



Writing Policy

Prepared by T Wingfield, October 2016

Version	Date	Reviewed by	Date of next review	Comments
1.0	October 2016	P&C Ctte	October 2017	
1.1	October 2017	P&C Ctte	Autumn 2018	New handwriting policy added
1.2	November 2018		Spring 2019	Revised by T Wingfield
1.3	February 2019	P&C Ctte	Spring 2020	Typo corrected in 'Objectives'

Aims

We want the children to:

- see themselves as writers
- become fluent, independent writers
- understand the need to vary the style of their writing to serve different purposes and audiences
- explore their ideas and be able to express their opinions confidently in the written form
- use an increasingly adventurous and varied vocabulary and grammar structure
- identify and use appropriately the different forms of punctuation
- employ a variety of strategies to spell known and unknown words
- understand the conventions of grammar and correct terminology and use in their writing with growing confidence
- employ a cursive style of handwriting (See Handwriting policy)

Objectives

Children will:

- develop as clear, effective communicators who respond to their audience and the context appropriately
- develop as effective writers, and in doing so have the opportunity to write in a widening variety of forms for different purposes using appropriate grammar forms for different genres
- develop their ability to spell correctly and write in a cursive style of handwriting
- benefit from effective teaching of writing in order to succeed in other areas of the curriculum to achieve their full potential
- benefit from writing having strong creative cross-curricular links
- sensitively develop their understanding and use of Standard English
- children of all abilities will be supported through appropriate modelling and scaffolding to enable them to express themselves through writing.

POLICY STATEMENT

Role of the English Co-ordinator

The English Co-ordinator (with the support of the English Team) will oversee the planning and delivery of Writing within the school.

The English co-ordinator will be responsible for:

- Raising standards in Writing.
- Facilitating the use of Writing across the curriculum in collaboration with all subject co-ordinators.
- Providing or organising training to keep staff skills and knowledge up to date.
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.

- Moderating and auditing the progress of writing across year groups so standards are in line with national expectations.
- Monitoring the delivery of the Writing curriculum and reporting to the Governors on the current status of the subject.
- Organising, auditing and obtaining resources.

Staff Development and Support

The level of expertise and confidence to teach Writing at Kingslea is continually being developed. Support is given to staff to refine existing strengths in order to continue to raise the standards of achievement. This will be accomplished by

- Outside provision training.
- Whole staff INSET days,
- Staff meeting time,
- Individual support by coordinators and other competent staff members,
- Continual on-going monitoring by co-ordinator,
- An accessible and carefully implemented curriculum,
- Coordinator support for medium and short term planning.

Role of the Class Teacher/Planning

Each class in the school has daily writing sessions as it is integral in all other areas of the curriculum.

The Foundation Stage follows curriculum guidance for Literacy. Foundation Stage children have the opportunity to write on a daily basis through own choice and structured adult led tasks throughout the environment. Written work is developed in individual journals and writing books. In daily phonics sessions, children are taught to use and practise their writing skills.

In KS1 and 2 the Long Term Plans shows the curriculum is organised around writing purposes. The grammar, punctuation, and writing composition objectives are planned according to the best fit within these writing purposes.

KS1 Writing Purposes

- To recount
- To inform
- To explain
- To instruct/explain
- To entertain through narrative and poetry

KS2 Writing Purposes

- To recount
- To inform
- To explain
- To instruct/explain
- To argue/discuss
- To persuade
- To entertain through narrative and poetry

The Long Term Plan for each year group is structured so during each term there are taught units which will explicitly teach writing objectives. These units can be from 1 – 4 weeks long depending on the writing purpose. Later in the term, application units are explicitly planned so the children can apply the taught objectives and writing skills for the same writing purpose but for a different context to show the progress they have independently made with their writing.

Each writing unit has grammar focuses which feed into writing sessions across the curriculum. Purposes for writing are closely linked to the grammar and punctuation requirements for that purpose of writing. Writing units and are linked to the current Learning Journeys. Links are shown on plans.

KS1 and 2 follow the 2014 National Curriculum knowledge and skills for Writing and Grammar. Writing is assessed against the statutory requirements in the National Curriculum's programme of study which are used to record children's progress and to set targets. The weekly plan identifies which objectives are being taught, together with texts being used. The teacher will use this time to make ongoing judgements about the children's abilities in writing composition, grammar, spelling, punctuation and handwriting.

