



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Writing (including handwriting and spelling)

Date of Policy: May 2018

Member of Staff responsible: Mrs R Hilton and Mrs H Wildsmith

Review date: June 2021

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



Writing Policy

INTRODUCTION

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, others can communicate with them.....All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. **National Curriculum in England: English Programmes of Study**

At Mickleover Primary school we want to equip children with writing skills for life, so that they are creative, confident and writers of the future.

AIMS AND OBJECTIVES

Our aims in writing are for pupils;

- To construct and convey meaning in written language matching style to audience and purpose.
- To write legibly in both joined and printed styles with increasing fluency and speed.
- To develop children who can use a range of spelling strategies.
- To provide children with a knowledge of and the ability to use the main conventions of written English.
- To foster in the children a positive attitude towards themselves as writers.

TEACHING AND LEARNING

Teachers must follow the National Curriculum guidelines when planning their Literacy lessons. Furthermore, teachers must refer to the English Programmes of Study to ensure all objectives are being covered within writing. This framework was introduced in 2013. It is important that teachers plan a proportionate amount of time for Literacy each day. The following types of writing are taught throughout the year:

Key stage 1	Narrative (about personal experiences and those of others), non-fiction (writing about real events), poetry and writing for different purposes.
Key stage 2	Narrative, plays and scripts, non-fiction *persuasive (Yr5/6), poetry There is a greater emphasis on identifying the audience and purpose of writing.

FOUNDATION STAGE

In the Foundation Stage children should be introduced to writing through play in a relaxed and stimulating environment. Teachers should plan from the EYFS (Early Years Foundation Stage) and assess children against the early learning goals in writing. By the end of the foundation stage children should:

- explore and experiment with sounds, words and texts;
- attempt writing for various purposes, using features of different forms such as lists, stories and instructions



- write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation
- use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words;
- use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

During the year children should be supported in their writing and encouraged to use their phonics skills to attempt to spell words. Throughout the year they should become more independent so they are ready to begin the National Curriculum in year 1.

ASSESSMENT

The children complete a minimum of 3 Cold, Warm and Hot tasks (CWH) -on a cyclical basis – each term. The Cold piece acts as a baseline assessment and is intended to guide teachers with their planning. A series of teaching about structure and content of specific writing genre then follows, before a Warm piece is written. Time is allocated for editing and peer-to-peer critique opportunities where appropriate. Finally, the children write a Hot piece where they can draw upon what they have been taught. These CWH pieces sometimes build on from each other, or the tasks could be different, but require the same writing style and skills. Relevant Success Criteria is given for each piece. Evidence from children’s independent work is used to fill in individual assessment grids: ‘Next Steps’ writing targets are given after each Hot piece (and other writing where appropriate to do so).

KNOWLEDGE ABOUT GRAMMAR

All children throughout the school should be taught the correct use of Standard English. By Year 6 most children will understand and confidently use;

- sentences (full stops and capital letters)
- nouns, verbs, proper nouns, adjectives
- speech marks
- the apostrophe
- tense: past, present, future
- question marks
- punctuation marks
- subject and verb agreement
- adverbs
- paragraphs
- apostrophe to show ownership
- standard English
- further punctuation including semi colon and exclamation marks
- use a thesaurus and dictionary to check spelling

HANDWRITING

The Pen Pals handwriting scheme is used as a guide for teaching children how to form letters correctly (Rec – Y6). Children are encouraged to hold their pencil correctly in the tripod grip. Teachers should provide regular opportunities for children to practise their handwriting skills and encourage children to form neat, legible letters.



SPELLING

In teaching spelling, teachers should pay attention to words that occur frequently and those that are important to children in their writing. The Programmes of Study set out lists of words for children to learn to read and spell. Teachers should set regular spellings for children to learn as part of their homework which may be tested after a short period of time. One of the most important skills to teach children is how to write from memory. The following routine can be used: LOOK COVER WRITE CHECK.

In Key Stage 1 (and into Key Stage 2) children should be taught how to draw on phonic strategies for spelling. As children are taught the phoneme – grapheme correspondences they will become more confident to spell independently. The No-Nonsense spelling programme is used from Years 2 to 4 – and will be introduced into Year 5 in the academic year 2018/2019, and Year 6 in 2019/2020. Children may use dictionaries and word grids to aid their knowledge of how to spell words. By the end of the foundation stage children should be able to spell CVC (consonant, vowel, consonant) words and make plausible attempts at more complex words. By the end of year 6 children should be able to spell a large percentage of words from memory.

SPECIAL NEEDS

Children with SEND are encouraged to work to their full potential. Where appropriate, work is differentiated to meet children’s individual needs and support is provided to allow pupils to fully engage with the curriculum. Writing targets are created to support children in making progress.

GIFTED AND TALENTED

Those pupils who have a special gift for writing are offered extra provision where it is offered to school (Eg. from feeder secondary schools.) Children are encouraged to enter writing competitions. Once each term, a child from every class is awarded a “Writers’ Award” to celebrate good progress.

ICT

ICT can be used to enhance the teaching of writing particularly for editing and redrafting purposes. Children should be taught simple word processing skills from reception to enable them to work on PCs and laptops.

MONITORING AND REVIEW

The monitoring of writing is carried out in the following ways:

- Observations of teachers throughout the school.
- Work scrutiny
- Moderation staff meetings to discuss assessments
- Half-Termly whole school assessment and levelling procedure
- Assessment tracking system