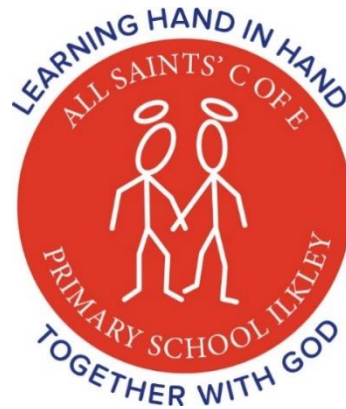


# All Saints' CE Primary School



## Vision

Learning hand in hand together with God.

## Values

Hopeful school through honesty, forgiveness and trust  
Achieving school through resilience, respect and ambition  
Nurturing school through care, compassion and friendships  
Developing school through wisdom, faith and fun  
Sharing school through kindness, celebration and love

# Subject Policy: Writing

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Vision: **Learning Hand in Hand Together with God**

## **Curriculum Intent at All Saints'**

At All Saints' Church of England Primary School, our enriched curriculum enables all children to thrive as individuals and deepen their curiosity as global citizens. By learning hand in hand together with God, every child is recognised as a unique learner. We celebrate and welcome diversity within our school family.

Through our school values:

All Saints' is a:

**Hopeful** school through honesty, forgiveness and trust

**Achieving** school through resilience, respect and ambition

**Nurturing** school through care, compassion and friendships

**Developing** school through wisdom, faith and fun

**Sharing** school through kindness, celebration and love

...we provide the children with the essential skills and knowledge to be aspirational, successful and resilient learners.

Children leave All Saints' with a strong sense of belonging, with confidence for today and beyond.

## **Subject Intent**

Here at All Saints', we aim to ensure all pupils become skilled writers who can write for both purpose and pleasure using their acquired knowledge of sentence structure, spelling and grammar.

## **How does this subject reflect our Vision and Values?**

Writing at All Saints' links strongly to our school values of **Developing and Achieving**. Through writing, we learn to communicate for different purposes and for different audiences.

## **How does writing look at All Saints'?**

At All Saints', pupils are encouraged to develop a positive attitude towards language and literacy by being equipped with a strong command of the spoken and written word. We have high expectations of children and the progression of their writing skills. Therefore, we offer as many opportunities for writing as we can in English lessons and across the whole curriculum. We aim to ensure that pupils leaving All Saints' at the end of KS2 do so with the ability to choose and use appropriate writing styles accurately and coherently, adapting their language and style in a range of contexts for a variety of purposes and audiences.

Teachers plan purposeful lessons that support the acquisition of writing skills and facilitate the learning of age/ability appropriate objectives for transcription, composition, vocabulary, punctuation, grammar and handwriting. The writing curriculum is taught in line with the National Curriculum and encompasses the following aspects;

## **Handwriting**



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Handwriting is a skill which is taught explicitly through correct modelling by teachers of the agreed style. Pupils are taught a legible, cursive, fluent style of writing. The principle aim is that handwriting becomes an automatic process which frees pupils to focus on the content of writing.

### **Foundation Stage**

In foundation stage, pupils are encouraged to experiment with writing. At this stage pupils begin to understand that marks on paper convey meaning. Pupils are given the opportunity to experiment with a range of writing materials as letter formation is practised and is linked to the phonics sound. Close attention is given to pencil grip, correct posture and the positioning of the paper. Pencil control is developed through regular practice. Pupils need to be able to sit all letters on the line and be consistent in size by the end of foundation stage.

### **Key Stage 1**

Building on the foundation stage, pupils at Key Stage 1 develop a cursive legible style in the school's agreed handwriting style. Children will develop the four basic handwriting joins:

- diagonal joins to letters without ascenders
- horizontal joins two letters without ascenders
- diagonal joins to letters with ascenders
- horizontal joins to letters with ascenders

### **Key Stage 2**

Pupils consolidate their use of joined handwriting, ensuring consistency in size, proportion and spacing of letters. When pupils are writing confidently and fluently they will be encouraged to write in pen. By the end of Year 6, it is expected that pupils will have developed their own individual style based on good handwriting taught in previous years.

## **Spelling**

Spelling is an integral part in the communication of meaning. It is highly valued and is taught as part of the overall literacy programme. By becoming confident spellers, pupils will be able to focus on the skills of composition, sentence structure and precise word choice within their writing.

Spelling will be taught systematically throughout the school using the National Curriculum statutory guidance. Children's growing understanding of spelling rules is only valuable if they go on to apply it in their independent writing. This process is supported through:

- Shared writing: the teacher demonstrates how to apply spelling strategies while writing and teach proofreading skills.
- Guided and independent writing: the children apply what they have been taught.
- Using dictionaries and thesauri.

### **Reception and KS1**

The process of learning spelling begins in Foundation where we follow a systematic approach using the 'Letters and Sounds' programme. We make it interactive and engaging for the children, enabling them to remember each sound.

Phonics is taught daily. Staff systematically teach the relationship between each **phoneme** (sound) and the corresponding **grapheme** (letter). The focus is placed on recognising these quickly so children



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can then start to read words by **blending** the sounds together and **segmenting** them in order to spell. In addition, they learn to spell by sight a range of high frequency and common exception words. This focus provides children with the skills they need to begin to read and write words, captions and whole sentences as soon as possible. They then progress on to learning combinations of letters as **digraphs** (two letters to make one sound) e.g. 'ck' 'oo', 'sh' and **trigraphs** (three letters to make one sound) e.g. 'igh' and 'air'.

Daily phonics teaching continues into Year 1 where children continue to learn new graphemes for phonemes they already know e.g. 'a' as ai/ay/a/a\_e, as well as alternative pronunciations for the graphemes they already know e.g. cow/ snow. They are also taught the Common Exception Words (i.e. words that are not phonetically consistent – was, said)) for Year 1 and 2 set out in the National Curriculum. From Year 2 onwards, children consolidate their knowledge and learn different spelling rules and when to apply them.

### **Key Stage 2**

In Key Stage 2, we consolidate pupil knowledge and understanding of the spelling rules and patterns taught in Key Stage 1 and apply them to the KS2 statutory words and spellings. There is an emphasis on the recognition of letter strings, visual patterns and analogies, the application of spelling conventions, the morphology of words and the use of a range of word resources such as dictionaries and thesauri.

### **Grammar, punctuation and vocabulary**

Pupils will be taught linguistic and grammatical terminology relevant to their year group in the context of the texts that are studied. Teachers provide a language rich classroom environment that supports the acquisition of ambitious vocabulary, building on previous learning.

### **Oracy**

Oracy is fundamental in the development of children's writing. This begins with orally rehearsing sentences which leads to developing the written word. We expect pupils to be able to articulate and communicate their developing use of the spoken language and justify opinions through discussion, explanation and expression of feelings. Through oral participation, pupils will build their knowledge of vocabulary and language structures for presentation in a written form.

### **How is writing developed at All Saints'?**

#### **Early Years**

In Reception, the Early Learning Goals dictate that in writing pupils should:

- 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.

#### **Key Stage 1**

During KS1, teachers build on work from the Early Years Foundation Stage, giving pupils opportunities to write for different purposes. Pupils develop their writing knowledge using simple sentence structures with different forms using a wide range of fiction and non-fiction texts. They are



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encouraged to use new vocabulary from their reading, their discussions about books and from their wider experiences. By the end of KS1, pupils write using some coordination and some subordination as well as incorporating expanded noun phrases for description. Pupils use the full range of punctuation taught at KS1 from the progression of the writing curriculum and in their handwriting, will develop a neat, joined handwriting style.

### **Key Stage 2**

Building on the writing skills developed in KS1, KS2 continue to plan, write, edit and improve their writing. They use more complex organisational and presentational devices to structure texts and produce effective pieces of writing. Pupils demonstrate an increasing understanding of the purpose and audience for their writing and by the end of KS2, pupils write effectively producing writing that reflects what the given genre of writing requires. Across KS2, pupils will become proficient in using the correct tense consistently and Standard English when required. Pupils will use a wide range of sentence structures, cohesive techniques and appropriate tone in a variety of writing genres. In readiness for Key Stage 3, pupils will be able to use the full range of punctuation taught at Key Stage 2 correctly. Pupils will write legibly, fluently and at speed in their own writing style. They will recognise when an unjoined style may be more appropriate.

### **How do we ensure all pupils learn to write?**

Children writing will develop at different rates and at different times. To support writing development, a varied and appropriate range of strategies is used to deliver an inclusive curriculum for pupils of all abilities and needs, including SEND pupils. Effective support will always be personalised, taking into account a child's specific writing needs, their strengths, motivation, and language skills. Where necessary, a structured intervention programme will put in place and reviewed regularly to ensure progress is being made.

### **How does writing at All Saints' reflect the school's local context and include opportunities for cultural capital, enrichment and diversity?**

We take every opportunity possible to enhance the cultural capital of our learners and equip them with the knowledge and experiences needed for society thinking about the context and setting of our school. One way in which we promote cultural capital via writing is by providing and exposing our children to a range of texts, from different genres, that have rich vocabulary and have been written by authors from a wide range of backgrounds and eras in history. Where possible, pupils will experience teaching from live authors who will share their first hand experience of the writing process with our children.

### **How do we assess writing?**

Informal assessment of writing occurs throughout every lesson as pupils are writing.

More formal writing assessments consist:

- Reception pupils are assessed using internal phonic assessments.
- Year 1 pupils take the end of year Phonics Screening in June.
- Spelling age tests (SWST) are carried out three times a year for all pupils in Y1-Y6.



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- Weekly spelling tests take place for all pupils in Y1-Y6.
- Half-termly assessment of writing is carried out and moderated between colleagues.
- At the end of Year 2, writing of pupils is teacher assessed and can be externally moderated.
- At the end of Year 6, writing of pupils is teacher assessed and can be externally moderated.
- At the end of Key Stage 2, spelling is assessed as part of the SPaG SAT paper.

## **Legal Framework and Further Reading**

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

- DfE (2013) National Curriculum in England
- DfE (2021) Statutory Framework for the Early Years Foundation Stage

Also refer to Long Term Overviews and Curriculum Progression on our website:

<https://www.allsaintsilkley.bradford.sch.uk/curriculum-subject-overviews/>