

Tividale Hall Primary School



English Writing Policy

September 2024



Our Vision: Our vision at Tividale Hall is to nurture learners to be motivated, creative, curious and respectful citizens who take pride in all they do.



Statement of Intent

At Tividale Hall, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this. We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach.

Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our writing and the topic that we are covering through our rich and diverse foundation subjects.

We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning starting in our Early Years Foundation Stage.

Our learning journeys in writing are for children to:

- Write for a purpose,
- See themselves as real writers,
- Take ownership of their writing,
- See writing as an interesting and enjoyable process,
- Acquire the ability to organise and plan their written work.

We have high expectations of all our children and we encourage all pupils to challenge themselves to become confident, independent writers and to persevere to achieve their full potential because 'Our Future Starts Here'.

Tividale Hall Primary School:

- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- Provides a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, practise and evaluate their work.
- Ensures that all pupils understand all elements of English, as per the national curriculum.

Foundation Stage

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. English development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Key Stage One and Two

Pupils in Key Stage One and Two will benefit from a daily English lesson that is an hour in length. These lessons will be based upon units of work (fiction, non-fiction and poetry) that relate to a genre of writing and follow an explicitly sequenced learning journey. A learning journey should last approximately two/three weeks; however, this depends on the length of the final piece of writing.

The learning journey is structured as follows:

1. Each learning journey should begin with the skill in which is being explicitly taught. The GPS lesson activities should cover a variety of different ways that the skill can be used. This does not have to be linked to the unit of work that is being covered. In GPS lessons, there must be a range of question types that children are to respond to; it is imperative that these are structured around the types of questions the children will answer during summative assessments and the end of Key Stage Two assessments, so that they have full exposure to answering these types of questions.
2. Before a WAGOLL is shown, teachers may take the opportunity to explore the content of their writing through a 'Let's say..' to build the foundations of their desired outcome.
3. A WAGOLL follows to show the children the expectation of what they themselves are aiming for by the end of their unit of work. This should include:
 - Features of the genre you are covering (e.g. if you are writing an autobiography it should have key dates, be written in chronological order, first person pronouns etc.)
 - Word of the Week
 - Evidence of the GPS skill(s) that you will be covering
 - Your spelling rules for that week(s)
 - National Curriculum exception words — if possible
 - Where possible, the WAGOLL should be written by yourselves, this way you can easily show the above expectations.
4. **Vocabulary:** It is important that we expose the children to as much rich and ambitious vocabulary as physically possible. Having a good breadth of vocabulary is critical to ensuring that children can express themselves in an articulate and clear manner in both their oral and written communications. These lessons should not be just about using a thesaurus to find synonyms, these lessons should be about teachers helping children to find words that can be used in the correct context and developing their understanding of these words so that they can be used again and again.

5. **Application:** Following the skill being taught, children must then have the opportunity to use and apply this skill: this must be done as sentence work or a short piece of writing. This must be related to the unit of work that is being covered. By doing this, children will then be able to use these sentences/short paragraphs in their own, end of unit piece of writing.

6. **Innovate first draft** – Before a first draft is complete, the class teacher must do a shared write with the children so that they have another model of where to lead their own writing.

The more resources the children have available to them, the more structured their own writing will be (Alan Peat Sentence Types, Descriptasaurus etc.).

If the first draft takes place over more than one day, the short date should be written in the margin to indicate this.

The focus should always be the quality of the piece of writing rather than the quantity.

At this point in the learning journey, the children will then have the opportunity to showcase what they have learned to complete a longer, more detailed version of the chosen genre, that has not been modelled. This may include a 'Let's Say...' lesson, application of the skill and will finish with a first draft of their writing. This is known as the 'Invent' stage. Once this has been complete, children will:

7. **Edit and improve** – This is to be conducted over two lessons. It is better to break it down so that children can text mark their errors first and then improve the following day.

All edit and improving sessions must follow the editing stations layout.