Writing units generally follow the following structure:

- Text analysis of the writing purpose - Reading and identifying text and structural features of the purpose/genre. From this a writing toolkit is made by the teacher and/or children to use when they are writing.
- Discrete, explicit teaching of grammar/ punctuation features needed for the writing purpose.
- Teacher modelled, group or individual planning of the text to be written
- Teacher instructed modelling of text including sentence structure to show how the grammar/punctuation objectives can be embedded into the text.
- Independent writing from the children including appropriate scaffolding and differentiation. The writing is proof-read and checked against a writing toolkit for the structural aspects of the writing purpose and against a writer's checklist for the sentence structure skills needed in their writing.
- Modelled, paired, independent editing and redrafting of sentences or sections of their writing to ensure all writing toolkit structural features and the appropriate writer's checklist features for the writing purpose are included in the child's writing. Children use purple pencils or pens to show their proofreading and editing changes.
- Periodically sections of texts or whole texts are chosen to be published for display and/or to be included in their Learning Journey books.

All children have a personal writing journal, in which children develop writing for pleasure when they choose the genre and subject they wish to write about. These pieces of writing aid the teacher in their assessment judgements as they are completely unaided and are free choice. They are rich examples to use for assessment purposes to show embedded learning.

Assessment and Record keeping

Teachers record the progress children are making on Target Tracker throughout their life at Kingslea. This information is also used by the teachers to plan appropriately. Teacher assessments are recorded termly from Yr1-Yr6, in order to track children's progress. In the Foundation Stage, the children are assessed at regular intervals using Tapestry to track children's progress across the Foundation Stage Profile.

In Key Stage 1 and 2, on-going writing units show progression of skills from exploration of texts, modelled writing, independent drafting and redrafting. Work is completed and recorded in English books, published work is recorded in Learning Journey books, and spelling, punctuation and grammar exercises completed in English skills books (KS2).

Writing Moderation

Teachers use examples of work and evidence which cover the range of objectives from the NC programme of study to moderate the children's work against national expectations for their year group or assessment phase. Termly, teachers work with a member of the English Team to validate the teacher's assessment judgments. This process ensures children are assessed correctly and teachers have support to make judgements against national expectations. This information feeds into the on-going assessments of the children on Target Tracker throughout their life at Kingslea. Teachers moderate across phases to ensure consistency in judgements in staff meeting time. Teacher assessments are recorded termly from Yr1-Yr6, in order to track children's progress. In the Foundation Stage, the children are assessed at regular intervals using E-profiling to track children's progress across the FSP.

The school also participates in Locality wide moderations to ensure consistency across schools in West Sussex. Year 2 and Year 6 are subject to statutory moderation from the local authority on behalf of the STA. Statutory moderation takes place on a four year cycle which ensures the school's judgments are validated against national standards.

Community Links

As a school we will continue to foster and value the strong community links by:

- Meetings with parents
- Inviting authors, poets and theatre groups to present to the children
- Inviting relatives of the children to help with projects.

Inclusion

Equal Opportunities

In accordance with Kingslea's Equal Opportunities Policy, all children have equal access to the Writing curriculum regardless of race, gender or ability. Rather than focusing on differences, teachers plan lessons so that all children can be included in the shared writing element with clear differentiation and scaffolding. We aim to include all children in Writing sessions so that they can benefit from the shared activities and participate in watching and listening to other children writing and expressing their views.

Special Needs

Children with special educational needs are involved in all aspects of the Writing curriculum and study at an appropriate level. The Teacher and Teaching Assistants support children who experience difficulty with Writing or who the teacher feels will benefit from extra support, differentiation and scaffolding during the independent activities.

Children that experience difficulties will have the learning intentions broken down into achievable goals with resources and materials that help make it relevant to their own experiences. Teachers will consult with the Inclusion Manager for support and advice. Intervention sessions are planned for children who need extra support to reach expected levels of attainment for their age and year group. These children

are identified by the class teacher and the intervention programme is planned and taught by teachers and teaching assistants with regular monitoring and assessment.

