St. Paul's

C of E

Primary School

WRITING POLICY

Purpose of the policy

This policy reflects the aims and values of St. Paul's CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.
The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment.
- Demonstrate adherence to the National Curriculum objectives and guidelines.
- Provide clear information to parents and carers about what their children will be taught.
- Allow the governing board to monitor the curriculum.
- Provide Ofsted inspectors with evidence of curriculum planning and implementation**.**

Subject vision

At St. Paul's CE Primary School. we recognise the central importance of English (writing), as a subject in its own right, and as the most cohesive area of learning. Gaining and using skills in language not only affects the child's progress in school, but also has a profound influence upon the course of his or her whole life. All pupils will be given opportunities to develop their use, knowledge and understanding of written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught writing skills as at St. Paul's Primary School, we strive for children to be a 'Primary Literate Pupil'.

Intent: Aims and Outcomes

Our intent at St. Paul's CE Primary School is to ensure our pupils are fluent and effective writers who have a rich vocabulary and enjoy composing writing. We also believe they should have a deep knowledge and understanding of the expectations set out in the National Curriculum that prepares them for future learning beyond our school. The school's policy for English and Reading follows The National Curriculum 2014 for English Guidelines and the Early Years Foundation Stage Framework.
The overarching aim for English in the national curriculum which are to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The Early Learning Goals for CLL are:

- 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.

Development Matters guidance for Literacy suggest that writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing.

For Communication and Language the guidance is that reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

The national curriculum for English aims to ensure that all pupils:

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting).
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Where suitable, adaptations have been made to suit our school's environment and ethos.

Let Your Light Shine in Writing:

Through the teaching of writing, at St. Paul's we aim to ensure our children have secure basic skills that mean they are literate and can write with confidence; developing into articulate communicators through written English language in a range of situations and forms. Throughout their English education, pupils will be encouraged to become creative thinkers; individuals who are imaginative and can achieve what they set out to do in their own way.

At St Paul's we aim for all pupils to be able to:

- Have a good pencil grip by using a tripod grip.
- Have correct letter and number formation.
- Spell the common exception words.
- Move from writing a simple sentence/phrase correctly to writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Reflect on their own and other's language used.
- Have a suitable technical vocabulary to articulate their responses.
- Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Use a growing vocabulary in spoken and written form.
- Understand a range of text types and genres – be able to write in a variety of styles and forms
- Appropriate to the situation.
- Use their powers of imagination, inventiveness and critical awareness through writing.
- Have fluent, legible handwriting.
- Talk with pride about their collection of end of unit writing outcomes which are published and celebrated around the school and can be seen in their writing books. Parents are invited to share these with their children in our 'Open Classroom' after their class Learning Celebration.
- See work displayed attractively across the school; showcasing pupils' written work that has exceeded their previous achievements.

Through our teaching of writing our intent is to:

- Ensure all children have the handwriting (transcription) skills necessary to write fluently, legibly and with automaticity.

- Ensure all children can spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words
- Inspire and motivate children to engage with their learning through our use of high quality texts and authors.
- Provide models and scaffolds that explicitly teach/demonstrate the writing process – from idea gathering and planning to producing a final piece.
- Encourage children to be reflective and critical of their own writing.
- Ensure children have a vast bank of vocabulary and sentence structures that they can use to
- produce high quality writing.

Implementation: Teaching and Learning

At St Paul's we implement the teaching of writing through a range of teaching opportunities. These include the teaching of phonics'; explicit grammar, punctuation and spelling lessons; explicit handwriting lessons and composition/writing lessons.