These can be found here - <J:\Storage\English\Editing and Improving>

Day 1: Editing – Children will independently and collaboratively read back through their own writing. Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in green pen.

Year One: To be conducted with the teacher and the pupil to begin with. This should be done verbally with the child so the child experiences quality discussion and eventually turns to peer assessing.

When peer assessing, teachers are to underline in pink the focus points for this discussion.

Year Two: At the beginning of the academic year the same practise should be similar to that of year one.

To extend, a pink dot should be put into the margin indicating that there is a change to be made within the sentence.

Year Three: Similar to Year 2, pink dots should be regularly seen in the margin to indicate errors. When improving, children should begin to make improvements to vocabulary.

Year Four: For GDS children, children should peer assess independently without the guidance of the teacher to begin with; it is then the teacher's job to go back through and pink dot where errors are still evident.

Year Five and Six: In Year 5, autumn term should be similar to Year 4, however, as you move into spring and summer, the first draft should not be marked by the teacher. Children should have the opportunity to self-assess and peer assess before the teacher's input.

It is important that from the beginning of autumn term, this is modelled repeatedly to show the level of expectation.

Day Two: Improving - Children will independently and collaboratively improve their own work by adding grammatical devices, re-writing sentences that do not make sense, re-writing paragraphs that are no cohesive etc. When improving sentences/paragraphs, this must be done on an improvement flap over the children's original draft and written in green pen.

Year Three: In some cases, improvements to whole sentences can be made.

Year Four: When improving, whole sentences must be rewritten.

Year Five and Six: When improving, whole sections should be rewritten.

8. **Final Draft** - Must be completed at the end of each unit and must include all the edits and improvements that have been made during these sessions.

If your final draft is being completed in another book, e.g. science or theme, a note must be put into the children's English book.

Teaching and Learning

At the end of each term at Tividale Hall, it is the expectation that there are a minimum of four published pieces of writing in the children's English books. There should be a range of text types, including fiction, non-fiction and poetry.

	<u>Non statutory text type/ genre guidance for Key Stage One</u>	<u>Non statutory text type/ genre guidance for Key Stage Two</u>
Fiction	• Write stories set in places pupils have been. • Write stories with imaginary settings. • Write stories and plays that use the language of fairy tales and traditional tales. • Write stories that mimic significant authors. • Write narrative diaries.	• Write stories set in places pupils have been. • Write stories that contain mythical, legendary or historical characters or events. • Write stories of adventure. • Write stories of mystery and suspense. • Write letters. • Write plays. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.
Non-fiction	• Write labels. • Write lists. • Write captions. • Write instructions. • Write recounts. • Write glossaries.	• Write instructions. • Write recounts. • Write persuasively. • Write explanations. • Write non-chronological reports. • Write biographies.

	• Present information. • Write non-chronological reports.	• Write in a journalistic style. • Write arguments. • Write formally.
Poetry	• Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks.	• Learn by heart and perform a significant poem. • Write haiku. • Write cinquain. • Write poems that convey an image (simile, word play, rhyme and metaphor).

Teachers clearly establish the purposes and audiences for writing at the start of the process of each 'learning journey' or unit of work. They make teaching objectives explicit to pupils so they know why they are studying a particular text or text type, the kind of writing activities they will need to undertake and the nature of proposed outcome, which is real and purposeful. The learning journey should be made clear to the children, who are fully involved in the process and clear about the outcome they are working towards.

Key Stage One

In Key Stage One, pupils become increasingly competent as writers. They write a range of text types (narrative and non-fiction) but their degree of control over these forms varies according to the complexity of the task. Purposes, audiences and appropriate forms are identified and, through shared and guided writing, the pupils have opportunities to plan, develop and review their writing both on paper and on screen. Ample opportunities are given to redraft and improve their writing with an adult (in green pen).

