





Westmoor Primary School

Primary Writing Policy

Date policy last reviewed: Sept 2020

Signed by:			
	Head teacher	Date:	24.9.21
	Chair of governors	Date:	24.9.21

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Early years foundation stage (EYFS)
4. National curriculum
5. Teaching and learning
6. Teaching handwriting
7. Practising handwriting
8. Left-handed pupils
9. Planning
10. Homework
11. Assessment and reporting
12. Resources
13. Equal opportunities
14. Monitoring and review

Statement of intent

Westmoor Primary School 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.

The school has created this policy in order to ensure that:

- All pupils are able to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions required for writing, as well as reading and spoken language.
- All pupils can write clearly, accurately and coherently.
- All pupils can adapt their language and style for a range of contexts, purposes and audiences.
- All pupils understand how to plan, practise and evaluate their writing.
- All staff members are aware of planning, assessment, and teaching and learning requirements for the writing curriculum.

1. Legal framework

1.1. This policy has due regard to statutory 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

2.1. The **subject leader** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of writing, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in writing.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding writing skills.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of writing to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of writing in subsequent years.

2.2. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' writing skills, with due regard to the national curriculum.

- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **subject leader** 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.
- 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.

2.3. The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the **subject leader** in order to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the writing curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of writing objectives in pupils' individual education plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

3. Early years foundation stage (EYFS)

- 3.1. All pupils within the EYFS are taught to develop their writing skills as an integral part of the topic work covered during the academic year.
- 3.2. All writing objectives are underpinned by the areas of learning and development that are required to shape statutory educational programmes in early years settings, specifically the literacy and physical development area of learning.
- 3.3. In accordance with the literacy area of learning and development, outlined in the 'Statutory framework for the early years foundation stage', by the end of Reception children are expected 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.
- 3.4 With reference to Development Matters (2021)

3 & 4 year olds will be learning to:

- Use some of their print and letter knowledge in their early writing.
- Write some or all of their name
- Write some letters accurately
- Use a comfortable grip with good control when holding pens and pencils

Children in Reception will be learning to:

- Write short sentences with words known sound-letter correspondence using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.
- Spell words by identifying the sounds and the writing the sound with letter/s

4. National curriculum

- 4.1. All pupils within KS1 and KS2 are taught writing in line with the requirements of the English national curriculum.
- 4.2. 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.

4.3. 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'

4.4. 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.

4.5. 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

- 5.1. The writing curriculum is delivered during literacy lessons, **five** times a week for **KS2**, and **three** times a week for **KS1**.
- 5.2. Wherever possible, grammar is delivered as a separate lesson to allow time for sufficient practice.

- 5.3. Grammatical errors are corrected on written work by classroom teachers, and discussed orally with pupils where necessary.
- 5.4. Classroom teachers use high-quality texts and resources which model effective writing skills to demonstrate good practice.
- 5.5. Classroom teachers encourage pupils to discuss their writing orally with their peers and as a whole class before beginning their written work.
- 5.6. During writing lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.
- 5.7. Writing frames and scaffolds are provided for pupils, particularly those who are least confident, in order to develop good writing skills.
- 5.8. To widen pupils' vocabulary and improve understanding, classroom teachers employ the following methods:
 - 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
- 5.9. Pupils use checklists to self-assess their work and the work of their peers, so that they can evaluate their work effectively and share ideas.
- 5.10. The classroom teacher, in collaboration with the **subject leader**, 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. Teaching handwriting

- 6.1. Teaching staff arrange **monthly** meetings to ensure that there is continuity in teaching methods across year groups and key stages.
- 6.2. Pupils are taught to recognise and appreciate patterns and lines.

- 6.3. Pupils are supported in finding a comfortable and effective grip for holding their writing implement.
- 6.4. Pupils are encouraged to hold their writing implements correctly, away from the point to ensure the line of vision is not interrupted.
- 6.5. The importance of neat and clear presentation is clearly communicated to pupils; successful teaching of this leads to pupils taking pride in the appearance of their work.
- 6.6. Pupils are encouraged to have the correct seating position when learning; the bottom of the back needs to be in contact with the back of their chair.
- 6.7. Pupils in KS2 are encouraged to write quickly, whilst maintaining clear and accurate presentation.
- 6.8. Pupils are taught to write on a range of textures such as whiteboards, blackboards, and different types of paper.
- 6.9. Teachers display examples of correct handwriting in the classroom, along with examples of the highest standard of work by pupils.
- 6.10. New members of staff who will be involved in teaching handwriting will receive a copy of this policy as part of their induction training.

