



“English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, other can communicate with them”
English Purpose of Study, National Curriculum 2014, DFE

We believe that English is an essential part of the curriculum: A subject that not only stands alone, but one that is an integral part of all learning in school.

Intentions:

- Deliver an engaging and exciting curriculum that inspires an enthusiastic attitude and children who want to write.
- Create a love of language and support children to be articulate and confident communicators who express themselves clearly and engage in discussions.
- Encourage children to be imaginative and creative, using ideas drawn from their wider reading and express themselves clearly through the written word.
- Provide children with the life-long skills of grammar, punctuation and composition that will be essential throughout life.
- Develop children into writers with an understanding of the writing process including planning, drafting, proof-reading and editing to enhance their work.
- Provide regular opportunities for children to consolidate and reinforce taught skills, applying them in a range of contexts and for a range of purposes and audiences.
- Create a culture where children love to write and take pride in their work.

Implementation:

Organisation and Planning of Writing in the Early Years:

In Reception, writing is addressed through focussed activities with an adult and a continuous provision of mark making materials available for children to access indoors and outdoors. Wherever possible, opportunities for spontaneous writing will be exploited eg. during role play activities. Provision is focused upon transferring the spoken word into the written word. In EYFS, we provide opportunities for children to see adults writing and encourage children to experiment with writing for themselves. We ensure children feel secure enough to ‘have a go’, learn new things and be adventurous. Once letter sounds have been taught, children are encouraged to write the sounds they can hear using accurate letter formation.

The implementation of English lessons is gradual throughout the year. Children will develop skills and concepts through various adult directed and child- initiated activities in the autumn term, moving towards a more formal English session, to ensure they are ready to access English lessons in Year 1.

Children in Reception are introduced to talk for writing using a focused model text each half term. They learn rhymes and simple stories through images, props, and actions. In the Autumn term, children orally share their sentences and ideas which are scribed by an adult. As the year progresses, children begin to

become more independent, recording their own verbal ideas with images and objects and some children will express ideas in simple sentences using phonic mat supports.

Organisation and Planning of Writing in the Key Stages 1 and 2:

Planning for Writing:

Pupils in Key Stage One and Two benefit from a daily English lesson. These lessons are based on carefully determined units of work; fiction units are linked to 'Talk for Writing' by Pie Corbett and non-fiction units are linked to cross-curricular areas, where possible. Teachers plan to ensure they cover all areas of the English National Curriculum.

When planning for writing, teachers incorporate sentence and word level activities in a meaningful, creative and engaging context. Some areas of grammar are taught discretely before being applied in later units. Quality texts are used as models on which to base children's writing.

Children will have regular practise at independent writing in a range of different genres and for a variety of different purposes. They will be encouraged to develop a love of writing and have an opportunity to exercise choice over content, presentation and intended audience during 'free-write' lessons.

There is an expectation that teachers will revise objectives from the child's previous years as well as consolidating understanding and depth in their current year's objectives.

Teachers complete a long-term overview to map out the literacy coverage for each two-year cycle with the English subject lead. This ensures all genres are covered, cross curricular opportunities are considered and the progression of skills across the school is applied.

Approaches to the Teaching of Writing:

In English, we use many differing teaching approaches to ensure that writing opportunities are as effective as possible to facilitate progression in all pupils regardless of their starting points. Some of these approaches are as follows:

- Direct teacher instruction: modelling skills and techniques with no input from the children. Teachers share their thought process by 'thinking aloud' so that children can see how ideas are generated, written down and edited.
- Shared writing: demonstration writing with the children where the adult acts as scribe for shared ideas.
- Guided Writing: as above with individual/paired/group instruction.
- Outdoor learning: key trips and visits to stimulate ideas and purpose for writing.
- Pupil-led learning
- Collecting key vocabulary: using a 'magpie book' to discuss, collect and define key vocabulary.
- Opportunities to 'talk' like an author using a wide range of examples to develop a 'writers voice'.
- Use of ICT to research, present and communicate meaning.
- Scaffolding: use of a wide range of resources to support children and enable them to become independent writers including dictionaries, thesaurus, common word banks, pictures, wall displays etc.

