, orally. - Planned opportunities for access to language-rich texts. - Curriculum adjustments according to child's interests. - Purposeful opportunities for speaking and listening.
Word-finding skills and articulation		Accessing texts	
Sequencing (inc. Retaining instructions)		Working memory	
Processing speed		Making links	
Attention and listening		Linked-low-self-esteem	
Comprehension skills – understanding of key vocab		Sig. general gaps (Covid, non-attendance, socio-economic factors)	