Writing Policy

Ravensden CE Primary Academy

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Statement of intent

Ravensden CE Academy recognises the effect that a fluent, legible and coherent writing style can have on a pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced literacy curriculum which encompasses focussed writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes and audiences.

This policy outlines the school's approach to teaching writing.

At Ravensden CE Primary Academy we endeavour to create a love for literacy. We want every child to leave Ravensden Primary with the skills of an excellent writer who:

- Has the ability to write with fluency and has an author's voice;
- Can think about the impact they want their writing to have on the reader and knows how they will achieve this;
- Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat;
- Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.

Implementation

The work covered at Key Stages 1 & 2 is built on the National Curriculum Programme of Study. Writing is incorporated across the curriculum. The following model is used throughout school to take the children from the stage of immersion in a text through to independent writing.

Throughout their time at Ravensden Primary, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. It is important to note that we not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in all subjects.

- Staff are aware of skills coverage and progression for each age phase which is used to plan writing in each class. These are highlighted and handed to the receiving teacher as well as the English lead at the end of each academic year
- High quality texts, linked with the class topic, are used to stimulate writing and add purpose to the writing task
- Trips and visiting experts who will stimulate and focus creative writing experiences

- As well as using high quality texts, EYFS and KS1 pupils use RWI to develop their writing skills, including sentence structure, punctuation and spelling.

- KS2 (and when appropriate KS1) use elements of Jane Considine's The Write Stuff, to bring clarity to the mechanics of writing and provides clear systems through which to focus the writer's attention. "The Write Stuff" follows a method called "Sentence Stacking" which refers to the fact that sentences are stacked together chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. High expectations are coupled with careful monitoring and scaffolding, 'holding the hands' of our children and looking at the mathematics of a sentence so that they feel ready to write independently using the wide range of writing tools they have been trained to use.

  An individual lesson is based on a sentence model, broken in to 3 learni ng chunks. Each learning chunk has three sections:

  Initiate section – a stimulus to capture the children's imagination and set up a sentence.
  Model section – the teacher close models a sentence that outlines clear writing features and techniques.
  Enable section – the children write their sentence, following the model.

  Children are challenged to 'Deepen the Moment' which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk.

- Regular unaided writing tasks across the phases are assessed half termly and next steps discussed with pupils

- Pupils are taught letter formation as a part of their Read Write Inc lessons and are encouraged to join their handwriting when appropriate. All pupils are encouraged to join from Year 3 onwards, if not before.

- Pupils aware of writing targets which will be used across the curriculum

- Pupils are encouraged to edit and improve their work. KS2 use Peer Critique to develop these skills

- When possible, publishing of children's writing is encouraged e.g. through creative writing competitions

Impact

Our Writing curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

A reflection on standards achieved against the planned outcomes;

- Children can understand and apply the fundamental principles of spelling grammar an d punctuation in their writing

- Children can evaluate, improve and redraft their writing

- Children are responsible, competent, confident and creative writer's

- Children experience the achievement of becoming celebrated published authors'

- Children develop an author's voice

- Children communicate clearly using accurate grammar, punctuation, handwriting and spelling

- Children will develop competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) at national expectation and at greater depth.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage

2. Roles and responsibilities

The Trust and governing board will be responsible for:

- Ensuring a broad and balanced reading curriculum is implemented in the school.
- Ensuring the school's reading curriculum is accessible to all pupils.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring the school's writing curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the writing curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching writing.

The English lead will be responsible for:

- Leading on the school's approach to teaching writing.

- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.

Teachers will be responsible for:

- Acting in accordance with this policy.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the curriculum.
- Liaising with the English lead 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 and providing data for the English lead each term
- 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 skills.

3. EYFS

All pupils within the EYFS will be taught to develop their writing skills as an integral part of the topic work covered during the academic year.

All writing objectives will be underpinned by the early learning goals (ELGs) that pupils should have attained by the end of the EYFS.

In accordance with the writing ELG, at the end of the EYFS, pupils at the expected level of development will be able 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. The curriculum

All pupils within KS1 and KS2 will be 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.

5. Teaching and learning

To support pupils' writing skills, teachers will use a variety of methods, including the following:

- Providing pupil with 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
- Dedicating 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

Teachers, in collaboration with the English lead, 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.

6. Planning

The school will create long-term, medium-term and short-term plans for the delivery of the reading 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

The English lead will remain responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

Teachers will remain responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

All relevant staff members will be briefed on the school's planning procedures as part of their staff training.

In the school, writing will be taught both as a discrete lesson and as part of cross-curricular themes when appropriate.

Teachers will follow the school's writing curriculum when planning relevant lessons. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

7. Assessment and reporting

Pupils' reading ability will be assessed in line with the school's Primary Assessment Policy.

The 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 ELGs outlined in the 'Statutory framework for the early years foundation stage'.

Formative and summative assessments will take place throughout the year to assess pupils' progress and attainment in writing and to identify support required. Pupils' writing will also be assessed during the relevant statutory assessments.

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 SENCO.

8. Equal opportunities

Ravensden CE Primary Academy will ensure that all pupils have equal access to the writing curriculum, in line with the Pupil Equality, Equity, Diversity and Inclusion Policy.

The English lead and teachers will ensure writing activities are adapted as appropriate to ensure all pupils can access the curriculum

9. Monitoring and review

This policy will be reviewed on an annual basis by the English lead and the headteacher.

Any changes made to this policy will be communicated to all teaching staff and other key stakeholders.

The next scheduled review of this policy is **September 2024**.