

Writing Policy



2022-23

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Curriculum Aims

The overarching aims of The Grange Primary School's approach to English reflect those of the 2014 National Curriculum, which are to:

- promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word;
- develop their love of literature through widespread reading for enjoyment;
- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

The Grange Primary School's writing teaching and learning reflects the National Curriculum's requirements for Writing and Spelling, Vocabulary, Grammar and Punctuation. We have further developed our approach to ensure that all pupils:

- build confidence in using a range of sentence structures;
- learn how to organise ideas and transcribe these into cohesive texts;
- become familiar with a range of genres and develop a love for texts;
- understand the power of language on readers and utilise this in their own writing;
- have a positive and enthusiastic attitude towards writing in order to grow confidence and stamina to write at length and for pleasure;
- develop a fluent, effective and legible style of writing;
- can employ effective strategies for accurate spelling of chosen vocabulary.

To support, The Grange Primary School's writing overviews have detailed expectations for the teaching of writing. These are regularly updated to reflect changes. The overviews for EYFS and KS1, Lower KS2 and Upper KS2 can be found on the school website and on the shared drive.

Composition

The Grange Primary School uses Jane Considine's *The Write Stuff* approach to deliver the composition aims of the National Curriculum and to ensure that our pupils are able to 'read as a writer and write as a reader'. Each year group has six units of writing - consisting of narrative, non-narrative and poetry - that are taught half-termly through the year. Units are carefully chosen to match the content of the National Curriculum for the Programme of Study (POS) and create meaningful links, where possible. Some year groups may have an additional seventh unit to cover poetry where it has not been possible to fit in within the six chosen units. Each unit has a similar structure, comprising two key areas: experience days and sentence stacking sessions. The amount of these varies in each unit, and teachers are encouraged to adapt these to meet the needs of their cohorts.

Experience Days

This involves immersive teaching to enrich our children, develop their vocabulary and stimulate ideas. These can take many forms (visits out, visitors in, film clips, drama conventions etc.) and are deployed to strengthen context and build imagination.

Sentence Stacking

Each sentence stacking session is taught through a focus on a single plot point/feature from the text being explored and is organised into a maximum of three learning chunks. Each learning chunk is based on a grammar or literary device. Each learning chunk is then split into the following three parts:

1. Initiate

This involves idea generation for the learning chunk being taught. This should be recorded on flip chart paper and be displayed for pupils to refer to.

2. Model

This is where the teacher explicitly models the writing process, demonstrating out loud as a writer. This includes explicit modelling of how to use the generated ideas thinking about the effect of choices on the reader. During this time, teachers must make it explicit as to what is expected when the children go on to write their own (enable) - this can be done through a shared WILF or toolkit. The toolkit should build up over each sentence stacking session to act as a success criteria for independent writing.

3. Enable

The pupils are then given time to create their own quality sentences based on the initiate and model parts. Teachers should pinch completed sentences and add them to the shared sentence stacking text displayed on the working wall. These should be praised and celebrated through post its - e.g. 'Thanks X for this brilliant sentence'.

Transcription - Spelling, Vocabulary, Grammar and Punctuation

Spelling

Throughout school, spellings are covered inline with the National Curriculum expectations for each POS and are taught through the Sounds Write approach - our phonics programme in EYFS and KS1. The Sounds Write approach enables pupils to break down words into syllables and phonemes in order to apply the appropriate taught grapheme for accurate spelling. This ensures regular revision of prior learning. Each year group is expected to use the school's agreed spelling progression overviews to teach spelling and use this to inform the teaching of spelling in regular sessions. The relevant spelling progression overviews inform each year group's spelling lists, which are to be taught and tested weekly. Spellings should be introduced at the beginning of the week and strategies given to the children. This ensures full coverage of spelling expectations for each POS.

During phonics/spelling sessions, sentences must be dictated, however spelling tests should be a simple word list. When delivering spellings during a test, the spellings should be verbally given in a dictated sentence to give context for the spellings.

Sounds Write resources, handwriting sessions, early birds and the marking and feedback policy should be used in addition to regular stand-alone spelling sessions in order to further support the teaching of spellings.