Appendix 1

Handwriting Policy

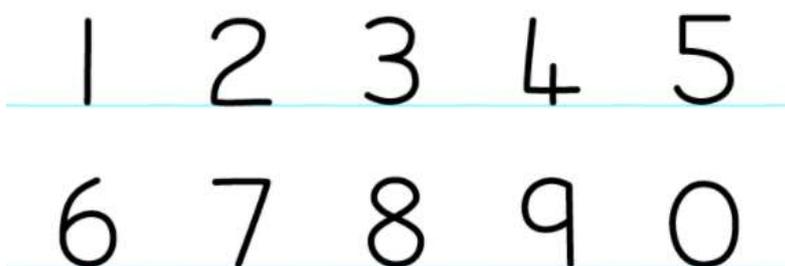
Here at Kingslea Primary School we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

The Letter-join program also includes number formation.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

As a catalyst to speedy handwriting we encourage parents and carers to use the Letter-join resources at home and can arrange for free access to the Home Edition of Letter-join.



School aims

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Method

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including report writing (when not word-processed), marking and comments.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

FOUNDATION:

For our youngest pupils we aim for two to three weekly sessions totalling 30 to 45 minutes that will include the following;

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

YEARS 1 TO 3:

Tuition will continue with two or three weekly sessions totalling 30 to 45 minutes covering:

- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

YEARS 4 TO 6:

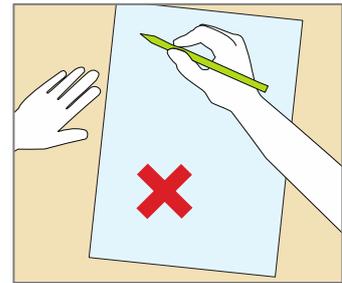
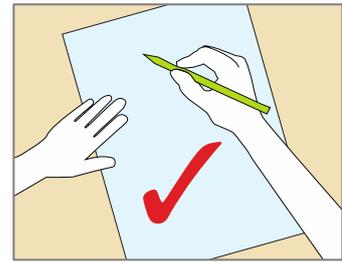
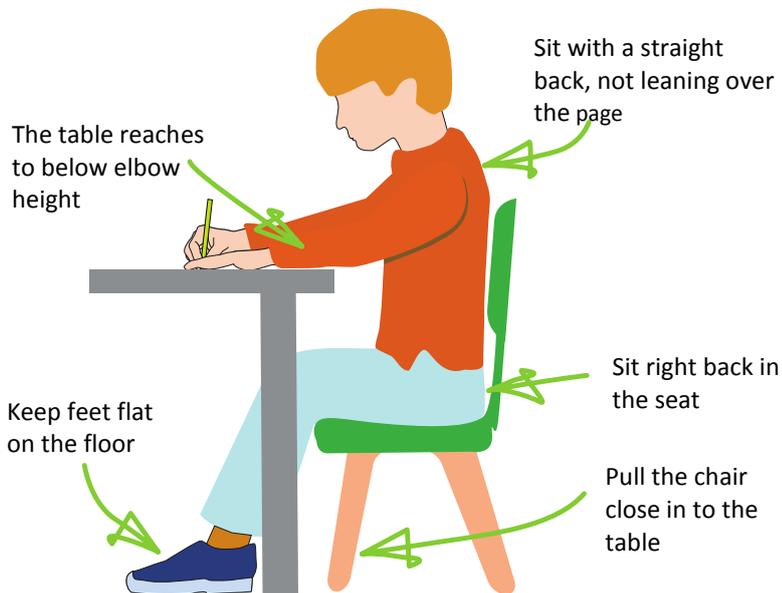
More advanced handwriting techniques will be taught during two or three weekly sessions totalling 30 to 45 minutes teaching:

- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

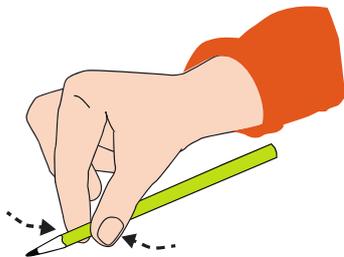


Paper position for right-handed children

THE TRIPOD PENCIL GRIP

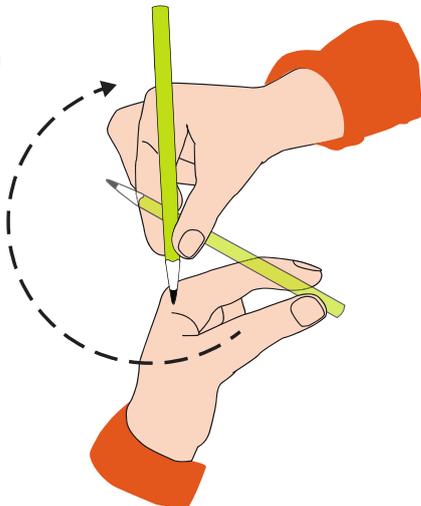
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

1



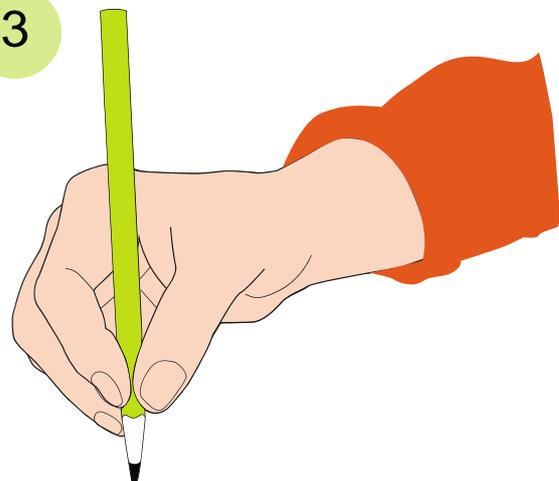
1) Grip the pencil with your index finger and thumb with the nib pointing away.

2



2) With your free hand, spin the pencil from underneath.

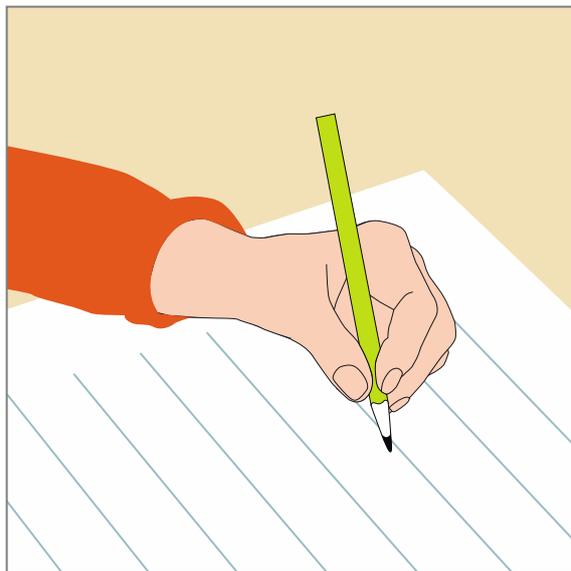
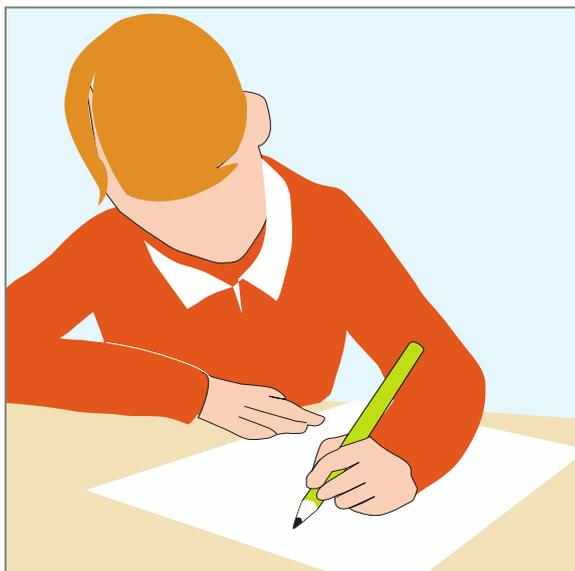
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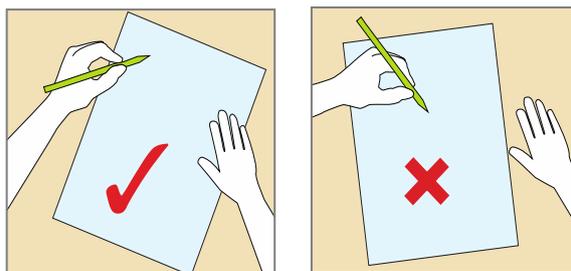
3) Use your middle finger to support the underside of the pencil.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children

