



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Writing (including handwriting and spelling)

Date of Policy: May 2021

Member of Staff responsible: Mr Welsh and Mrs H Wildsmith

Review date: June 2024

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

INTENT

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. As well as delivering and meeting the objectives of the National Curriculum we also want to foster a love of writing. By the end of Year Six we intend our children to have developed a confidence in writing and to be able to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling.

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.
- To write with a wide and varied vocabulary.

TEACHING AND LEARNING IMPLEMENTATION

At MPS writing skills are taught explicitly within whole class English lessons. These skills are also built on within other curriculum subjects such as science, history, geography and staff use every opportunity to develop and embed writing skills. The National Curriculum forms the basis of the coverage of skills but in addition we have adopted the schemes 'No Nonsense Grammar' and 'NN Spelling' to provide support for teaching grammar/spelling skills and to ensure progression across the key stages. In the Early Years and Year 1 spelling skills are taught and practised within our daily phonics lessons. We introduce pre-cursive handwriting in our Early Years Foundation Stage classes and this progresses to cursive in years one and two and fully cursive in key stage two. We use the spelling lists suggested for each year group in the National Curriculum appendix 1 and NNS. Children learn a set of spellings each week at home from Year 1-Year 6. Staff set targets for their pupils in writing to identify the next steps and to ensure progress.

Vocabulary features highly within English lessons at MPS. Children are exposed to a rich and varied vocabulary from the Early Years. As they progress through the key stages they are taught to make choices in their vocabulary and to consider the impact it has on their writing. At MPS there is a big focus on talk prior to writing. Children build up their vocabulary through role-play and discussion in order to prepare them for writing. Vocabulary is deepened through our text-



based units that further promote skills such as character, development, plot and the writer's voice.

EARLY YEARS

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 AND IMPACT

Writing is assessed using a Cold, Warm, Hot cycle of writing from year 1 upwards. Children are given the opportunity to write at length independently, proof read and edit in order to showcase their skills. Staff will complete a minimum of 3 cycles of CWH a term including pieces of cross curriculum writing. Each piece of writing within the cycle includes a clear success criteria which the children self-assess against from year 1 upwards. This is done using a traffic light system. In the Early Years Foundation Stage, staff assess children's writing from independent pieces done in small groups. They follow the Early Years Framework in order for children to meet the Early Learning Goals for Literacy by the end of the summer term. Staff mark writing in accordance with the school's marking policy. Verbal feedback is given within lessons to have direct impact.

We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress. Our curriculum for writing aims to meet the needs of all learners. The excellent subject knowledge of all our staff allows teachers and teaching assistants to provide support for children within lessons and intervention outside of lessons.

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

In the Early Years, children are taught the pre-cursive style of handwriting. This progresses to cursive in key stage 1 and fully cursive in key stage 2. 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 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. 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.

More Able Pupils

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, write from alternative perspectives and really experiment with their writing voice.

COMPUTING

Computing 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:

- Drop-ins and formal observations of teachers throughout the school.
- Work scrutiny
- Discussions with pupils
- Moderation staff meetings to discuss assessments



Mickleover Primary School Writing Policy

- Termly whole school assessment and levelling procedure
- Assessment tracking system

Teachers believe that every child can achieve in writing and will expect high standards; children will achieve their potential for each year group. Children will leave our school confident writers equipped with the skills for secondary school and life beyond.