

St John's C of E Primary School



Curriculum: Writing Policy

School Vision:

St John's Gosport Church of England Primary School endeavours to provide a happy, safe, caring community rooted in Christian values; where everyone is valued and grows to their full potential.

John 10:10 – I came so that they may have life – life in all its fullness

Mission Statement:

At St John's Gosport Church of England Primary School we aim to achieve our vision by providing a broad balanced curriculum and learning experiences that develop our children in body, mind and spirit; setting high standards for all, confident that we can achieve success. Thus ensuring that when our children leave us they are independent learners, who are well equipped to be responsible citizens of the future and reach their potential.

English Leader: Gemma Havey

Writing Policy

The context of our school

St John's C of E Primary School is a two-form school with higher-than-average levels of SEND and Pupil Premium. It is essential that our approach to teaching writing and reading is accessible to all learners, regardless of background and that it promotes and fosters a life-long love of reading from the very beginning of their school journey.

Equal Opportunities

At St John's C of E Primary School, we ensure that all children are provided with the same learning opportunities whatever their social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to English and all staff members follow the equal opportunities policy. Resources for SEN children and Gifted & Talented will be made available to support and challenge appropriately.

- We value the individuality of all our children. We are committed to giving our children every opportunity to achieve at the highest of standards.
- We offer a broad and balanced curriculum, and have high expectations of all children.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- The achievements, attitudes and well-being of all our children matter.

Intent

As a Church of England school, our English curriculum is underpinned by our Christian values of Love, Courage and Respect. These values are used and applied throughout the English curriculum. Our children are learned and wise in the way that they practise and apply English skills in a variety of different contexts and use these skills to write for a real purpose. They show curiosity, attentiveness and active learning through their independence within lessons, following their own learning journey, taking charge of their own learning by using a variety of resources, including their working wall and continuously acting on their 'pink pen' feedback through active marking within each lesson. Our gospel values create a solid moral background for our children and encourage them to become better members of society.

At the heart of our English curriculum is our core skills, evident in our termly learning journeys. These skills are progressive and are built on year after year from EYFS all the way through to Year 6. These learning journeys enable our pupils to be ready to access the next stages in their education, culminating in them being well-equipped in their English education for secondary school. Our children come from a wide range of backgrounds and many are not equipped with the English skills and experiences they need to become the best readers and writers that they can be. We have worked together to create our main outcomes that we want for our children. In English, we want to instil curiosity and a love of learning through immersion in high quality texts and purposeful writing outcomes. Real-life experiences provide children with purposeful contexts for their reading. Our class/lesson set-up and marking policy promotes independence, resilience and high aspirations. Our gospel values, core skills and key outcomes will raise aspirations and ensure that our children are more than ready for the next stages in their English journey.

