

Milldene Primary School

Writing Policy (including handwriting, spelling and spoken language)

INTENT

Vision

Through writing, our pupils will learn to craft exciting and original pieces for a range of purposes. We aim to encourage children to become confident, competent and enthusiastic writers.

Aims

Spoken language

- To enable our children to speak with clarity, confidence and expression, and to take account of their audience, purpose and differing situations.
- To encourage our children to listen with concentration to others, to respond and build on their ideas and opinions and to identify features of language used for specific purposes.
- To show our children how to adapt their speech to a wide range of circumstances and demands by giving them the opportunity to listen and respond to literature, give and receive instructions and develop the skills of participating effectively in group discussions.

Writing

- To help our children develop an understanding that writing is both essential to learning and is enjoyable in its own right.
- To enable our children to learn to communicate meaning in narrative and non-fiction texts, spelling and punctuating accurately and for a range of purposes.
- To enable them to improve their planning, drafting and editing skills.

IMPLEMENTATION

- Writing is multi-faceted and so this section is organised under the following headings
 - Writing and writing for a purpose, including grammar and punctuation
 - Spelling
 - Handwriting

General information

- In EYFS 'Development Matters' is the curriculum, with Cornerstones as a vehicle to enable the areas of learning.
- In years 1 – 6, our writing curriculum is an adaptation of 'The English Planning Kit'. This sets out the objectives that each year group teaches and shows the progression within and across year groups.
- The school takes a mastery approach to learning objectives and levels of text. Unless a child has a special need related to reading, they will work on the objectives and age-appropriate texts for their

year group. Children are expected to show the skills that have been taught over a range of genres, throughout the year and through writing in other subjects.

Writing and writing for a purpose, including grammar and punctuation

- Objectives, based on the National Curriculum, are outlined by half-term for each year group. Objectives regarding writing are split into 'Planning, Composing and Evaluating' and 'Grammar, Punctuation and Vocabulary'.
- Teachers use these objectives to plan units based on either a topic link and/or a word based or visual text that could be being used during guided reading.
- Units follow a teach and apply format, with regular chances to assess through each lesson. Within the start of the unit there may be a cold task (to assess the children's current level) and there will always be a hot task at the end of the unit to assess learning. If a cold and hot task are used, it is clear to see the level of progress in a unit. Further assessment can be made using 'distance tasks', where the children revisit a genre taught during the year.
- Key/basic skills are reinforced in KS2 and are displayed, often on a washing line, in every class. These skills are taken from the ARE of Year Two. These key skills need to be revisited as, when the children encounter further skills, they can become complacent in using them.
- From Year 1 onwards, children have a clear success criteria when approaching independent pieces of writing or 'end products'. They are set targets to meet and can use these to see their success.
- From mid-Year 2 onwards, children are taught how to collaborate in order to peer assess, edit and improve their work.
- Grammar and punctuation skills are also displayed throughout all year groups and are passed onto the next teacher to ensure consistency and 'over learning'.
- A variety of methods are used to enrich the writing process: drama techniques such as hot seating or active story telling; using 'talking maps' in order to retell a story; use of films and short film clips; real life experiences; multi-sensory experiences.

Spelling

- The EYFS and Year 1 spelling curriculum is linked to phonics teaching. Year 1 also have the curriculum objectives outlined in the English Planning Toolkit.
- Years 2 to 6 use the 'No Nonsense Spelling' scheme. Lessons happen two to three times a week for up to 30 minutes. Children will experience a variety of approaches to teaching, some of which will require recording of work in spelling journals.
- Year 2 initially revise spelling patterns linked to phase 5 of Letters and Sounds and then move on to using 'Non Nonsense Spelling' plans for the remainder of the year.
- In addition to 'Non Nonsense Spelling', Years 2 to 6 use the National Curriculum's statutory spelling lists broken down further into half-termly lists. These are assessed each term.
- Further spelling assessments take place to check the progress of a half-term's set of spelling patterns. Spelling patterns may be readdressed when needed.

Handwriting

- During KS1, children are taught the correct letter formation, size and orientation of each letter. Visual reminders are displayed in the classrooms. It is expected that children will have several short handwriting lessons per week. Expectations for letter formation in Year 1 are set out in the English Planning Toolkit.
- EYFS also take a multi-sensory approach to handwriting and practise fine-motor skills via activities such as 'finger gym'.
- Children are expected to start joining as soon as they are able to correctly form each letter. This expectation usually starts in Year 2.
- Whole class handwriting lessons continue during KS2 until it is felt that the majority of the class' handwriting is at ARE. Children may need further instruction in small groups. If handwriting and presentation starts to slip, the class teacher may pick up the whole class lesson approach again.
- The school takes a joined handwriting approach, but not a 'cursive' style which uses a 'lead in line'.

Spoken language

- Spoken language objectives for Year 1 to 6 are outlined in the English Planning Toolkit.
- Spoken language is taught throughout the curriculum.
- All staff are expected to model correct use of Standard English and this is highlighted via our 'Queen's Speech' posters.

IMPACT

Assessing Impact

- The school uses an adapted version of The English Assessment Kit for periodic assessment which informs assessments on Target Tracker. This is aligned with the school's curriculum.
- Teachers update their assessments termly via Target Tracker, using assessment criteria formed from the planning toolkit.
- Assessments are made using the independent work that is undertaken as part of a writing unit. Separate assessment pieces are not completed, though genres are revisited via 'distance tasks' which are often cross curricular.
- The Year 2 and KS2 statutory spellings are tests half-termly as the school has split the full lists in the National Curriculum into half-term lists. There are further spelling tests held each term, reviewing the spellings covered via the 'No Nonsense Spelling' scheme of work.

Monitoring

- The English subject leader, along with the senior management team, create a monitoring action plan each year to ensure this policy and the school curriculum are followed and taught. They will use a range of monitoring strategies and ensure that they triangulate between these. Support is then offered to teachers where 'areas for development' are identified.
- This policy is revisited on a regular basis and amendments are made where appropriate.