



Hallaton C of E Primary School

Writing Policy

Intent

Our aim at Hallaton C.E. Primary School is that all children are inspired by a range of authors' writing in order that they become confident and enthusiastic writers themselves. They appreciate the joy that good creative writing brings to the reader and understand that information can be shared in an exciting way which inspires the reader to learn more.

Through engaging and meaningful writing contexts our aim is that each child:

- Has the ability to write with fluency and develops their author's voice.
- Can think about the impact they want their writing to have on the reader and know how they will achieve this.
- Has a sophisticated bank of vocabulary, appropriate to their age, and a secure knowledge of writing techniques to extend details and descriptions.
 - 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, grammatically correct with accurate spelling appropriate to their age and stage.
 - 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

At Hallaton C.E. Primary children follow the Early Years Foundation Stage Curriculum and then the National Curriculum Programmes of Study in KS1 & KS2. Our long term writing plans are linked to class topic plans so that writing is always purposeful and meaningful.

EYFS

From the very beginning of their Foundation Stage education children are encouraged to use their early knowledge of letters and sounds to begin to write words and simple sentences. Children are taught the correct letter formation during their phonics and writing lessons and teachers ensure good habits are formed from the beginning. Children are read to daily and new vocabulary is shared and discussed and children are encouraged to extend their vocabulary in their spoken language and through role play. This early language development gives children the confidence to use ambitious language as we recognise that their oral literacy feeds into their writing. Children enjoy sharing books and listening to a range of stories, poems and non-fiction being read to them. They explore characters, settings and early plot development through re-telling stories and role play experiences.



English National Curriculum - Years 1-6

Composition

In English lessons, across both KS1 and KS2, teachers plan writing units that follow a sequence of lessons; exploring quality texts, vocabulary and word choices and a range of sentence structures appropriate to the genre they are being taught. This progressive build up ensures pupils have extensive opportunities to practice newly taught writing skills. Teachers model the skills of planning, drafting, writing and editing. Lessons are planned to teach the key skills of Composition, Transcription, Vocabulary, Grammar, Punctuation and Handwriting as outlined in the National Curriculum 2014 English Programme of Study.

Throughout KS1 and 2 children's vocabulary is a significant area of focus. Children are encouraged to use more ambitious choices in their written work across all areas of the curriculum. Quality texts are chosen by class teachers across a range of genres; to engage children in their writing and to provide quality examples of effective sentence structure, text order and coherence, character, setting and plot development.

Grammar, Punctuation and Spelling

Children are taught the specific grammar rules, alternative spellings for the same sounds and to spell the Common Exception Words as outlined in the National Curriculum for their year group. They are expected and encouraged to use skills they have already been taught in their independent writing.

Handwriting and Presentation

Children are encouraged to present their work to the best of their ability, they are taught to refine their letter formation so that letters take on more uniformity of size and that ascenders and descenders are sitting correctly and proportionate. From Year 2, children are beginning to join some of their letters and are taught the joins appropriate to their age and stage of development. Children in EYFS and KS1 write in pencil and then progress to a handwriting pen once these skills are sufficiently developed in KS2. In KS1 pupils complete a Best Write in their English book at the end of a unit of work and in KS2 pupils present a final piece of work in their Best Write book.

Feedback

Regular feedback is given to children to help them to edit and improve their writing. Feedback helps children to understand what they have achieved and what they need to do to improve further and is key to making accelerated progress. Children are encouraged to re-read and edit their work regularly in purple pen as they work through a unit of work and to act on teacher's verbal and written feedback and the quality "2* and a Wish" marking at the end of a unit of work. Teacher's use the agreed mark scheme which ensure consistency across the school.



COVID and the Recovery Curriculum

2022-23

Work on developing pupils spoken language and vocabulary is ongoing as part of the 'catch-up' process. Quality first teaching ensures that teacher's use their ongoing assessments in the classroom to plan lessons that address gaps in pupil's learning, particularly in English, and enable any pupil that is working below age-related expectations to make accelerated progress and catch up and enable them to achieve their individual potential.

2021-22

During the first term of 2021/22 class teachers will endeavour to encourage a renewed enthusiasm for writing within their cohort and to build back confidence. Written activities will be planned across all curriculum subjects and feedback and marking in all subjects will include a focus on spelling, grammar, sentence structure and developing vocabulary in written pieces of work. Any significant gaps will be identified by the class teacher and teaching and learning will be adapted to address these gaps. Class teachers will plan any necessary interventions to enable groups of children or individuals to cover learning that may have been missed during lockdowns and/or absences. Class teacher can seek the advice of the SendCo or Specialist Teacher if a child is not progressing as expected.



Impact

The impact of our writing curriculum will be that:

- Children understand the importance of the written word and the impact it can have on our feelings, imagination and knowledge.
- They have high expectations of themselves and take pride in the effect their writing has on the reader and progress they make when editing and improving their writing.
- They have a love of the English language, valuing the range and effect of carefully chosen vocabulary and phrases and are able to explain and discuss the impact of these.

The impact of teaching and learning in writing will be assessed through the following whole school approach which uses both formative and summative assessment measures to ensure children make at least good progress in their writing journey at Hallaton CE Primary School.

- Precise and appropriate feedback from adults with opportunities for children to regularly act on this feedback and edit their work accordingly, following the School's Marking Policy
- Termly Book Scrutiny by subject leader and HT– to look at quality of writing in English, Science and Curriculum Books
- Writing Moderation – SLCP Group Moderation
- LCC Writing SATS Moderation Training Y2/6
- Close collaboration with local schools to discuss new initiatives and ideas and to share the best and most relevant practice

Approved by Governors: 28th March 2023