Composition is explicitly taught using the following strategies:

- **Talk for writing** - children are encouraged to talk about their writing before they begin, as they write and after they write. This is applied in whole class learning and teaching and in guided writing. Talk for Writing- is used from Reception to Y4.
- **Shared writing**-the teacher models how to write accompanied by a running commentary that explains what is happening and why. Teachers show the children how texts are organised; composition and effect; how to gather ideas, plan, draft and edit writing and how to present their work.
- **Independent writing** – Children are given the opportunity to write in pairs and groups as well as independently. Children are required to work independently regularly to develop and apply their own skills.
- **Guided Writing** - The teacher tailors the teaching of writing to the needs of a small group or individual, responding quickly to their needs and enabling immediate feedback during independent writing time.
- **Extended independent writing** – Children are expected to write extensively at the end of every unit of work.

Strong Foundation: Early Writing

At St. Paul's in the Early Years Foundation Stage and into KS1, there is an emphasis on speaking and listening, which is continuously modelled to the children by all teaching and support staff. Systematic and discrete phonics is at the heart of teaching children to decode for reading and segment for spelling. Phonics teaching (Little Wandle) is fast paced and consistent across EYFS and KS1. (See Reading Policy for further information). Robust assessment and rapid catch up programmes ensure early identification of children who require additional support. Effective monitoring of teaching and learning and high quality teaching is central to the children's development.

In order to develop a love of writing, in the Early Years Foundation Stage (Nursery and Reception) and into KS1 children should be given opportunities to:

- Engage actively in stories, non-fiction, rhymes and poems.
- Be provided with extensive opportunities to use and embed new words in a range of contexts.
- Engage in conversation, storytelling and role-play, share their ideas with support and modelling from adults with the addition of sensitive questioning.
- Be comfortable using a rich range of vocabulary and language structures.
- Embed the complexities of writing through a range of adult led and directed activities and independent learning within continuous provision.
- Have extensive opportunity to engage in fine and gross motor activities to develop the physical skills needed to write.
- Form letters correctly using a correct tripod pencil grip.

- Be immersed in a vocabulary-rich environment which aids their spelling and vocabulary development.
- Only be introduced to more complex writing tasks once fluency in foundational knowledge is solid and children have sufficient transcription skills.

The teaching sequence in EYFS

In EYFS, The Early Learning Goals are followed to ensure continuity and progression from the Early Years Foundation Stage through to the National Curriculum.

To ensure children have the necessary skills to become writers and to develop strong foundations in their writing we ensure that children have daily opportunities to:

- Listen to sounds and identify the correct corresponding graphemes (letters or groups of letters), according to the GPCs taught in the school's phonics programme Little Wandle.
- Sit correctly on a chair at a table when writing.
- Hold a pencil correctly and comfortably using the tripod grip.
- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters, as prompted by the Little Wandle programme being followed.
- Write, from dictation, simple English words made up of the GPCs they had learned.
- Take part in conversations with adults every day- developing conversation skills.

In addition to this to develop their composition skills, children are continually encouraged to engage with and respond to high quality texts and are provided with thoughtful opportunities for speaking and listening and writing. The "Talk for Writing" approach is used to allow children to become confident with storytelling. Children are encouraged, through play, to create and tell stories which are recorded and displayed in classrooms.
The writing composition element of CLL is delivered using Pie Corbett's 'Talk for Writing' techniques. Children learn to talk the text through imitation: children retell stories they have learnt both orally and then through writing. Children learn to orally compose and then write their ideas applying their phonics knowledge to spell.

The teaching sequence from Y1 to Y4.

At St. Paul's Primary we strive to give children the tools and confidence to be able to write from an early age, in a range of styles and genres. Therefore, planned teaching of writing is based on high quality texts; incorporates the teaching established from Pie Corbett's 'Talk for Writing' model; is sequenced based on the Lancashire Learning and Progression Steps; is closely linked to the teaching of reading and phonics and includes explicit teaching of the transcription skills needed to write fluently.

A text-based approach is used in all classes. Modelled and shared writing occurs in every writing lesson. Children engage with the shared writing process and contribute ideas and suggestions throughout. The "Talk for Writing" approach is used consistently and children learn, orally rehearse and tell stories.