Vocabulary

The Jane Considine approach to writing ensures that our pupils develop a rich and varied vocabulary across a range of contexts. The other aspects of our English curriculum supports the development of vocabulary through regular use of (including, but not limited to) guided reading sessions, daily class stories, Kagan strategies and performance poetry. Furthermore, vocabulary is of high-importance across the curriculum as each subject has a progressive vocabulary bank. It is expected that staff support pupils to use vocabulary across the curriculum, making links in other subjects and applying acquired words in a range of contexts, both inside and outside of the classroom. This ensures that pupils are in a vocabulary-rich environment to then confidently use in their own writing.

Resources for the acquisition of vocabulary are available throughout school, such as Descriptosaurus books, dictionaries, thesauruses and high-quality reading books. In Years 3 and 4, dedicated dictionary and thesaurus booklets are expected to be used regularly to support pupils' vocabulary development.

Further guidance on vocabulary development and use can be found in the various resources available for Reading, Spoken Language and Foundation Subjects on the school's website and on the shared drive.

Grammar and Punctuation

Teachers are expected to teach stand-alone grammar and punctuation sessions to complement the chosen Jane Considine unit. These sessions should link to a grammar or punctuation feature which the children will benefit from using in the genre being taught. Teachers are expected to develop a progressive approach for explicitly teaching the grammar and punctuation of the current POS and use this to identify and best match appropriate grammar for the genre/unit being taught.

Jane Considine writing units offer pupils exposure to the current POS expectations for grammar and punctuation in each sentence stacking session. Prior knowledge is also recapped through these sessions to ensure that learning is revisited and embedded, thus providing secure foundations for new learning blocks. Sentence stacking sessions allow our pupils to further develop their skills independently of discrete grammar sessions and use these as tools in their writing process. This exposure supports the children working outside the current POS to uplevel their sentences and make accelerated progress within writing whilst also allowing our more-able pupils to have opportunities to work at a deeper level.

Additional grammar can also be taught or revised through early bird activities, jumpstart activities, homework, SPAG skills sessions etc. where teachers feel is appropriate for their cohort.

Transcription - Handwriting

At The Grange Primary School, we believe that fluent, legible, speedy handwriting underpins success in writing as it is essential for stamina and accurate spelling. Therefore, handwriting is taught from EYFS to Year 6. Handwriting is primarily taught discretely using the Nelson Handwriting programme in regular sessions, the frequency of which depends on the stage pupils are at, as described below. Handwriting expectations are reinforced through cross-curricular teaching and upheld by the teaching staff in line with guidance from the Standards team.

Progression in Handwriting

To support the progression of handwriting (see below), our pupils advance through different books in order to support their development and application of handwriting skills to prepare them for writing requirements in the future.

Year Group	Book Type
FS1	N/A
FS2	Half blank/half wide-lined
Year 1	Wide lines
Year 2	Tramlines (<i>training year</i>)
Year 3	Tramlines
Year 4	Blank books with line guides (<i>training year</i>)
Year 5	Blank books with line guides
Year 6	Blank books with line guides

Progression through the book types is at the discretion of the teacher, in discussion with the English team, to meet the individual needs of pupils.

Handwriting in FS1 is taught through letter formation, alphabet recognition and fine motor skills. This is achieved through a variety of ways, such as dough disco, sand writing and a variety of writing implements available for use. This approach is continued in FS2, and where necessary in KS1 and KS2 to meet the needs of individual pupils. The Nelson Handwriting programme is used from FS2 to Year 6:

Year Group	Nelson Units Available	Additional Nelson Resources Available	Frequency of Dedicated Handwriting Sessions
FS2	1-60	Fine motor skills videos, pen grip and posture teaching support, letter sheets	Daily for 10 minutes
Year 1	1-28	Pen grip and posture teaching support, Focused resource and extension sheets	Daily for 15 minutes
Year 2		Focused resource and extension sheets	
Year 3			2-3 times per week for 15-20 minutes
Year 4			
Year 5			
Year 6			

The units taught through the Nelson programme are different in each year group and offer progression so that prior learning is built on gradually throughout the school to support our pupils to ultimately achieve a fluent, legible and individual handwriting style.

In Years 5 and 6, pupils who achieve consistency in joined, fluent and legible handwriting have the opportunity to earn a pen licence, awarded by L. Thorpe (Headteacher). Pupils in lower year groups may be awarded a pen licence at the discretion of the head teacher.