Across the curriculum, children experience all aspects of the writing process (appropriate to their age and development). Teachers use a sequence of writing using the following 'talk for writing' approach:

- **Imitation - Reading (and learning) an age-appropriate model text:** teachers demonstrate how to be an expert in writing with a model closely tailored to the classes needs; pupils evaluate and

analyse what makes this 'good' writing – picking out the organisational and language features. A range of different texts within the same genre are analysed to identify common features.

- **Studying, learning and practising relevant grammatical and vocabulary-based skills which lend themselves to the genre of study (short-burst writing):** teachers explicitly instruct pupils in new content or revise previous learning, modelling skills and techniques needed. Pupils then employ these grammatical and vocabulary techniques and practise how to include such features within their own work using short writing composition opportunities.
- **Innovation - Supported write (shared write):** teachers guide children through the writing experience, adapting the model text with ideas of their own and creating longer pieces of writing. This writing will include the grammatical/vocabulary features taught.
- **Evaluating and self/peer assessing piece of work:** from Year 2, pupils are taught to proof-read and edit their work. They will be given the opportunity to re-draft sections where appropriate.
- **Independent Application – Hot Write -** We recognise the importance of independent, extended writing. Teachers will plan for children to complete extended writing on a regular basis and ensure at least once a half term (or at the end of a block of teaching) pupils complete a 'hot-write' piece. Planning will be independent rather than guided as the children prepare to compose a piece of work where their progress can be assessed and new targets identified.

Throughout the unit, teachers will ensure a balance between these approaches and adapt the sequence according to the needs of the children, type of writing being taught and children's prior experiences with the different genres.

Speaking and listening:

"Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupil' confidence and competence in spoken language and listening skills." **English Purpose of Study, National Curriculum 2014, DFE**

Speaking and listening is at the heart of our English curriculum and we believe that developing orally confident pupils within a language-rich environment is essential. Oral rehearsal and learning of a model text are a key component of the 'Talk for Writing' approach used in school. Drama strategies such as role-play, conscious alley, hot-seating and paired discussion are regularly incorporated into planning. In addition, end of key stage performances allow children the opportunity to perform on a larger scale in front of audiences.

Approaches to Grammar, Punctuation and Spelling:

Spellings:

Spelling is taught both in discrete sessions and is also embedded throughout other learning during the school day. Teachers ensure that spelling rules are being reinforced when teaching any writing-based activity and will correct key spellings within a piece of writing where children have already been taught the spelling or the spelling rule.

When teaching discrete 'Spelling' lessons, we use the requirements of the National Curriculum 2014 to ensure children can do the following:

- Spell new words correctly and have plenty of practice in spelling them... including exception words and homophones.

- Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology (the study of the form of words) and etymology (the study of the origins and development of words).
- Are supported in understanding and applying the concepts of word structure.
- Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

Spellings are assessed weekly or fortnightly in class, as part of the writing assessment in 'hot write' pieces and within summative standardised assessments at the end of each academic year using SATs assessments (Y2 and Y6) and 'Oxford National Curriculum tests' (Y3, Y4, Y5).

Grammar and Punctuation:

Grammar is predominately taught in context using the T4W grammar progression document: [T4W grammar progression](#) and the National Curriculum Progression of skills: [NC grammar progression](#). As children progress through school, some grammar and punctuation skills are taught explicitly in a grammar-focussed lesson before being applied in writing units.

From EYFS onwards, teachers use the correct technical vocabulary in their teaching to encourage the correct use of these terms by children. In Key Stage 2, every child helps develop their own 'Writer's toolkit' for each piece of writing considering the grammatical features to be used and the effect they will have on the piece/reader.

Grammar and punctuation knowledge is assessed through formative daily marking and against the writing assessment criteria in 'hot write' pieces. Grammar and punctuation is also assessed in summative standardised assessments at the end of each year using SATs assessments (Y2 and Y6) and 'Oxford National Curriculum tests' (Y3, Y4, Y5).

The 'Everyday' writing toolkit provides key grammatical features (see everyday writer progression document) which will be applied in every piece of writing, every time to ensure basic skills are regularly reinforced in class.