The teaching sequence follows the same pattern from Y1 to Y4:

A Wow lesson: to Hook the children in to the writing topic
Imitation and interrogation: children learn to talk the model text, gather vocabulary and interrogate the grammatical features of the text.
Innovation: children generate their own ideas and develop, extend and change key details of a learnt story. They create a writers toolkit and a bx plan for their writing.
Independent Application: children create a 'new' piece of writing based on the model text but using their own ideas.
Proof reading and Editing writing: Children edit, amend and mprove their writing.
Publishing: Writing is publisged for display.

The teaching sequence from Y5- Y6

Once children have experienced writing in a range of styles and genres. We provide children with the opportunity to become more independent in planning, drafting and editing their writing. The teaching sequence follows a similar pattern to that in earlier years and a text-based approach is still used as well as the continuation of explicit teaching of the transcription skills needed to write fluently. Shared writing occurs frequently (in 3-4 lessons weekly) and involves children in the writing process. Children engage in discussion regarding effectiveness of grammatical/language techniques and assess accuracy in structure. The teacher encourages all children to share suggestions for writing and all input is valued and considered as a means to build self-esteem and confidence. In Y5 and Y6 children interrogate a text to identify vocabulary, grammar and structural features they also use fluency reading to become familiar with textual features. Proof reading and editing is more thorough and children move to being the first markers of their work in Y6 so that they independently amend and improve work.

Planning and development of skills

Children must have the necessary transcription skills needed to be able to write effectively.Children should:

- Identify correct corresponding graphemes (letters or groups of letters) to spell correctly.
- Sit correctly on a chair at a table when writing.
- Hold a pencil correctly and comfortably using the tripod grip.
- Form lower-case letters and capital letters in the correct direction, starting and finishing in the right place.
- Know how to punctuate a simple sentence correctly.

Where children do not have these skills interventions and explicit teaching are used to ensure children keep up.

To ensure there is a progression and continuity of key knowledge or skills, each year group has a curriculum overview which sets out the grammar, composition and transcription statements for each year group. These are used to inform planning and teaching; ensuring pupils learn, develop, revisit and consolidate these skills throughout the year.

This teaching sequence from Y1 to Y6 is supplemented with the teaching elements:

- Stimulus – something interesting to write about.
- Reading and talking the text – reading or telling the model text and investigating similar texts.
- Comprehension – deepening understanding through discussion, drama, writing in role, representing and exploring the text.
- Analysising – reading as a writer.
- Planning and talking the text – gathering and organising ideas - talk the text prior to writing – take feedback, refining and retelling.
- Writing – draft, polish and publish writing.

NB transcription skills permeate each stage of the teaching sequence.

Genres of writing

List of genres for Key Stage 1 and Key Stage 2 writing:

To ensure high standards in writing, children must experience writing in a variety of genres, in every school year. This enables young writers to practise and develop their writing structure, vocabulary and composition skills at every stage in their writing journey.

In KS1 the following genres are written: Poetry, Narrative story writing, Traditional/fairy tales, non-chronological report, diary entry, recounts including newspaper report, letters.

In KS2 the following genres are written: Poetry; Narrative story writing (Science fiction, Adventure, Mystery/detective, Fantasy, Myths and legends, Dilemma stories); Recounts (Newspaper reports, 1st hand recounts); Reports (chronological and non-chronological); Instructions; Explanations; Persuasion; Discussion; Letter writing; biography and Pod casts.

Teaching of Grammar, Punctuation and Spelling

Grammar and Punctuation
Teachers plan English lessons using a text-based approach with a grammar focus. This involves meaningful grammar links from the National Curriculum, which are identified in each year group's curriculum, being woven throughout the teaching units.

In addition to this, explicit grammar objectives are taught in grammar lessons. This explicit teaching complements the grammar focus of the writing unit.