Key Stage Two

In Key Stage Two, pupils experience writing in different forms for a variety of audiences. They write for different purposes and are taught to plan, draft, proof read, improve and present their writing on paper and on screen, and to discuss and evaluate their own writing and that of others. There is an emphasis on using real models for writing, e.g. newspaper reports, advertisements, websites. The links between reading and writing in fiction and non-fiction continue to be made explicit. Pupils use their knowledge of texts they have studied to construct their own writing and have greater control over organisation, language features, vocabulary and spelling.

Spelling

Spelling will be taught using the Little Wandle Letters and Sounds Revised framework. This framework focuses on the auditory recognition, visual recognition, blending (reading) and then segmenting (spelling) of separate sounds (phonemes) in words. The phonemes and graphemes taught are divided into six progressive phases.

Through this systematic teaching of spelling, children learn that letters are used to represent different sounds, that each sound can be represented by one or more letters, that sounds may be written in more than one way and that some letters may represent more than one sound.

Children will learn how to:

- Blend sounds together to build words e.g. c...a...t... cat.
- Segment the different sounds in words e.g. cat c...a...t.
- Manipulate phonemes by inserting and deleting sounds out of words e.g. does the letter o make an 'o' as in hot or 'oe' as in toe.
- Use etymological investigation to find the roots of words.
- Use morphological investigations to discover meaning within spelling patterns.

Children will be encouraged to spell independently from an early age and to check words they are unsure of, in order to develop as independent learners and thinkers and to expect to have to develop their own strategies for learning spellings, which they find difficult.

As children progress through the school and develop their spelling skills, they will be encouraged to use word lists and dictionaries to check their spellings independently.

Children will be involved in a range of spelling activities, including those which allow them to focus on groups of words, as opposed to words in isolation. This will enable them to make generalisations about word patterns and to formulate rules.

Spelling lists for Years 1 to 6 can be found here: [J:\Storage\Spelling Lists](#)

Spelling in Key Stage Two

We teach spelling for 15 minutes a day, five days a week. The spellings are set on a Monday and the children will be tested on a Friday.

Here is a general overview of a week of spelling lessons and how it will look in the classroom.

Monday	Identify the sound and sort into a grid.
Tuesday	Partner Test
Wednesday	Sound buttons
Thursday	Sound-sort grid
Friday	Test

Day One: Identify the sound and sort into a grid

At the start of the lesson, children are introduced to the sound of the week and are given a list of words containing that sound. They must then identify the sound of the week, highlight it and sort the words into the correct grapheme. This activity can be used to draw attention to any patterns that may occur, e.g. 'y' at the end of a word making an /i:/ sound; 'ei' occurring after 'c' making a /s/ sound. As an

ee	ea	e_e	ie	y
proceed steel committee guarantee	steal peace breathe heal meat	precede complete extreme scene	piece achieve mischievous believe	forty identity variety opportunity community accompany

ey	ei	i	e	i_e
monkey chimney	receive ceiling deceive conceive perceive	serial curiosity familiar immediately pronunciation convenience	cereal vehicle frequently appreciate convenience immediately	machine magazine

extension, children could find their own words to add to the grid.

Day Two: Partner Test

In pairs, children test each other on the spellings for the week and highlight those they cannot yet spell. Through direct instruction, they learn how to analyse those words and identify their 'tricky' parts; these words will have been carefully selected so that the 'tricky' parts often include the sound of the week. There will be parts of the word which are not relevant to the week's sound: these parts will be covered in another week's spellings. The focus is that they learn to spell this particular week's sound correctly.

Day Three: Sound Analysis

Using their knowledge of phonics, children identify the individual phonemes in each word. This can be done as a whole-class activity which children can then do independently with their chosen words. The more complex the words become, the more discussion is generated around it! This is also a good opportunity to link to etymology for specific words if relevant.