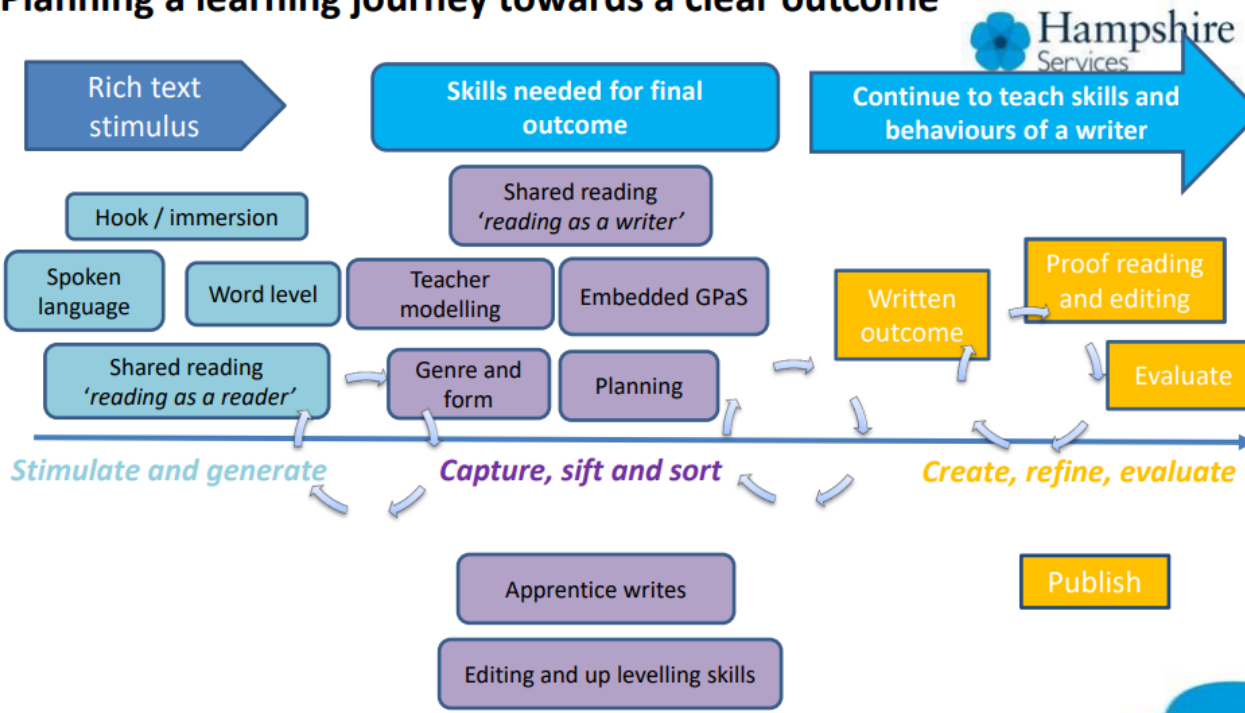
Implementation

At St John's C of E Primary School, writing learning journeys focus on a spiral curriculum model where previous skills and knowledge are revisited and built upon. Our rigorous and sequential approach to writing develops fluency, confidence and enjoyment at all stages.

Planning

Weekly plans outline what each hourly session will contain and are 'planned backwards' from the teacher's vision of writing output within each journey. English Writing provision follows the school's curriculum mapping (see website) planned around specific text studies. Each English lesson – like every other subject in the school – begins with a Learning Objective reached through a co-created Success Criteria. These are the children's 'steps to success' and are always reflected on before, throughout and at the end of each session. Units are studied over different time frames: between two and three weeks. Although text drivers are used for most English units, other forms of media are also used to support writing: videos, images and music. Each unit of writing starts with an initial assessment where by the teacher shared a stimulus and the children plan a piece of independent writing; targets are identified from this and addressed through the unit of work. At the end, the children apply their skills to a final assessment which is marked by the teacher.

Planning a learning journey towards a clear outcome



Teaching

Specific English teacher delivery, particularly writing, will be delivered in a style comfortable to individual teachers. Lessons are pitched in a way that keeps them inclusive and tasks are adapted through teacher questioning, scaffolding and extension rather than varied tasks with different expected outcomes.

By the end of Key Stage 1, children should be taught to use:

- full stops consistently
- capital letters consistently
- singular possessive apostrophes
- contractive apostrophes
- all coordinating conjunctions
- expanded noun phrases
- 'a' or 'an' based on the vowel sound of the noun
- commands, statements and questions

- sequencing ideas
- spaces between words
- planning to inform writing

By the end of Key Stage 2, children should be taught to use:

- commas for clarity
- speech punctuation
- plural possessive apostrophes
- parenthesis punctuation (brackets, commas, dashes)
- hyphens
- bullet points
- semi colons and colons
- prepositional phrases
- adverbials of time, place, manner, frequency and possibility
- modal verbs
- control the narrator and characters' speech
- relative clauses
- all tense types
- pronouns
- passive voice
- paragraphs
- other organisation devices
- self and peer assessment techniques

Teachers will update planning following the use of AFL (assessment for learning).

A spiral curriculum- The English curriculum is both cumulative and recursive.



Pupils use the same basic skills every time they write:

Sentence structure – Progression focuses on aspects such as varying sentence form, sentence type, using a range of conjunctions and developing complex structures

Punctuation – Progression through the use of simple to complex sentence punctuation and deliberate, controlled use

Word level – Emphasis on improving vocabulary through noun phrases, precise language choices, technical vocabulary

Text structure and organisation – Cohesion within and across paragraphs, cohesive devices, layout suitable for purpose etc

APPROACHES TO WRITING

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2013).

Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at regular points during a term.

The children are given frequent opportunities, in school, to write in different contexts using quality texts as a model and for a variety of purposes and audiences. The text types, which are required to be covered by the National Curriculum (2014), are outlined in our long-term plans for each year group to ensure that there is a breadth of coverage.

They may be asked to produce their writing on their own or as part of group. We recognise the important role that computing has to play in our school in the development of English skills. There are many opportunities for children to improve their writing inspired by drama techniques and film clips. Interactive technology is used regularly to enhance the teaching of English.

We use a cursive handwriting style throughout the school-once children have secured print during their Little Wandle sessions- and writing aids are provided to those pupils whose fine motor skills need supporting.

Within most lessons, teachers will use I do, we do and you do to ensure children are ready for their independent learning.

APPROACHES TO GRAMMAR AND SPELLING



The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). At St John's staff use Spelling Shed to support their planning and teaching in spelling and grammar sessions. Grammar is taught discreetly each week and embedded within English lessons where appropriate. Spelling sessions are taught at least three times a week and children record their learning in their spelling books. To be able to spell correctly is an essential life skill. When spelling become automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns. In EYFS and Key Stage One, we use the Little Wandle programme to deliver our phonics teaching. Year 2 use the Little Wandle Spelling programme.

