



Hamsey Green Primary School

Writing Policy

Review date: Summer 2023

Reviewed by: Steve Brown

To be reviewed: Summer 2024

Writing Policy

Introduction

At Hamsey Green Primary School, we believe that proficiency in writing is a critical facet of children's education. Sound understanding of technique; access to a rich and varied vocabulary and a detailed grasp of grammar, punctuation and spelling are fundamental to children's development.

Good knowledge of writing allows a child to express their thoughts and ideas across a variety of genres, topics and concepts allowing these to be communicated to themselves and others. Due to this, creating a strong culture of writing throughout our school is vital.

We believe that children must be given the opportunities for rich learning experiences and stimulation in order to increase their confidence and capability across both non-fiction and creative genres.

Writing is such a core skill for everyday life and underpins most elements of the school curriculum and therefore the writing curriculum at Hamsey Green not only reflects the National Curriculum but supports developments in children's confidence, inquiry skills, independence, curiosity, creativity and not least their literacy.

Intent

We intend to provide:

- Access to rich vocabulary across our learning environments
- Interesting, engaging and challenging texts
- A progressive scheme of work beginning in nursery and advancing through to the end of Year 6
- An embedded Talk for Writing approach
- Well planned out learning opportunities
- Opportunities for independent and creative writing.

In order to develop:

- Confident, creative and reflective writers
- Competent spellers
- Able grammarians
- Ambitious users of vocabulary

Implementation

Teaching and Learning of Writing

At Hamsey Green, we follow the 2014 National Curriculum for the teaching and learning of writing skills. We are committed to raising the standards of children's writing to ensure that all children are progressing and achieving at and in many cases surpassing national expectations. The curriculum is monitored by the Writing, Speaking and Listening coordinator to ensure that it is being used effectively to provide challenge, stimulation and inspiration to improve standards of writing between Year 1 and Year 6. The EYFS lead monitors standards in writing across Acorns Nursery and Reception to make sure that our learners get the best start possible.

Our writing and the genres we study are mapped carefully across our half-termly topics and can be found on published curriculum maps on the school's website.

We are continuing to embed the principles of Talk for Writing across the school in our writing lessons. This is a much celebrated approach based upon the principles of how children learn. We follow their **four phase structure (Cold Write, Imitation, Innovation and Hot Write)** as well as giving children regular opportunities to Invent (writing independently in any genre of their choice) in order to help our writers to develop both their comprehension and composition of writing across multiple genres in both non-fiction and fiction. The continued development of progressive 'tool-kits' through **EYFS** to Year 6 allows us to make sure there is a clear progression across the school.

In order to internalise texts, children are provided with multiple opportunities to orally rehearse texts as well as participate in drama and speaking and listening exercises. This helps children to become more confident in using the skillset attributed to the genre or style of writing as well.

During phase 3 and 4, regular shared and group writing sessions help move children on from scaffolded learning to independent application.

We use modelled texts (WAGOLLS), powerful visual stimuli and short films provided by [The Literacy Shed](#) in order to encourage, enthuse and excite our students.

Weekly opportunities to increase children's independent writing are provided by our use of the Talk for Writing structure.

Teaching and Learning of Spelling

From Nursery to Year 2, children participate in daily phonics sessions. These are underpinned by the Letters and Sounds framework as well as using Jolly Phonics resources. These lessons follow a structure that begins with revision of previously taught phonemes, an introduction to a new phoneme, opportunities to practise the phoneme and its corresponding grapheme through interesting and engaging activities such as [trash or treasure](#) and finally opportunities to apply their learning and writing of the grapheme. As children advance, they move onto digraphs, split digraphs and trigraphs. There are [five phases of phonic sounds](#) that children are expected to be secure in by the end of Year 1 before they are then tested in a Phonics Screening Test. Those children who are not successful in their screening are given interventions and are able to retake the screening at the end of Year 2. There is also a sixth phase of phonics that children learn in Year 2 to help them to develop as confident and competent readers.

Beginning in Year 2 and progressing throughout Key Stage 2 until the end of Year 6, children use the [No Nonsense Spelling](#) program developed by Babcock. This teaches a myriad of strategies in order to help children become proficient in spelling. These include:

- Look, say, cover, write, check
- Trace copy and replicate (and then check)
- Segmentation strategy
- Quickwrite
- Drawing around the word to show the shape
- Drawing an image around the word
- Writing the word without vowels
- Pyramid words.

Please see the appendix for examples of what these strategies entail.

Teaching and Learning of Handwriting

Accurate, neat and flowing handwriting is proven to help children to comprehend and internalise ideas as well as helping to improve the accuracy of spelling and increase writing stamina. It is a fundamental element of the Primary School National Curriculum for writing transcription and due to this we teach daily handwriting lessons. It also has a calming effect on children after breaktimes.

We use the Letter-Join programme throughout the school.

Planning

To ensure that teaching of writing is effectively planned and responsive to learners' needs, teachers record long-term, medium-term and weekly plans.

Long-term plans

These take the form of English Curriculum Maps and express what we plan to learn in English this year. Examples of working copies of these plans can be found in the appendix.

Medium-term plans

These take the form of a learning journey and are displayed both within the learning environment and in children's books at the beginning of each unit. They are liable to change as we adapt to our learners' needs. An example can be found in the appendix.

Weekly plans

These take the form of detailed lesson plans across a week on powerpoints. They display specific goals and success criteria for the lesson, the methodology of teaching to help the children to succeed, recognition of potential barriers to learning and clear understanding of means of supporting and scaffolding of our students' learning.

Recording of work

We believe strongly in displaying our work with pride at Hamsey Green. A set of expectations are inside front cover of all books that the children write in and are regularly referenced in lessons to make sure the children are aware of our expectations. Spelling and grammar exercises are recorded in Spelling, Punctuation and Grammar exercise books and we also write our draft compositions in there. Children write in pencil and progress through to blue pen

by earning a pen licence for neat handwriting that uses accurate letter formation and joins.

Children are given the opportunity to publish finished compositions and these are then displayed in a writing portfolio. In Year 2 and 6, children will display these pieces primarily in their writing folders as this provides a good source of evidence of independent writing for moderation. Children have an opportunity for regular independent writing through the use of Talk For Writing's phased structural approach. This includes both cold and warm writing tasks (at the beginning and end of a unit) as well as during the imitation (retelling), innovation (creating their own similar writing piece within the same genre) and invention stage (after the unit, independently applying skills they have learnt to a longer piece of writing based on visual stimuli such as a picture or a short video).

Regular opportunities for writing science reports based on experiments and hands on learning experiences are recorded in Science exercise books.

Marking and feedback

Please find our full effective marking and feedback policy on the website.

Spelling, grammar and punctuation errors are picked up through teacher and TA marking and regular opportunities for peer and self-marking. We expect children at Hamsey Green Primary School to partake in regular proofreading, editing, evaluation and improvement as part of the writing process. Editing is recorded in black pen and peer marking is recorded in red pen.

Teachers show strong elements of children's work in *Tickled Pink* (usually by underlining these elements) and isolate areas for children to improve in *Green for Growth*.

Assessment

At Hamsey Green, we believe that regular formative and summative assessment is essential for keeping children's learning on track. By utilising formative assessment through Assessment for Learning we recognise and unpick misconceptions early and this is gathered in multiple ways: talking to the children, asking questions to assess their level of understanding, observing their work and dialogic marking. This helps us to adapt our current provision, plan further work and set new targets.

We assess our children's learning on a **termly** basis. We base our assessment on the work they produce independently during the invention phase as well in each

of their exercise books. This is then registered against Year group based National Curriculum targets in our assessment programme Target Tracker.

Moderation of assessment

We believe that the integrity of our grading is essential and due this we regularly participate in moderation events with other schools in our MAT as well as in the local area. We also regularly moderate internally both with moderation from our SLT (Senior Leadership Team) and with our colleagues.

Vulnerable groups

All children with particular learning needs (including SEND, Pupil Premium and More Able students) are monitored within pupil progress meetings. Carefully selected provisions are then put in place to help support and extend our learners. This could include provisions to support children in first wave teaching but can also include pre-teaching, booster groups and other interventions. We use the [Rapid Write](#) programme to help secure the learning of those pupils who find writing challenging and also other tailored approaches to those children who need remediation in particular areas of the curriculum. These can occur in focus group activities with the class teacher during learning time but might also take place in out of class interventions.

We have also provided exciting learning opportunities for our More Able students over the previous years including visiting workshops run by published children's authors.

Lexia

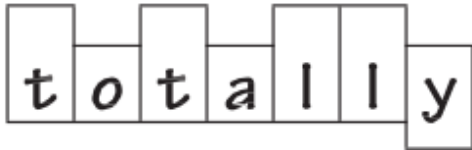
In January 2022, Hamsey Green Primary School began to use Lexia Core 5 across every year group with superb home and in school engagement. Lexia Core 5 is an English Language Development software that addresses reading, spelling and writing skills and uses automated assessment and differentiation in order to provide personalised support, intervention, consolidation and mastery across the English Curriculum. This has begun to help our students identify and address gaps as part of the Recovery Curriculum.


There is an expectation for children to use Lexia for a minimum of 45 minutes a week. Regular usage of Lexia with short bursts helps children to internalise complex spelling structures, utilise them when decoding texts and applying them within their writing. Children who are unable to access Lexia at home will be given an opportunity to do so during the school week.

Each week, the class with the highest proportion of children who complete their 45 minutes (calculated as a percentage of the class size) will receive a half hour 'story time' session from the Headteacher and the school dog Bailey as a reward.

Appendices

1. No Nonsense Spelling learning strategies

Look, say, cover, write, check	<p>This is probably the most common strategy used to learn spellings.</p> <p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
Trace, copy and replicate (and then check)	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
Segmentation strategy	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
Quickwrite	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
Drawing around the word to show the shape	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p>f _ _ _ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part s of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

2. Example of long, medium and short term plans

Long

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Terrific Tribes	All roads lead to Rome	Sights and sounds of Italy	Light on India	Come Rain or Shine	Wild Things
Genres Non Fiction	Newspaper Articles & Witness Statements	Letter Writing	Non chronological reports Eye witness (Pompeii)	Fact file (Hindu gods) Instructions	Explanation Texts (Rivers) Persuasive Writing	Biography (Beatrix Potter)
Narrative	Adventure Writing	Myths and Legends	Traditional Story	<u>Playscripts</u>	Poetry	Short stories
Poetry (By rote)	Queen of the Iceni by Melissa Speed	I am a Roman Soldier by Josiah Wedgewood	Italy by Samuel Rogers	<u>Tyger! Tyger!</u> By William Blake	River Runs Free by David <u>Windle</u>	The <u>Quangle Wangle's Hat</u> by Edward Lear

Key Texts	<u>Cuda of the Celts</u>	Romulus and Remus Roman Myths and Legends	<u>Pinnocchio</u> Michael <u>Morpurgo</u>	<u>Grandpa Chatterji</u> Rama and <u>Sita</u>	Swallows and Amazons Arthur <u>Ransome</u>	Beatrix Potter Tales
Key Concepts	Ready to write (determiners, clauses, conjunctions, adverbs, prepositions, tenses, using paragraphs) Pronouns	Standard English Verb Inflections Fronted Adverbials	Speech Noun phrases	Suffixes	Paragraphs around a theme	Apostrophes Standard English
Ongoing Skills	Discuss writing similar to that which they are planning to write in order to understand learn from its structure, vocabulary And grammar. Discuss and record ideas. Compose and rehearse sentences orally, building a rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme. Use simple organisational devices. Evaluate and edit. Proof read for errors. Read their own writing out loud. Use horizontal and diagonal strokes that are needed to join letters. Reading comprehension skills.					
Terminology for Pupils	Determiner Possessive pronoun	Fronted adverbial Comma	Proper Noun Noun phrase Inverted commas	Plural	Plural possession Metaphor Simile Onomatopoeia	Possessive apostrophes Plural

Medium

	w/b	Week 1 3/6	Week 2 10/6 Phonics checks	Week 3 17/6	Week 4 24/6 Murphy class assembly	Week 5 1/7 Summer Sounds Assessment Week	Week 6 8/7 KS1 Trip KS1 Sports Day Moderation/ Data/ PPM	Week 7 15/7
Writing		KWL grid What do you know already, what do you want to know (relate to history, geography) The Very Hungry Caterpillar - diary writing (Learn a mini beast poem)	Literacy Shed – caterpillar shoes Write your own story - which mini beast will he meet next? How will the story end?	Invitations Letter writing Mini beast riddles Poem	Fact files (mini booklets) Researching mini beasts	Instructions – How to make a bug hotel / cress head	Recount – what did you do on the trip	Mini beast riddles Poetry Boris the Spider / <u>Incy Wincy Spider</u> / Ladybird, ladybird
Grammar		Days of the week / Months of the Year	Sentence starters Adjectives Contractions		Questions Statements <u>Exclamations</u> <u>Commands</u> Punctuation	Bossy verbs Commas for lists Present & past tense	Superlatives	Similes Alliteration Suffixes