

Newington Community Primary School



Writing Policy

2023-2024

Amended:	Term 1 2023
Updated by:	Kayleigh Stanley
Approved by the Governing Body:	
Signed:	(Chair of Governors)
Review:	Term 1 2024

Intent

At Newington Community Primary School, developing our children as competent writers is core to our aims of 'Ambition, Achievement and Aspiration'. A good writer is able to achieve well across the curriculum in their formal education, but likewise the ability to communicate clearly and accurately through the written form, is vital for their future life opportunities and outcomes. In order to be a good writer, pupils need to be fluent readers, therefore our approach to writing is intrinsically linked to our reading provision, underpinned by our phonics teaching.

Developing competent writers is a complex process, relying on the following domains:

- Transcription (spelling and handwriting)
- Composition
- Vocabulary, grammar and punctuation

All of our teaching is aligned to the National Curriculum expectations (2014).

Through our writing curriculum, we teach using a wide range of high quality texts. These texts include a range of medias such as books, picture books, visual literacy such as videos and high quality pictures. These high quality texts have been chosen to develop our pupils perspectives of the world, being chosen in line with our four curriculum drivers:

- Citizenship
- Health
- Aspirations
- Diversity

Throughout English lessons children will have access to a range of writing opportunities including fiction, nonfiction and poetry.

"The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment." National Curriculum, 2014. Writing in EYFS and KS1

Implementation

Handwriting

EYFS and Key Stage 1

Pupils begin to develop their transcription through the teaching of phonics, based on the Read Write Inc. programme. In EYFS pupils begin to form their letters alongside their sounds. Pupils begin with Set 1, single letter sounds, learning to write (and read) one sound a day. Children use the picture mnemonic to learn to form letters correctly and at the same time they learn to read each sound. Each sound has a handwriting phrase, for example, “Down Maisie, and over the mountains.”

Key Stage 1 and 2

Alongside the handwriting elements on the Read Write Inc programme, in Year 1 pupils have further practice of their handwriting through handwriting lessons, using Letterjoin resources. Handwriting lessons occur in every year group from Year 1 to Year 6. Children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. Handwriting is a complex skill which involves a wide range of cognitive, linguistic and perceptual motor abilities, therefore we have a consistent approach in which pupils develop increasingly complex skills.

Handwriting progression

<u>Year Group</u>	<u>Handwriting activities</u>	<u>Regularity</u>
NURSERY	<ul style="list-style-type: none"> Gross and fine motor skills Patterns Letter formation for letters in own name (use RWInc pneumonics and formation*) 	Daily practice
RECEPTION	<ul style="list-style-type: none"> Patterns Letter formation linked to letters being learned in RWInc 	Daily sessions.
1	<ul style="list-style-type: none"> Discrete work on letter formation linked to RWInc Letter formation in letter family groups* Formation of capital letters Formation of numerals in maths lessons as well as handwriting 	3 x half hour sessions per week – timetabling at discretion of teachers (use planning sheet)
2	<ul style="list-style-type: none"> Discrete work on letter formation linked to RWInc Lower case letter formation and height* in letter family groups Upper case letter formation and height in letter family groups Numeral formation (also taught in maths lessons) First join* (once all lower case and upper case are correctly formed at correct height) 	3 x half hour sessions per week - timetabling at discretion of teachers (use planning sheet)
3	By Year 3 letter formation and height should be correct and consistent. If not these need to form part of the teaching as well.	1 x half hour session each week – PM timetable

	<ul style="list-style-type: none"> • First join • Second join • Third join • Fourth join • Double letters that join • Break letters* • Double letters that do not join • Tricky joins • Print and cursive • Slope • Revise all four joins 	
4	Revise Year 3 focusing on the areas the children need to practise the most	1 x half hour session each week - PM timetable
5	<ul style="list-style-type: none"> • Revise all four joins* (speed should be present throughout teaching) • Break letters* • Tricky joins • Print and cursive • Decorated capitals • Speedwriting • Other forms e.g. bubble writing 	1 x half hour session each week - PM timetable
6	Revise Year 5 focusing on the areas the children need to practise the most	1 x half hour session each week - PM timetable

SEND

Some children may need access arrangements in order to handwrite effectively. This may include: sloping boards, cushions, special pencil grips, pencils with thicker grips, outside professional advice, exercises before writing for muscular rigidity or weakness. 'Write Dance', 'fizzy' and 'clever hands' groups.

EAL

Children who enter the school with a different alphabet will need to adopt the English alphabet gradually and will benefit from starting from the early stages as stated in the progression table.

New Children

New children to the school may have a different but acceptable handwriting style. Teachers will make their own judgements and implement the policy where appropriate at the relevant stage.

Left Handers

Left handed writers will need to sit next to each other or on the left of a right handed writer. Teachers should attempt to write using the same hand when demonstrating to a left handed writer. These children may need a higher seat.

Teachers as models

All adults who write in front of, or for the children, should always use the same style of handwriting as the children are asked to develop. This also applies to the marking of pupil's work.

Paper

Lined paper should be used apart from the very young. Landscape format is good for the earlier stages. Handwriting books for Years 1 and 2 and lined books from Years 3-6.