INCLUSION

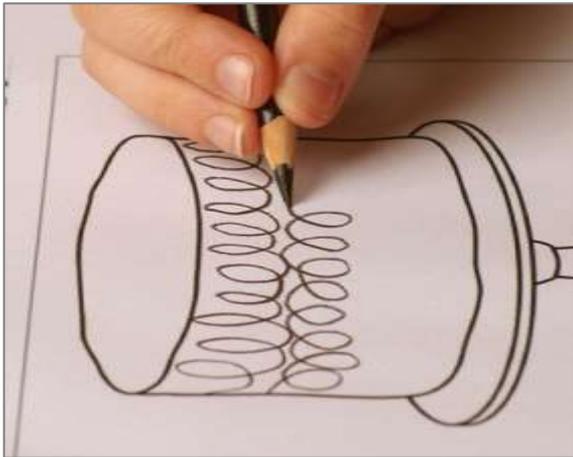
Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.

PENS AND PENCILS

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

Key Stage Teaching

FOUNDATION

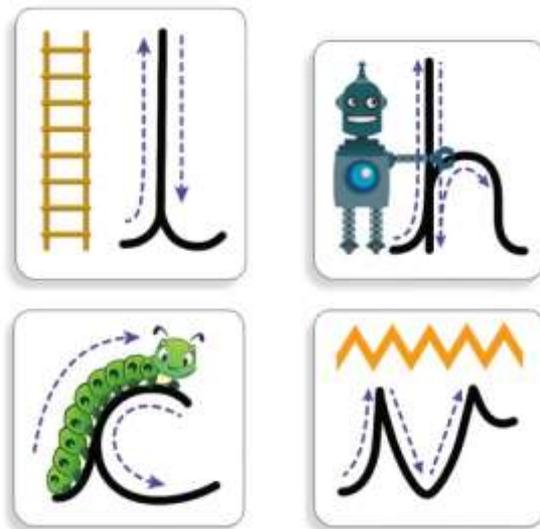


- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language need to describe pencil movements in preparation of letter formation.



RECEPTION

- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'.
- Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.

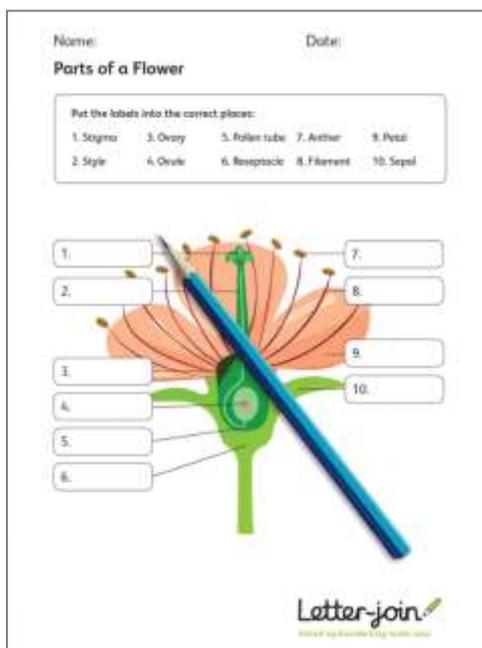


Key Stage Teaching

KEY STAGE 1



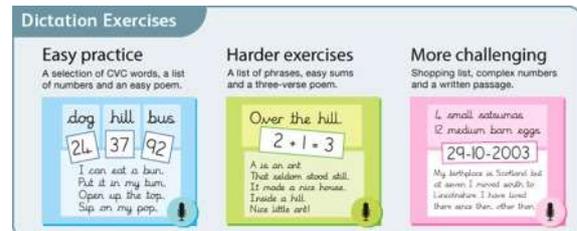
- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.



KEY STAGE 2

Improve quality, speed and stamina of handwriting.

- **Quality:** Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- **Speed:** Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- **Stamina:** Have the strength and mobility to be able to write for longer periods of time without fatigue.



Have full knowledge and ability of the different forms of handwriting for different purposes:

- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.