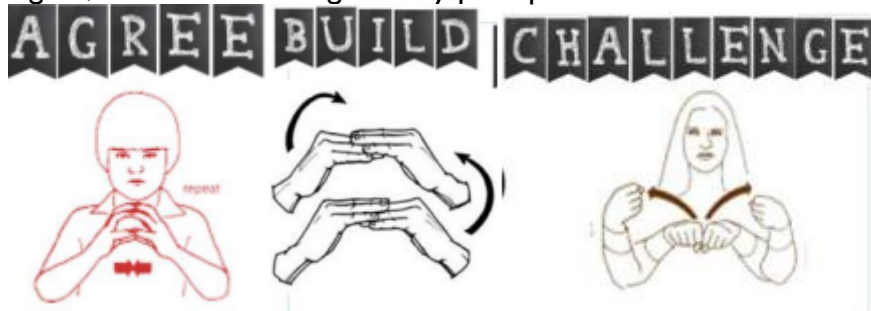
Phonics is taught daily across EYFS and Key Stage (please see Phonics and Early Reading Policy). Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. We teach children to use their growing understanding of the morphology and etymology of words to support their spelling. Helping the children to understand how to use and apply known spelling patterns (and to develop strategies to tackle unknown words) is the key to helping them to become successful spellers. Spelling skills are taught each week and are also embedded in English lessons so that strategies and rules can be taught in the context of

writing. When actually writing, children should be concentrating on higher order thinking skills and should simply 'have a go' at spelling and underline words that they are unsure of with a dotted line. When marking children's work, we do not correct all spelling errors, instead we focus on high frequency words, topic words and those studied in spelling sessions. The teaching and development of spelling will be encouraged as part of the home-school partnership and weekly spellings will be sent home to practise, in readiness for an informal test in school. Children will be given words according to their developmental needs, so the amount and level of difficulty may vary.

Homework is set through spelling shed and teachers will monitor the use of spelling shed. Sub groups are created by the teachers so that spellings can be adapted based on the needs of the child.

Oracy – spoken language

Agree, Build and Challenge- oracy prompts and scaffolds



Teachers plan English units that build upon and embed spoken language through each lesson. It is important for all children to acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing and spoken language. With this in mind we have now developed sentence stems for the children to use when answering questions in class. The children are either asked by the teacher to build on another child's answer or challenge their answer if they disagree or agree with their answer if they were thinking the same thing. They must start their answer with one of the sentence stems displayed in their classroom. Build, challenge and agree also have hand gestures for the children to display, which they enjoy using. These different stem sentences will ensure that the children are competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate. Examples of some sentence stems are displayed below. Some units of English include spoken language outcomes including performance poetry, presenting and debate. Please see our Oracy Policy for further information on our progression in spoken language and ways in which we develop oracy across the school.

Adjustments for Pupils with SEND

Cognition and Learning	Communication and Language	SEMH	Physical and Sensory
<ul style="list-style-type: none"> Alternative methods of recording (talking tins, laptops, creative tasks) Differentiated tasks – sometimes from the previous year group objectives Visual supports 	<ul style="list-style-type: none"> Talking tins Pre-teaching language Visuals to support Social stories Now/Next Increased focus on Oracy and developing talk opportunities Thinking time 	<ul style="list-style-type: none"> Brain and movement breaks CalmBrain Reward time Reflection areas (weighted blankets) Sensory/fidget toys Sit near to the teacher 	<ul style="list-style-type: none"> Own learning space (workstation) Brain/Sensory breaks Appropriate seating Fidget toys Adapted resources (scissors, rulers etc) Sloping board

<ul style="list-style-type: none"> • Word banks/phonic maps • Split teaching • Pre-teaching of vocabulary • Teaching of key skills • Coloured overlays • Timers and chunked activities • Use of practical apparatus • Sit close to the board • Mark target spellings only • Allow extra time 	<ul style="list-style-type: none"> • Explicit instructions • Makaton signs • Steps to success (one task at a time) 	<ul style="list-style-type: none"> • Steps to success (one task at a time) • Peer buddies 	<ul style="list-style-type: none"> • Alternative methods of recording • Wobble cushions • Use of a sensory areas (tent) • Chew buddies • Pencil grips/sloping boards
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Impact

Children at St John's will leave ready to access their secondary curriculum through reading. They will have a love of reading and will feel confident in accessing the wider curriculum. From the regular monitoring of plans, books and pupil interviews, it is clear that writing is taught in a systematic and progressive way, that prior teaching and learning is considered, and that learning is memorable. Children enjoy talking about their writing – about its construction, purpose and effect on the reader. They are confident to share their writing with staff, children and parents alike. As a result of the explicit teaching of writing skills, cross-curricular writing is of the same standard as writing completed in literacy units. All writing is planned with a clear intention and audience and editing ensures that writing is presented at its best. Children achieve well at the end of both Key stages and leave St John's with a secure understanding of writing and are well prepared to meet the needs of a challenging secondary curriculum and the expectations of writing across all subjects. This information is shared with children and parents three times per academic year. The SLT monitor the teaching and learning of writing frequently to ensure that standards remain consistently high and to identify areas for ongoing CPD.