Teachers plan for ambitious vocabulary to be introduced and used within their modelled / shared writing lessons. Through shared writing children are encouraged to discuss (with teacher support) the effectiveness and impact of certain punctuation, grammatical structures and vocabulary and to consider the difference this makes to the writing. Punctuation and grammatical misconceptions in knowledge are picked up in Y2 and Key Stage 2 through the marking of writing tasks and these are then corrected and improved through editing and further teaching.

Spelling

Spelling rules are taught explicitly from Year 2 onwards using the Ready, Steady Spell resource.
Teachers will then monitor how these spelling rules are applied throughout other English lessons and across the wider curriculum. Assessments take place each half term so that interventions can be used to mend gaps in spelling knowledge. Pupils will have opportunities to consolidate spelling rules from previous year groups where appropriate and then learn new spelling rules from the National Curriculum appendix for their year group. Common exception words (set out in the National Curriculum) will be taught in each year group (recapping on previous year groups where necessary) as part of this teaching. Where children are still following the phonics programme, they will follow this sequence of learning for the common exception words and will have adapted resources and teaching to support their spelling.

Spelling accurately and developing a wide vocabulary

Accurate spelling and developing a wide and varied knowledge of vocabulary is encouraged on a daily basis by:

- Within every unit of work planned, children are taught how to play with words, find out word meanings and derivations and to use a thesuaurus to extend their vocabulary. As they become more confident writers, they experiment with sentence construction and variation.
- Each week, children have a Word Aware session to explicitly teach vocabulary that is specific to their current learning.
- Use of semantic fields is employed in EYFS and Y1 to identify language which will be important for children to know. Where children may not have a breadth of vocabulary due to being EAL learners this is taught prior to the unit being introduced.
- Journals are used to collect vocabulary which can be referred to during shared writing and independent writing.
- Marking highlights incorrect spelling which must be corrected beforer the next lesson.
- Daybooks are used to identify poor spelling and any misconceptiosn which need to be addressed with individual children.
- Focus Five spellings for the class are identified from independent writing and these words must be spelled correctly in any further writing once they become the class focus.
- The learning environment is uded to display key vocabulary as well as spelling rules.

Teaching Handwriting/Transcription

Handwriting is taught from Nursery to Year 6 using the Little Wandle resource in conjunction with the Letter Join handwriting programme. Children's handwriting skills are assessed each term using dictation and interventions are put in place for children who do not have fluent transcription skills.

We make sure that children understand which letters belong to which handwriting 'families' and that they practise these. As part of the handwriting assessment we check that children have the correct tripod pencil grip; can form letters correctly and have a good sitting position when writing. If any of these aspects are not in place children receive targeted intervntions and the use of resources such as pencil grips, slants and cushions. If a child has fine motor difficulties, we ensure that they have access to resources to aid the development of better fine motor control. Children who have significant difficulties with fine motor and transcription skills have adaptations such as using ICT to support their compositions; scribed work or recording orally so that poor transcription skills do not prevent children form recording their compositions.

Curriculum Progression

Nursery:
Transcription
• Gross motor activities:(climbing swinging messy play parachute games.). • Develop fine motor co ordination through using tools and equipment to cut (scissors, sewing, painting). • Pick up small object and engage in activities that develop fine motor skills. • Use a comfortable grip when holding pens and pencils (tripod grip). • Use some of their print and letter knowledge gained from observations of print in the environment in early writing – (shopping lists; chalk). • Write some letters accurately. • Write some of their name. • Spot and suggest rhymes. • Count or clap syllables in a word. • Recognise words with the same initial sound.
Composition
• Engage in conversations about stories – share books. • Explain unfamiliar words and concepts through stories and other activities. • Provide children with a rich language environment. • Encourage children to talk about what is happening and give their own ideas. • Shared book-reading followed by conversations with children. • Offer children lots of interesting things to investigate and ask questions. • Expand on children's phrases.
Outcomes
• Use a wider range of vocabulary. • Use longer sentences of four to six words. • Use sentences joined up with words like 'because', 'or', 'and'. • Use the future and past tense. • Answer simple 'why' questions.
Reception
Transcription
• Use a range of tools safely, competently and confidently (pencils; painbrushes; scissors, knives; forks and spoons). • Activities to further develop and refine fine motor skills (threading; woodwork; pouring; stiring; dressing and undressing; small world toys; planting; junk modelling, construction kits and mallable material). • Provide areas for sitting at a table (with chairs and foot rests at the correct height) that are quiet and give reminders about correct posture. • Develop the foundations for a fast and accurate handwriting style; encourage children to draw. • Guide what to draw, write or copy.