7. Practising handwriting

- 7.1. Pupils are encouraged to practise their handwriting skills on a **daily** basis, with separate time allocated in the timetable to allow pupils to practise and develop their movement memory.
- 7.2. It is vital that pupils develop the correct handwriting techniques. With this in mind, teachers and TAs ensure that any errors are immediately corrected, and pupils can practise their corrections.
- 7.3. At the beginning of every academic year, a letter is sent to parents explaining the school's methods for teaching handwriting. This letter will also explain how parents can encourage pupils to practise at home.
- 7.4. Parents will be provided with a set of exercises which pupils can practise at home; these exercises will be designed by the pupil's teacher, and will be specific to their year group.
- 7.5. When setting homework, teachers will consider the individual progress of each pupil.
- 7.6. Pupils with SEND or those who are academically more able will have separate work from the rest of the class.

8. Left-handed pupils

- 8.1. Paper is always positioned to the far right for left-handed pupils and slanted to suit their individual needs.
- 8.2. Left-handed pupils are always seated to the left of a right-handed pupil in order to avoid competition for space.
- 8.3. Left-handed pupils are given additional supervision and practise time to ensure they are making the same progress as other pupils.
- 8.4. Left-handed pupils are provided with left-handed pencil grips to help them hold the writing instrument correctly.

9. Planning

- 9.1. Planning of the writing curriculum is focussed on two core areas:
 - Providing pupils with the skills to develop an understanding of grammar and knowledge of linguistic conventions for writing.
 - Developing pupils' abilities to write clearly, accurately and coherently, adapting their language and style in, and for, a range of contexts, purposes and audiences.
- 9.2. The school creates long-term, medium-term and short-term plans for delivery of the writing 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**
- 9.3. The **subject leader** is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.
- 9.4. Teachers are 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.
- 9.5. All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- 9.6. In the school, writing is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.
- 9.7. Teachers will use the key learning content in the DfE's statutory guidance 'English programmes of study: key stages 1 and 2', published in 2013.
- 9.8. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

- 9.9. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- 9.10. Long-term planning will be used to outline the units to be taught within each year group.
- 9.11. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- 9.12. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 9.13. Medium-term plans will be shared with the **subject leader** to ensure there is progression between years.
- 9.14. Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.
- 9.15. Schemes of work for phonics, grammar and spelling are used when developing lesson plans to ensure developmental learning, building on pupils' prior knowledge.
- 9.16. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

10. Homework

- 10.1. Homework will be set as and when necessary and will build on taught knowledge and skills.
- 10.2. Any homework will be varied according to the different abilities of pupils – this includes difficulty and time required to complete the work.

11. Assessment and reporting

- 11.1. Pupils will be assessed and their progression recorded in line with the school's **Primary Assessment Policy**.
- 11.2. EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.
- 11.3. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.
- 11.4. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 11.5. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work and of their peers' work
- Classroom tests and formal exams

11.6. Teachers attend **weekly** meetings to discuss the progress of pupils and regularly monitor the progress of pupils during lessons. When doing so, they consider the following questions:

- Is the writing eligible?
- Are the letters in the correct shape?
- Are the letters correctly proportioned?
- Is the space between words, lines and letters appropriate?
- Is the size of the writing correct?
- Is the writing correctly aligned?
- How many pupils are achieving the standards set out in the national curriculum?
- Is the pupil's posture correct?
- Is the pupil holding the pencil properly?
- Is the pupil using the correct movement when forming and joining letters?
- Are the letters reversed or inverted?
- Does the pupil have a fluent writing style?
- Is the writing eligible?
- Is the pupil making the expected progress set out in the national curriculum?

11.7. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

11.8. In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.

11.9. Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum – the score will be noted in pupils' workbooks.

11.10. Standardised tests will be used once a year, towards the end of the academic year, to measure each pupil's attainment in all areas of writing. These results will be compared with an 'average' for all pupils of that age.

- 11.11. 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.
- 11.12. Verbal reports will be provided at parent-teacher interviews during the **Autumn** and **Spring** terms.
- 11.13. The progress of pupils with SEND will be monitored by the **SENCO**.

12. Resources

- 12.1. The **subject leader** is responsible for the management and maintenance of writing resources, as well as for liaising with the **school business manager** to purchase further resources.
- 12.2. Writing resources, such as books, dictionaries and thesauruses, are stored in **each classroom**.
- 12.3. Display walls will be utilised and updated on a **termly** basis, in accordance with the topics being taught at the time.
- 12.4. Writing equipment and resources will be easily accessible to pupils during lessons.
- 12.5. The school library contains an array of resources to support pupils' learning.
- 12.6. The **subject leader** will undertake an audit of writing equipment and resources on an **annual** basis.

13. Equal opportunities

- 13.1. All pupils will have equal access to the writing curriculum.
- 13.2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing writing lessons.
- 13.3. Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- 13.4. Cultural and gender differences are positively reflected in lessons and the teaching materials used.

14. Monitoring and review

- 14.1. This policy will be reviewed on an **annual** basis by the **subject leader**.
- 14.2. The **subject leader** will monitor teaching and learning in the subject at **name of school**, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

- 14.3. A named **member of the governing body** is briefed to oversee the teaching of writing, and meets regularly with the **subject leader** to review progress.
- 14.4. Any changes made to this policy will be communicated to all teaching staff.