Handwriting sessions may additionally be linked to spelling and grammar for pupils to apply their handwriting skills to extended writing or ensure additional opportunities for spelling practise is offered where appropriate.

Assessment

Formative Assessment

Formative assessment of writing is carried out in line with The Grange Primary School's marking policy. Teachers use this assessment to 'RAG rate' relevant classtrack statements on OTrack once they have been covered. Classtrack statements are additionally 'RAG rated' following moderation of summative assessments.

Summative Assessment and Moderation

Summative assessment of writing takes place at the end of each unit of writing (usually half-termly), where pupils use tracking books to record an independent piece of writing ('hot task'). This is then assessed using the 'Pupil Subject Development' classtrack sheets (and/or the end of Key Stage frameworks, where relevant), in line with National Curriculum expectations, before being moderated. To secure judgements, moderation can be carried out within the:

- year group, by comparing writing across the cohort;
- phase, to ensure that progression between year groups is clear;
- whole school, by comparing pupils from across the school working within the same programme of study (POS).

To moderate, all pupils' independent writing is assessed prior to a small sample of books from AARE, ARE and BARE pupils being shared and compared. Pupils working below their current POS are moderated by teachers of the POS they are working within. A discussion-based approach is taken (e.g. books open, comparing across the samples within that POS) to secure judgements. Where whole school moderation is used, teachers move between discussion groups to offer expertise and gain knowledge.

Time Allocation

Dedicated time to writing (including spelling, punctuation and grammar) is offered to pupils daily. Discrete writing is taught through the Jane Considine unit at least four times per week, with further opportunities to embed skills offered across the curriculum. Discrete grammar sessions take place within our approach to writing, with the placement of such lessons at the discretion of the teachers. Spelling and handwriting are taught or embedded on a regular basis through discrete sessions, early birds, homework, cross-curricular lessons etc.

Displays and Resources

In EYFS, displays will show supporting materials for writing and celebration of children's writing. In FS2, displays will include materials linked to the current Jane Considine unit. In addition, all EYFS pupils will have access to writing resources within the learning environment to apply what they have been taught for a range of purposes. These include, but are not limited to:

- Pencils/ mark making tools

- HFW mats
- Alphabet and letter sounds support
- 5 sentence story frames
- Sounds Write writing resources (cvc/ ccvc pictures and captions)
- Paper and writing templates

In KS1 and KS2, to support the teaching of English there should be:

- A classroom display dedicated to English, with reference to reading, writing and spelling/phonics
- A washing line to display the writing toolkit, grammar support and vocabulary generated through the Jane Considine unit.

To supplement teaching and learning, all KS1/2 children should have access to:

- Dictionaries/thesauruses
- High frequency word mats (KS1)
- Common exception word mats (KS1)
- Y3/4 statutory word lists
- Y5/6 statutory word lists
- Vocabulary banks
- Subject specific vocabulary mats
- Fantastics and Boomtastic resources, including the Reading Rainbow
- PEE on it and SAS reading posters
- Comprehension skills reminders
- Error posters containing common spoken and written grammatical errors on them as well as the correct form

Monitoring and Reviewing

Writing is monitored throughout the year by the writing lead, in partnership with the wider English team. Monitoring involves lesson observations, planning and book scrutiny, monitoring of the staff non-negotiables, pupil interviews and data analysis. Data analysis takes place each term throughout the year, with a report then produced and submitted to the governors and headteacher. A scrutiny takes place in Spring Term 1 so that staff are provided with both general feedback and individual feedback to act upon and further raise attainment and progress in writing. In the Summer Term, the targets provided to each teacher in the scrutiny are monitored and reviewed.

Equality and Inclusion

The English curriculum promotes the British Values of tolerance and resilience through high-quality texts which cover a range of societal contexts and the challenge offered through Jane Considine and quality first teaching. Pupils are required to persevere and develop mutual respect by working collaboratively to achieve. We ensure that those with protected characteristics are not discriminated against and are given equality of opportunity throughout teaching and learning of writing. Children can feel safe to make mistakes and take risks in their writing, thus developing self-confidence and esteem. Children are encouraged to become life-long learners alongside developing their English skills to become proficient writers across the curriculum.

Please see the English Overviews for further information and guidance on The Grange Primary School's approach to writing.