- Teach and model letter formation for lower case and capital letters correctly as they learn the sounds for each letter using a memorable phrase.
- When forming letters the starting point and direction are more importanat at this stage than size or position on a line.
- Write recognisable letters, most of which are correctly formed.
- Continuously check children are holding pencils correctly with reguar practice to encourage an efficient handwriting style.
- Dictate sentences to ensure they contain only the taught sound-letter correspondences.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Touch each word as they say the sound.
- Identify the sound that is tricky to spell in tricky words.
- Write simple phrases and sentences that can be read by others.

Composition

- Recast what the child said.
- When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.
- Articulate their ideas and thoughts in well-formed sentences.
- Use complete sentences in your everyday talk.
- Learn new vocabulary.
- Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.
- Narrate events and actions.
- Story time once a day and display books in the environment.
- Support children to form the complete sentence orally before writing through *Talk for Writing.*
- Help children memorise the sentence before writing by repeatedly saying it aloud through *Talk for Writing*.
- Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.

Outcomes

- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.
- Model how you read and re-read your own writing to check it makes sense.
- Connect one idea or action to another using a range of connectives.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Engage in storytimes.
- Retell the story.
- Using exact repetition and their own words.
- Talk about non- fictio to develop familiarity with new knowledge and vocabulary.

	Teaching	**Outcomes**
Year One	**Children will be taught to:** **Transcription:**	Children can: • Apply simple spelling rules that have been taught. • Form letters correctly and confidently.

	• Spell words containing graphemes that have been taught from memory (sometimes dictated by the teacher). • 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 • spell common exception words **Composition:** • Use and apply the grammar objectives as shown in the Y1 curricukum. • Apply the grammar that has been taught in very simple sentences. • Form the complete sentence orally before writing through *Talk for Writing.* • Memorise the sentence before writing by repeatedly saying it aloud through *Talk for Writing*. • Only write sentences when they have sufficient knowledge of letter-sound correspondences. • Story map to sequence a short narrative. • Independently write sentences from memory using a story map. • Independently write a short narrative. • Make simple corrections.	• Compose sentences orally before writing. • Write sentences from memory that are sequenced to form a short narrative (real or fictional). • Demarcate some sentences with capital letters and full stops. • Check their work makes sense and is accurate.
Year Two	**Children will be taught to:** **Transcription:** • Segment spoken words into phonemes and then representing all the phonemes by graphemes in the right order. (including suffixes and polysyllabic words). • Apply spelling rules including apostrophes. • Spell common exception words. • Write from memory simple sentences dictated by the teacher. • Form lower case capital letter and digits correctly. **Composition:** • Apply and use grammar and punctuation rules from the Y2 curriculum through modelling and in rainbow sentences. • Memorise a short narrative using *Talk for Writing.* • Plan what they are going to write. • Story map and use simple box plans. • Write short narratives/non fiction texts through shared modelling. • Independently write a short narrative saying sentences aloud before wrting. • Edit, revise and make additions to writing.	Children can: • Apply a more word-specific knowledge of spelling, including homophones. • Write with a curdive style as soon as they can form letters securely with the correct orientation. • Plan what they are going to write. • Write simple, coherent narratives about personal experiences and those of others (real or fictional). • Write about real events, recording these simply and clearly. • Make simple additions, revisions and corrections to their own writing by. • Publish writing using fluent handwriting.
Year Three and	**Children will be taught to:** **Transcription:**	Children can:

Year four	• Apply spelling rules including prefixes; suffixes; homophones and apostrophes. • Understanding and apply the concepts of word structure. • Use joined handwriting throughout their independent writing. • Use Handwriting with increasing the fluency. • write from memory simple sentences dictated by the teacher. **Composition:** • Write for a range of purposes and audiences. • Use and Apply the grammatical features from the Y3/Y4 curriculum in sentences from modelling and building rainbow sentences. • After modelling, write a text applying features. Begin to make choices and play with sentence construction. • Plan and draft writing – thinking aloud. • Box up writing and then use this to plan own version. • Write short narratives/non fiction texts after shared modelling. • Independently write a short narrative or non-fiction text; saying sentences aloud before wrting. • Edit, proofread; revise and make additions to writing- monitor their writing.	• Understand and apply the concepts of word structure and spell new words correctly. • Use joined handwriting throughout their independent writing with increasing fluency. • Be able to apply grammar concepts correctly to examples of real language. • Write effectively and coherently for different purposes and audiences drawing on their reading to inform the vocabulary and grammar of their writing. • Draft and monitor their writing; making additions, revisions and proof-reading corrections to their own writing so that it makes sense. • Publish writing.
Year five	**Children will be taught to:** **Transcritption:** • Write legibly, fluently and with increasing speed. • Understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly. **Composition:** • Develop their understanding of grammatical concepts from the Y5 curriculum. • Apply taught grammar in sentences/short pieces of writing; building rainbow sentences. • After modelling, apply grammar in short pieces of writing. • Plan, draft, write, evaluate and edit their writing. • Box up writing and then use this to plan their own version. • After shared writing; referring to their plan write a longer piece of writng applying features taught. • Discuss making choices and play with sentence construction. • Edit, revise and make additions to writing after discussion.	Children can: • Use fluent, legible handwriting so that problems with forming letters do not get in the way of their writing down what they want to say. • Use grammar and punctuation broadly accurately. • Spell most words taught so far accurately. • Write effectively for a range of purposes and audiences selecting appropriate grammar and vocabulary. • Using paragraphs to organise ideas. • In narratives, describe settings and characters and in non-narrative writing, use simple devices to structure the writing and support the Reader. • Publish writing
Year Six	Children will be taught to: **Transcription:** • Write legibly, fluently and with increasing speed • Select presentation features for a particular task. • Understand and apply the concepts of word structure so that they can draw on their	Children can: • Use legibly, fluent handwriting appropriate for a particular task. • Use grammar and punctuation broadly accurately.

	knowledge of morphology and etymology to spell correctly. **Composition:** • Add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing. • Interrogate a text and discuss what is effective. • Apply taught grammar in sentences/short pieces of writing after modelling. • Plan, draft, write, evaluate and edit their writing • Box up writing and then use this to plan own version. • Discuss making choices and play with sentence construction. • Undertake ongoing editing, revisions and additions of writing • Publish writing.	• Spell most words, taught so far accurately. • Spell words that they have not yet been taught by using what they have learnt. • Control sentence structure in their writing and understand why sentences are constructed as they are. • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. • In narratives, describe settings, characters and atmospher and in non-narrative writing, use simple devices to structure the writing and support the Reader.

Planning

A common format is used in the long, medium and short term with evaluations of teaching and learning completed daily in teacher's day books. After independent writing tasks, teachers highlight areas identified for development in subsequent planning.
Working Walls - are present in every classroom, they clearly show the learning journey and can be readily referenced by children. They have examples of published texts and children's work.

IMPACT

assessment for learning of writing

Daily assessment picks up children's misunderstandings quickly and gives teachers early opportunities to help children who need extra teaching and practice?
Children use 'purple polishing pens' to show how they have improved their writing. English lessons are dedicated to the teaching of these skills and giving children the opportunity and time to reflect, edit and improve their writing within all genres of writing. Pupils in Y1 – Y4 complete a piece of independent writing after teaching. Children proof read, edit and amend this prior to marking. Once the writing is marked children complete further amendments or improvements to their writing after discussion with the teacher. In Y5 and Y6, once children have written and edited their drafts they will write up their final 'polished' piece to display in an attractive and engaging way. This is then used by teachers, alongside their drafts as an assessment tool to inform planning and organise the direction of teaching at word, sentence and text level for the next piece of writing.
Teachers use strategies such as self and peer assessment and sharing and evaluating pupils' work to promote critical assessment by the children themselves.
Children are given success criteria against which they can self-evaluate their independent work.
Writing is moderated every term in school using end of key stage documents and year group documents. Teaching staff also attend LA moderation events. Class data grids will be completed by the class teacher, recording which children are working at pre key stage standards; working towards age related expectations; working at age related standards and those working above. These assessments will be made termly. This information can then be relayed to the next year group during handover. Teachers will also submit a termly moderation grid to the English subject leader detailing writing assessment information. These are used in professional discussion during pupil progress meeting to identify any pupils or groups of pupils who may need to receive targeted support in the following half term. Individual progress is also reported back to parents either through parents' evenings or a written report.

Statutory writing assessment

Teacher Assessment is used to provide writing results at the end of Y6.

Grammar, Punctuation and Spelling.

Summative assessment Y2-Y6

During the assessment cycle, Rising Stars and past SATs Grammar, Punctuation and Spelling tests are conducted in Y3-6. Overall, termly judgements will be informed by test scores, along with teacher assessment and a wider range of evidence. Spelling is assessed each half term as part of the Ready, Steady, Spell sequence.

Handwriting Assessment

Handwriting is assessed each tern following a dictation by the class teacher. This is used to identify any chidren who need handwriting support or adaptations.

Roles and Responsibilities

Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject Leader

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating the intent, implementation and impact of English:

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the learning environment
- the deployment and provision of support staff
- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent English developments.

The Governing Body

Regular reports are made to the governors on the progress of English provision.

This policy will be reviewed every year or in the light of changes to legal requirements.

Classroom teacher

Classroom teachers at our school will:

- Plan, teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

Parents

Parents support their child's English development by: reading with their child at home and commenting in their reading record; supporting their child with homework tasks and being involved in any reading/writing activities within school.

Inclusion

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges alongside the correct level of support. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children.

Pupil progress meetings take place on a regular basis where teachers monitor individual pupil's progress and set targets.
We aim to create a learning environment that nurtures and develops the whole child.
At St Paul's Primary school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, disabilities and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies:
Special Educational Needs; Disability Discrimination

When progress falls significantly outside the expected range, the child may have a special educational need. Our assessment process looks at a range of factors, including: classroom organisation, teaching materials, teaching style and adaptations – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum and other materials allows us to consider each child's attainment and progress against year group expectations. This ensures that our teaching is matched to the child's needs.
We strive hard to meet these needs and will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers also carefully consider adaptions – see below.

Cognition and Learning	
Barriers	**Provision**
• Understanding Word finding skills. • Articulation Sequencing (including retaining instructions). • Processing speed. • Attention and Listening. • Comprehension skills. • Understanding of key vocabulary	• Pre-teach key knowledge and vocabulary, then ensure multiple and regular exposure to these words. • Consider accessibility of worked examples. • Consider the use of displays and make sure vocabulary is related to learning for that lesson. • Use the working walls and whiteboard to show the focus of each lesson and how it fits in the sequence of lessons. • Use symbols, images or objects to make it more accessible. • Use of Grow the Code • Use of writing frames to prevent cognitive load. • Encourage use of mind maps/ pictures/ flow charts and visual organisers. • Choice of font and sizing. • Use of working walls. • Appropriate and targeted interventions and catch up teaching • IEP targets • Precision teaching • Use of SEND Little Wandle planning • Small group phonics teaching • Teaching delivered in quiet and distraction free environment.
Communication and Interaction	
Barriers	**Provision**
• Processing of instruction. • Retention • Accessing texts.	• Recognition that some vocabulary may be challenging for many children. • Give specific contextual use of words, with images to support understanding.

• Working memory. • Making links • low self esteem • General gaps	• Pre-teach key vocabulary, ensure multiple and regular exposure to these words. • Label equipment with symbols and words. • Check children's understanding by getting them to reiterate what you have asked them. • Give children time to process and formulate. • Reduce adult talk and length of input. • Use of working walls. • Further opportunities to embed language through application of it contextually, orally. • SALT interventions • SALT knowledge used to inform phonics screening assessments outcomes • Little Wandle SEND planning
Physical and Sensory	
Barriers	**Provision**
• Artificial lighting. • Classroom noise/busy-ness • Tone and volume of adult voices • Core strength and fine-motor skills • Fatigue	• Label new equipment and processes to help develop vocabulary • Consider ventilation and positioning of children for anything that may have an odour • Ask for specialist advice on equipment for children with particular SEND e.g. tactile ridges on measuring glassware for children with a visual impairment. • Use of sensory aids as part of usual provision e.g. gloves, audio/visual support. • Consider pupil sensory audits and adaptations. • Processing difficulties use of technology including iPads and laptops. • Use of concentration aids. • Finger-strengthening exercises and busy fingers tasks. • Use of working walls. • Use of standing desks, wobble boards, flexibility over where children read, thera-bands, over-lays.
Social, Emotional and Mental Health	
Barriers	**Provision**
• Emotional well-being • Anxiety around completing tasks • Changes in routine • Lack of structure/open-endedness of task • Lack of clarity-what is expected • Feeling constrained by content/ outcome (demand avoidance)	• Consistency of approach reduces children's anxiety - it allows children to predict what will happen. • Provide an overview of the lesson elements so the children know what is coming. • Pre-teach the child some of the elements of the lesson etc. • Use of working walls • Consider carefully the groupings – prepare the children by ensuring they are aware of the group they will be working in. • You may need to specifically teach the skills of cooperation and interaction for practical work. • Controlled choices • Clear expectations • Use of adult scribe, my turn your turn, paired work • Deliver task in short achievable bursts rather than all at once • Use of laptop, whiteboards, choice of writing tool • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Teacher modelling of 'getting stuck' and positive attitudes o towards perseverance. • Rewarding and praising effort, not only academic content

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. A range of resources are used to introduce children with EAL into the English Curriculum including a scheme of work that includes vocabulary building, grammar and topic-related subjects. We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich, challenging and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. St. Paul's school is actively promoting equal opportunities by tracking groups causing concern. Consequently, we make use of a range of interventions, teaching strategies, educational materials and ICT aids to meet the needs of every individual learner along with seeking advice and support from external professionals.

Children for whom English is an additional language are supported in their use of English and will be given opportunities to make use of their home language to assist their learning and to add to the resources of the classroom.

Links to other policies

This subject policy links to the following policies and procedures:

- Assessment policy
- Marking & Feedback policy
- SEND policy

Monitoring and Review

To ensure consistency and pace of progress teaching staff have reaular CPD to ensure consistency of approach as well as best and most current practice.

The English Lead and SLT carry out a programme of monitoring and evaluation of the teaching and learning of writing. Reports are made to the Governing body. Teachers are given a summary of the main findings as well as individual feedback.

This policy also needs to be in line with other school polices and therefore should be read in conjunction with the following school policies:

Reading Policy
Assessment and Marking policy
Special Educational Needs Policy
ICT Policy
Equal Opportunities Policy
Health and Safety Policy