Assessments

Assessments will be carried out using the HAM assessment model at 4 points in the year. Teachers will use formative assessments based on their day-to-day teaching which will be recorded on INSIGHT.

Summative assessments include:

- Year 1 phonics screening check (Year 2 retake if needed)
- Year 2 optional SATs paper
- Year 6 end of key stage reading assessments

In the Summer Term, Years 3,4 and 5 will complete NFER tests and the information will be used to plan for gaps in the last half term onwards. Children who are on the SEND register will also complete Salford reading assessments to monitor their reading age. Some children will also be assessed using YARC.

During each learning journey, teachers will plan and assess using initial and final assessments. They will use this to assess against key writing outcomes and they will set targets. Through each journey children will write site of application pieces where they can apply skills previously taught.

Progression in Writing

Progression in sentences - NC

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Pupils should be taught to:

How words can combine to make sentences

Subordination (using when, if, that, because) and co-ordination (using or, and, but)

Joining words and joining clauses using and

Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],

adverbs [for example, then, next, soon, therefore],

or prepositions [for example, before, after, during, in, because of]

Extending the range of sentences with more than one clause by using a wider range of conjunctions

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

Fronted adverbials [for example, Later that day, I heard the bad news.]

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Indicating degrees of possibility using adverbs [for example, perhaps, surely]

Or modal verbs [for example, might, should, will, must]

Use expanded noun phrases to convey complicated information concisely

Use of the passive to affect the presentation of information in a sentence

The difference between structures typical of informal speech and structures appropriate for formal speech and writing eg use of subjunctive forms

What is a sentence

Increasing accuracy and choice

Range of sentence types

Choices to change and enhance meaning

Progression in punctuation - NC

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Pupils should be taught to:

Separation of words with spaces

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences

Capital letters for names and for the personal pronoun 'I'

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Commas to separate items in a list

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns

Introduction to inverted commas to punctuate direct speech

Use of inverted commas and other punctuation to indicate direct speech

Apostrophes to mark plural possession

Use of commas after fronted adverbials

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

Use of the semi-colon, colon and dash to mark the boundary between independent clauses

Use of the colon to introduce a list and use of semi-colons within lists

Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity

Introduction

Securing

Commas and dialogue

Full range

Progression in dialogue skills and knowledge

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write simple sentences beginning with personal pronouns	Write questions beginning with who, where, when, which and how etc	In narrative, create setting, characters and plot	Use inverted commas and other punctuation to indicate direct speech, eg a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"	Use of the appropriate register, including colloquial language within dialogue	Assured and conscious control over levels of formality
Write simple sentences starting with nouns/proper nouns	Write commands using imperative verbs	Use some variation in sentence types (statement, command, question, exclamation)	Viewpoint is consistently maintained, eg word choice indicates a child's viewpoint	Use a wide range of clause structures, sometimes varying their position within the sentence	The difference between structures of informal speech (eg question tags) and structures appropriate for formal speech and writing
Compose a sentence orally before writing it	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use inverted commas to punctuation direct speech			In narrative, integrate dialogue to convey character and advance action
Use simple word choice that helps to convey information and ideas	Selection of content shows an awareness of purpose and emerging awareness of audience				



Progression in word level skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Use expanded noun phrases to describe and specify [for example, the blue butterfly]	Use adverbs and prepositions to express time, place and cause	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair	Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'	Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter
	Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Use expanded noun phrases to convey complicated information concisely	Use expanded noun phrases to convey complicated information concisely
	Use –ly to turn adjectives into adverbs – slow/ slowly	Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'		Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
	Use some features of written Standard English	Use further prefixes and suffixes and understand how to add them		use knowledge of morphology and etymology in spelling	use knowledge of morphology and etymology in spelling



Progression in cohesion

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Joining words and joining clauses using <i>and</i>	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] Introduction to paragraphs as a way to group related material	Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis
Between clauses	Between sentences	Within paragraphs	Across paragraphs		

Progression in paragraph skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Joining words and joining clauses using <i>and</i>	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] Introduction to paragraphs as a way to group related material	Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis
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