

Larkhill Primary School

Writing Policy

Key Document Details:

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Intent

Our writing curriculum aims to empower all children to acquire the skills and knowledge necessary for confident and effective written communication both now and in the future.

At Larkhill Primary School, we believe that literacy and communication are keys which open doors of opportunity for all. These fundamental skills enable children to have access to limitless experiences, to communicate effectively with others, and to explore their feelings, experiences and ideas.

We want our children to:

- ✓ acquire a wide **vocabulary**, and be confident with how and when to apply this.
- ✓ Develop secure **knowledge and understanding** of grammar conventions that are built upon **progressively** and be able to use and apply this in their writing.
- ✓ Develop the **skills** needed to write clearly, accurately and coherently about texts and **experiences**
- ✓ To be able to confidently communicate their **knowledge**, ideas and emotions through their writing.
- ✓ To be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.
- ✓ To take pride in the presentation of their writing, in part by developing a consistently fluent, joined, handwriting style by the time they move to secondary school.

Implementation

English lessons are carefully planned and sequenced in units to build on prior learning, taking into account our school's transient population. We believe that for children to succeed, lessons must be exciting and engaging for both boys and girls, purposeful and closely linked to a range of high-quality texts and/or current learning themes.

Our writing curriculum is broad and balanced to cover a range of skills such as spelling, handwriting, grammar, vocabulary, syntax, composition and creativity; these skills are then applied in a wide range of other subjects.

Objectives are ambitious for all, to enable children to reach the highest standards, and these objectives are adapted to meet the needs of children with SEND and those who are disadvantaged.

It is our belief that carefully planned and delivered teaching of writing - closely linked to speaking, reading and language-acquisition - has a profound effect on reducing inequality and closing gaps in learning.

How is Writing taught:

Writing is taught in mixed ability groups throughout the school. Writing is based on a 3-phase approach with A quality text being used to plan a terms unit of work.

A unit is divided up into approx. 3 weeks of fiction and 3 weeks of non-fiction learning. The requirements of the year group and the needs of the cohort are used to determine which skills to teach when.

For each 3-week unit, 4 skills are identified that are applied into a final piece of writing. Leading up to this final piece, learners will complete 4 skills writes (2 per week) in order to apply the skills they have been taught in that unit.

Prior to each skills write, a skills teach session enables children to deliberately practise the writing skill within the context of the text they are studying before applying it the following day into a short piece of writing.

For skills writes, children are given the opportunity to apply their learning with a variety of genres. This give the children time to practise genres that they have previously met.

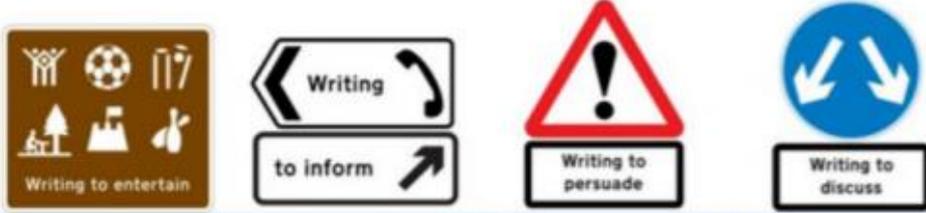
Each year group have a skills Overview which covers all the required writing skills to be taught in each year group (based on the 2014 NC).

The main focus in the teaching and the learning of writing is skills based. There will be evidence in books of the explicit of skills as well as tasks which allow the children to apply new skills independently. Children will also be given plenty of opportunities to apply their new skills to a range of text types and also subjects.

With the changes in the new curriculum there is no set requirement to explicitly teach genres. However, in order to make writing meaningful, teachers are asked to use The Text Purpose Matrix to identify specific genres that can be used as 'vehicles' for the children to demonstrate their newly acquired skills. Core texts are chosen

with this in mind to ensure that children have opportunities to write across a range of text types across each year.

Text Purpose Matrix



| | Writing to entertain | Writing to inform | Writing to persuade | Writing to discuss |
|-------------------|------------------------------------|--|-----------------------------------|---------------------------------|
| Year 1 & 2 (KS1) | Story Description Poetry | Recount Letter Instruction | | |
| Year 3 & 4 (LKS2) | Narrative Description Poetry | Explanation Recount Biography Newspaper | Advert Letter Poster | |
| Year 5 & 6 (UKS2) | Narrative Description Poetry | Reports Biography Newspaper Essay | Advertising Speech Campaign | Argument Newspaper Review |

Handwriting

It is our intent that our children “take pride in the presentation of their writing, in part by developing a consistently fluent, joined, handwriting style by the time they move to secondary school.”

Implementation

Handwriting is taught at least 3 times a week in all classes. One session per week is a discrete skills teaching session with the other sessions being focusses on deliberate practices of the skill taught.

Year Group expectations

Foundation – Gross & fine motor skills and patterns leading to letter formation.

Year 1 - securing letter formation

Year 2 learning joins

Year 3 / 4 Securing joins and joining all letters

Year 5/6 – Speed, accuracy and fluency.

Progression

- Gross & fine motor skills and patterns (see “patterns” from letterjoin.co.uk).
ladder letters: l, i, t, u, j, y - One-armed robot letters: r, b, n, h, m, k, p - Curly caterpillar letters: c, a, d, o, s, g, q, e, f - Zig-zag letters: z, v, w, x (see “Extra Resources/ worksheets/ cursive worksheets” from letterjoin.co.uk).
- Capitals (see “More letters” from letterjoin.co.uk).
- Diagonal join to ascender e.g. at, all, th, ch, cl
- Diagonal join, no ascender e.g. in, im, cr, tr, dr, lp, mp
- Diagonal join, no ascender, to an anti-clockwise letter e.g. id, ig, nd, ld, ng
- Horizontal join, no ascender e.g. ou, ow
- Horizontal join, no ascender, to anti-clockwise letter e.g. oa, og
- Horizontal join to ascender e.g. wh, ol

We ensure children always focus on the following:

- The main body of the letters should all be the same height: aceimnorsuvwxz
- Ascenders should all be the same height: bdfhklt
- Descenders should all be the same height: fgjppqy

Spelling:

It is our intent that pupils able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. They should have a range of spelling strategies that they can use to attempt unknown words and a sound knowledge of irregular high frequency words for use in their daily work.

We want pupils to be able to:

- Attempt words for themselves using a range of strategies

- Write an increasingly wide range of words from memory (Appendix list 1 and 2 in the NC document)
- Use a variety of resources to help with spelling e.g. dictionaries, word banks, word mats, classroom environment, computer spell-checks etc.
- Use a range of strategies to learn spellings, especially those miss-spelt in their own work.

Implementation:

- From Reception to Year 3, Phonics is taught daily using the Read Write Inc scheme- See separate Policy.
- In Key Stage 2 , Teachers use “NO nonsense Spelling to plan spelling session.
- Spelling session are taught outside of the English lesson 3 times a week.
- One session per week introduces the new spelling pattern and 3-5 words from the Year group spelling list (common exception words in Ks1)
- The remaining sessions focus on deliberate practise of these words.

Inclusion

In literacy teaching at Drove, staff are aware of children’s individual needs and how to best scaffold teaching and learning, to enable access for all. This is done through teaching to suit a variety of learning styles, often using a multisensory approach.

Teachers consider classroom organisation and management strategies to ensure optimal access for all learners, including those with physical and learning needs.

Where additional support is needed, teachers consult with the SENCO for support and guidance.

Review Date: October 2021