Posture

Upper body must be upright and squarely facing the writing surface. Feet should be on the floor and the non-writing hand supporting the work.

Spelling

EYFS and Key Stage 1

Spelling is an integral part of learning to read and blend, therefore once pupils have learnt their initial sounds, they begin to spell different words using magnetic boards and sound cards. They begin with CVC words, which progresses as they learn more sounds. Through their phonics teaching, pupils learn to spell words through their sound knowledge where words are phonetically decodable, and learn to spell 'Red words'- words which cannot be sounded out phonetically, for example go, my, all.

Key Stage 1 and 2

At Newington, children are taught spelling from Year 2 through to Year 6 following the Read Write Inc. Spelling programme.

Although the teaching of phoneme-grapheme correspondence underpins this programme, it also develops children's knowledge of word families, how suffixes impact upon root words, and provides mnemonics to remember the trickiest spellings.

The teaching revolves around instruction (with the help of online alien characters), partner and group practice, and competitive group challenges that help children commit new words to memory.

Timetabling

Spelling lessons are to be taught three times a week for 15 minutes. It is at the teacher's discretion whether this is taught in the morning English slot or in the afternoon.

English lessons

Units of English lessons are been developed based on high quality texts, a a three phase approach to planning. Texts include a range of medias such as books, picture books, visual literacy such as videos and high quality pictures. These high quality texts are linked to our four curriculum drivers:

- Citizenship
- Health
- Aspirations
- Diversity

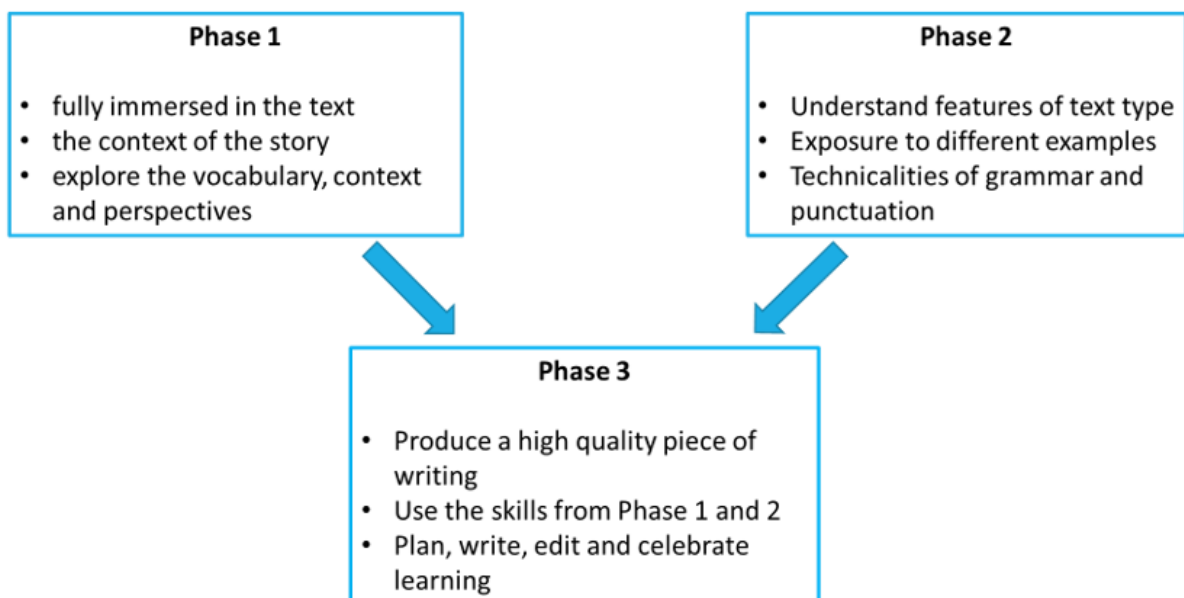
Throughout English lessons children will have access to a range of writing opportunities including fiction, nonfiction and poetry.

Pupils tend to be taught two units of English per term, with one fiction outcome and one non-fiction written outcome.

The Planning Process

Teachers have a Programme of Study for each unit of work. The Programme of Study following the following phases:

Phases of Planning



Punctuation and Grammar

Grammar and punctuation are taught discreetly within English lessons and are taught in preparation for the extended piece of writing produced during Phase 3. Additional, discrete Punctuation and Grammar lessons allow for further time for this knowledge to be embedded. Expectations coincide with the National Curriculum expectations for the Key Stage and year group of the child.

Marking

The marking of English work will be line with the Newington Feedback policy. Children will have the opportunity to correct any errors using green pen. During a revise and edit, children are encouraged and taught how to edit their work effectively.

Comprehension

As part of Newington English, comprehension lessons are taught once a week. This activity can be based on the class text, the shared reading text or a stand-alone piece of writing or media. The aim of this is to develop children's inference and deduction skills as well as the skill of predicting using the text as evidence.

Impact

The impact of the teaching of writing is monitored in the following ways:

- Formative assessment during and after lessons- assessment for learning strategies are embedded into lessons, and written work is marked and pupils are given feedback daily.
- The tracking of pupil progress and regular pupil progress meetings
- Learning walks and observations
- Team teaching
- Book looks