Handwriting:

We aim to ensure children leave Little Eaton Primary School with a legible, joined and fluent handwriting style. Handwriting is taught in line with the National Curriculum objectives. As a whole school, we have decided to implement Nelson Handwriting Scheme. Once children are secure in the formation of letters using the RWI formation images (see appendix), they will be taught handwriting joins. Handwriting is linked to spelling wherever possible and children will be given the opportunity to regularly practise different joins (dependent on age and ability). All children in Years 1-4 use handwriting lined English books to embed skills in all English lessons.

The Role of Parents and the Wider Community:

We believe that parents' involvement in their child's learning is invaluable. Parents are actively encouraged to support their children at home. Encouraging children to write at home in a range of difficult situations can help children develop their skills and become more confident writers.

We hold two parents' evening each year (in the Autumn and Spring term) where parents can look at their children's books and discuss attainment, targets and progression with class teachers.

Assessment:

Continuous feedback is given to children orally within class. The use of the visualiser in every classroom allows teachers to share children's work and model successes and areas which can be developed further, allowing all children to consider these in their own pieces. Marking of work allows teachers to identify common errors/misconceptions and adapt planning to address these in later lessons. A marking code has been agreed by all teachers to ensure consistency in marking approaches across school.

Standardised assessment are used at the end of each academic year to support teachers judgements and ensure robust and accurate assessment data is collected.

Differentiation, Extra support and Inclusion:

There are children of differing abilities in all classes. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of tasks to the abilities of the children. Differentiation can take the form of targeted questioning; differing tasks; scaffolding; and varied expectation of outcomes. Teaching Assistant enhance learning opportunities in all classes.

Where further support is needed, other programmes will be used. Consultation with the SENCO is essential to ensure children are provided tasks and relevant intervention, appropriate to their needs.

At Little Eaton Primary School, we have high expectations for every child, whatever their background, ability or circumstances. We want all children to reach their full potential.

Equality

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff, and parents.

Impact:

- In Reception, assessments are ongoing and recorded on tapestry to complete the EYFS profile assessments.
- In KS1 and KS2, the outcomes of the hot-write assessments are used to inform planning and next steps for children's achievements. Assessment information feeds into pupil progress meetings and is used to identify children who may require specific teaching input or intervention as part of the 'waves provision mapping' in each class.
- We frequently hold writing moderation meetings to ensure the consistency of attainment and progress of children across the year. This ensures that all staff have a good understanding of our assessment systems and progression across all year groups. We also moderate with other schools to ensure that standards are rigorous and fair.
- Governors regularly monitor writing as part of the Teaching and Learning Committee and will look at children's writing across the school.

How do we know if we have achieved our aims?

- Children are engaged and enjoying lessons.
- Communication skills are strengthened and children can articulate themselves well.
- Writing is developed from good ideas and is imaginative with use of ambitious vocabulary.

- Children know more and remember more and have skills which equip them to progress from their starting points.
- Children have strong writing skills that allow them to access the whole curriculum and transition to secondary schools with confidence.
- Writing is high quality and well-presented.
- Children’s understanding of the writing process helps them make good progress, with a high percentage achieving age-related expectations.
- Children take pride in their work and discuss their confidently.

Subject leader role

The English subject lead is responsible for raising the standards of teaching and learning in Writing. Data from across the school is analysed to identify strengths and areas for improvement. From this analysis, the School Development Plan each year will focus on any key issues which need to be implemented, monitored and evaluated.

The English subject leader will:

- Oversee the design and delivery of the Writing curriculum.
- Develop good practice in their classroom.
- Co-ordinate and order resources and manage the budget.
- Monitor and evaluate resources.
- Monitor planning and the delivery of the curriculum.
- Work together with colleagues to raise standards.
- Provide stimulus and inspiration.
- Ensure that the policy documents remain useful and current.
- Carry out a yearly audit and action plan.
- Conduct pupil voice interviews/questionnaires.

Monitoring strategies used include: looking at pupil’s work, monitoring writing material and model texts, purchasing resources, learning walks and lesson observations, delivering training and staff meetings to teachers/teaching assistants and pupil voice interviews and surveys.

Any questions or concerns regarding this policy should be made to Mrs. K Gardiner (English Subject Leader).

Date:

Date for next review:

Confirmation that the policy for Writing, in respect of Little Eaton Primary School, has been discussed, approved and ratified by the Governing Body:

Signed by:

Chair of Governors: Date:

Headteacher: Date:

Approved at the Governing Body Meeting on: