



Richardson Dees

Writing Policy

Date policy last reviewed: 22.05.24

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Last updated: 22 May 2024

Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [EYFS](#)
4. [Teaching and learning](#)
5. [Handwriting](#)
6. [The curriculum](#)
7. [Assessment and reporting](#)
8. [Resources](#)
9. [Equal opportunities](#)
10. [Monitoring and review](#)

Statement of intent

Richardson Dees Primary School believes that developing strong English skills is essential for progressing across the curriculum and preparing for adult life. All teachers have a responsibility to develop pupils' competence in reading, writing, speaking, and listening and to ensure that pupils build the language skills necessary to fully access the curriculum.

The 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, phonics, spelling, widening vocabulary, and writing for different styles, purposes, and audiences.

This policy outlines the school's approach to teaching writing.

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE (2014) National curriculum in England: English programmes of study
- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2023) 'Early years foundation stage statutory framework'
- DfE (2020) 'Headteachers' standards 2020'

Roles and responsibilities

The governing board is responsible for:

- Ensuring a broad and balanced English curriculum is implemented in the school.
- Ensuring the school's English curriculum is accessible to all pupils.

The headteacher is responsible for:

- Acting in accordance with the 'Headteachers' standards' and the expectations of the school community.
- Establishing and sustaining high-quality, expert English teaching across all phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensuring English teaching is underpinned by high levels of expertise in English and approaches which respect the distinct nature of English as a discipline
- Ensuring effective use is made of formative assessment.
- Ensuring a broad, structured, and coherent English curriculum entitlement which sets out the knowledge, skills and values that will be taught.

The English lead is responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out an annual audit.
- Liaising with teachers across all phases.
- Communicating developments in English to teachers and the SLT, as appropriate.
- Leading staff meetings and providing staff with the appropriate training.
- Organising, providing, and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extracurricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.
- Leading on the school's approach to teaching writing.

Teachers are responsible for:

- Acting in accordance with this policy.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Liaising with the English lead 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 to effectively teach writing.

The SENCO is responsible for:

- Liaising with the literacy lead to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the writing curriculum for pupils with SEND.
- Advising staff how best to support pupils' needs.

EYFS

During Reception focus will be put on the seven areas of learning and development outlined in the 'Early years foundation stage statutory framework'.

Educational programmes will involve activities and experiences that enable children to learn and develop, as set out under each of the areas of learning, as outlined below:

1. Communication and language: listening, attention and understanding; and speaking
2. Personal, social and emotional development: self-regulation, managing self, and building relationships
3. Physical development: gross motor skills and fine motor skills
4. Literacy: comprehension, word reading, and writing
5. Mathematics: number and numerical patterns
6. Understanding the world: past and present; people, culture, and communities; and the natural world
7. Expressive arts and design: creating with materials; and being imaginative and expressive

Teaching staff will ensure that the EYFS curriculum provides opportunities to establish links between the different areas of learning and development and develop pupils' writing skills.

Pupils will be supported to meet the expected level of development for writing outlined before Year 1, namely that they are able to:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- 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.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Teaching and learning

Lesson planning

The statutory national curriculum content from the DfE's 'English programmes of study: key stages 1 and 2' will be used as the starting point for long, medium, and short-term lesson planning.

Lesson plans will balance visual, auditory, and kinaesthetic elements used in teaching, ensuring that all pupils with different learning styles can access the learning experience. All lessons will have clear learning objectives, which will be shared and reviewed with pupils.

All relevant staff will be briefed on the school's lesson planning procedures as part of staff training.

Teaching

The school is aware of the various elements of English that contribute to pupils' writing development and will organise lessons and activities according to the skills being developed and the age and development stages of pupils as follows:

Phonics and spelling:

Teachers will base the teaching of spelling in EYFS and KS1 on the delivery of daily phonics lessons. (See Phonics Policy)

In Years 2 to 6, a daily spelling session is timetabled into a grammar, punctuation, and spelling lesson.

English lessons

Writing will be taught as part of the programme of study for English during daily lessons in KS1 and KS2 in accordance with the requirements of the National Curriculum.

The writing curriculum will comprise of lessons and activities relating to the following areas:

- Transcription: spelling and handwriting
- Composition
- Vocabulary, grammar, and punctuation

Lessons will help pupils develop a wide vocabulary through a variety of means, including the following:

- Providing spelling lists and key words for pupils to take home and practise
- Creating displays of key words linked to specific topics and subjects
- Practising using the correct vocabulary orally

- Dedicating lessons to word patterns and choices
- Reading a variety of texts to explore new vocabulary
- Providing feedback on written work
- Providing targeted small group work and one-to-one support, where required

Classroom teachers will use high-quality resources which effectively model English skills and demonstrate good practice.

When planning activities, teachers will explore the opportunities to provide realistic contexts for writing by establishing links with other curriculum areas.

Teachers, in collaboration with the literacy lead, 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.

Transcription: Handwriting

The school will take a whole school approach to handwriting and pupils will be taught the agreed style from The Nelson Handwriting programme. *Nelson Handwriting* is a whole-school programme designed to help all children develop a confident, legible, and personal handwriting style and meet higher curriculum expectations.

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons.

Formal teaching of handwriting will be carried out regularly and systematically to ensure pupils develop an efficient, legible handwriting style, as outlined below:

EYFS

Letter formation will be taught alongside phonic development during daily sessions in accordance with the phonics curriculum.

Early years practitioners will focus on developing fine motor skills such as making marks on paper, whiteboards, sand trays and tablets, as well as letter learning to familiarise letter shapes, formation, and vocabulary.

KS1

Teachers will continue to link pupil handwriting to their phonic development as they learn to write new GPCs.

Year 1: All children will be taught to: 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 begin to practice these.

Year 2: All children will be taught to: form lower-case letters of the correct size relative to one another. 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 the letters. Pupils should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

KS2

Year 3 and 4: All children will be taught the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Pupils will be taught to increase their legibility, consistency, and quality of their handwriting.

Years ,5 and 6: All children will be taught to write legibly, fluently, and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether to join specific letters.

The curriculum

All pupils within KS1 and KS2 will be taught writing in line with the requirements of the English national curriculum.

Year 1

Transcription: Spelling

Teachers will build on work from the EYFS stage, ensuring pupils continue to learn grapheme phoneme correspondence (GPC) and revise and consolidate those already learnt. Pupils' understanding that the letters on the page represent the sounds in spoken words will underpin their reading and spelling of all words

Teachers will base the teaching of spelling in KS1 on the delivery of daily phonics lessons. By the end of year 1 pupils will be able to read many different words containing the GPCs that they have learnt whether they have seen these words before.

Pupils will be taught in line with the statutory requirements of the KS1 English national curriculum. For spelling, this means all pupils will be taught to:

- 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 order and use letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes:
 - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
 - Using the prefix un-.
 - Using -ing, -ed, -er and -est where no change is needed in the spelling of root words.
- Apply simple spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher, including words using the GPCs and common exception words already taught.

- Understand and apply the further statutory requirements as outlined in 'English Appendix 1: Spelling' of the 'National curriculum in England: English programmes of study'.

Composition

Pupils will be taught to:

- 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

Pupils will be taught to:

- 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 in English Appendix 2
 - Using the grammatical terminology in 'English Appendix 2' in discussing their writing.

Year 2

Transcription: Spelling

Pupils will be taught in line with the statutory requirements of the KS1 English national curriculum. For spelling, this means all pupils will be taught to:

- Spell by:
 - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
 - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
 - Learning to spell common exception words.
 - Learning to spell more words with contracted forms.
 - Learning the possessive apostrophe (singular), e.g. 'the girl's book'.
 - Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.

- Apply spelling rules and guidance, as outlined in 'English Appendix 1: Spelling'.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Composition

Pupils will be taught to:

- 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

Pupils will be taught to:

- 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'

Year 3 and 4

In Years 3 and 4 teachers will consolidate pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teachers will plan activities that enable pupils to build on what they have learnt, particularly in terms of the range of their

writing and the more varied grammar, vocabulary, and narrative structures from which they can draw to express their ideas.

Transcription: Spelling

Pupils will be taught to:

- Use further prefixes and suffixes and understand how to add them in line with 'English Appendix 1: Spelling'.
- Spell further homophones.
- Spell words that are often misspelt in line with 'English Appendix 1: Spelling'.
- Place the possessive apostrophe accurately in words with regular plurals, e.g. girls' and boys', and in words with irregular plurals, e.g. children's.
- 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, that include words and punctuation taught so far.

By the end of Year 4, pupils will be expected to spell the words listed in the statutory word list for Years 3 and 4.

Composition

Pupils will be taught to:

- Plan their writing by:
 - Discussing writing which is like what they are planning to write, 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

Pupils will be taught to:

- 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.

Year 5 and 6

In Years 5 and 6 teachers will continue to emphasise pupils’ enjoyment and understanding of language to support their reading and writing in a range of literary genres, including stories, plays, poetry, non-fiction and textbooks.

Transcription: Spelling

Pupils will be taught to:

- 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 in a dictionary.
- Use a thesaurus.

By the end of Year 6 pupils will be expected to spell the words listed in the statutory word list for Years 5 and 6.

Composition

Pupils will be taught to:

- 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 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

Pupils will be taught to:

- 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.

Assessment and reporting

The EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.

Formative and summative assessments will take place throughout the year to assess pupils' progress and attainment in writing and to identify support required. Pupils' writing will also be assessed during the relevant statutory assessments.

Parents will be provided with a written report about their child's progress and attainment in each term of the academic year.

Verbal reports will be provided at parent-teacher interviews.

The progress of pupils with SEND will be monitored by the SENDCO.

Resources

The literacy lead will remain responsible for the management and maintenance of writing resources, as well as for liaising with the SBM to purchase further resources.

Writing resources will be stored in each classroom. Writing equipment and resources will be easily accessible to pupils during lessons.

Display walls will be utilised and regularly updated, in accordance with the topics being taught at the time.

The school library will contain an array of resources to support pupils' learning.

The school business manager will undertake an audit of writing equipment and resources on an ongoing basis.

Equal opportunities

The literacy lead and teachers will ensure writing activities are adapted as appropriate to ensure all pupils can access the curriculum.

Monitoring and review

This policy will be reviewed on an annual basis by the English lead and the headteacher.

Any changes made to this policy will be communicated to all teaching staff and other key stakeholders. The next scheduled review of this policy is 22.05.25