committee = 6

ceiling = 5

forty = 4

Day Four: Sound Sorting Grid

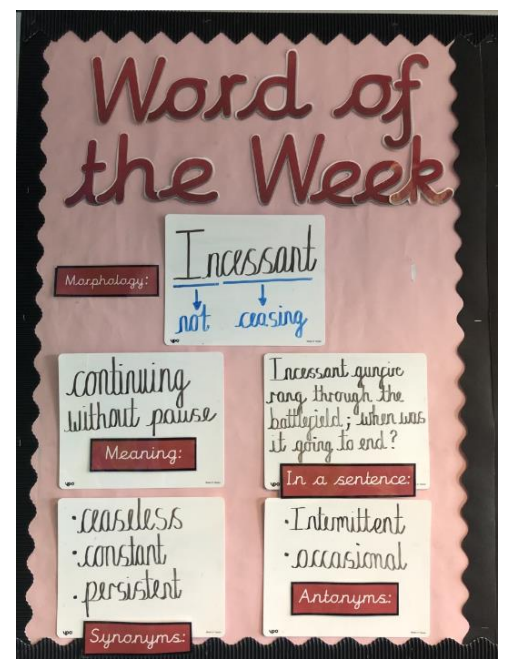
Children are given a blank version of the grid from Monday's lesson showing the graphemes for that week's sound. The words are read aloud to the children who then must write them in the correct section of the grid.

Day Five: Spelling Test

On a Friday, children will be tested on the 10 spellings that follow the spelling rule. This will be recorded on a spreadsheet throughout the year and monitored weekly by the English Lead – K.Stanley.

Word/Sound of the Week

Each week, children will be introduced to a new word/sound. This word/sound should be relevant to the work being produced within the English learning journey. As part of our work on continuous provision across the school, children will expand their vocabulary and knowledge of vocabulary, encourage children to improve their writing and spelling and allows independent learning.



Handwriting

Our school has adopted Kinetic Letters as our designated handwriting programme to support the development of strong, confident, and fluent handwriting skills among our students. This programme is designed to build muscle memory, improve pencil control, and develop correct letter formation through a structured, multi-sensory approach. By incorporating movement-based learning, children enhance their fine motor skills, posture, and stamina for writing. All staff will follow the Kinetic Letters framework to ensure consistency in teaching, with regular practice embedded into the curriculum. Parents are encouraged to reinforce these techniques at home to support their child's handwriting progress.

Early Years Foundation Stage

In the Early Years Foundation Stage, Kinetic Letters is used as our core handwriting programme to lay the foundations for confident and fluent writing. Through a multi-sensory, movement-based approach, children develop essential fine and gross motor skills, strength, and control needed for effective handwriting. The programme focuses on building core strength, correct pencil grip, and letter formation in a fun and engaging way, ensuring that children develop good habits from the start. Staff will integrate Kinetic Letters into daily activities, supporting children at their individual developmental stages while fostering a positive learning environment.

In Year One pupils should be taught to:

- Sit correctly at the table, holding a pencil comfortably and correctly,
- Begin to form lower case letters in the correct direction, starting and finishing in the right place,
- Form capital letters
- Understand which letters belong to which handwriting 'family' (a group of letters that are formed in the same way).

In Year Two, pupils are expected to:

- Form lower case letters of the correct size, relative to one another,
- Start using some of the diagonal and horizontal strokes needed to join letters, and understand which letters are best left unjoined,
- Write capital letters and digits of the correct size, orientation and relationship to one another,
- Use spacing between words that is appropriate for the size of the letters.

In Year Three and Four, children should:

- Continue to develop their joined-up handwriting,
- Increase the legibility, consistency and quality of their handwriting – for examples, ensuring that down strokes of letters are straight and parallel, not sloping.

In Years Five and Six, children are taught to:

- Write with increasing legibility, fluency and speed,
- Choose which shape of letter to use, and decide whether or not to join specific letters,
- Choose the writing implement that is best suited for a task.

Pen Licence

For children to achieve the use of a pen, children must consistently, across all subjects, demonstrate:

- All numbers and letters are correctly formed,
- The ascenders and descenders are the appropriate size,
- They are able to join all letters according to the handwriting policy,
- Children have a secure grip and have the correct posture for writing,
- A blue handwriting pen must be used,
- Celebrating this achievement is a must.