

Pensby Primary School



Writing Policy

September 2017
September 2018

At Pensby Primary we believe that writing is:

An essential life skill

A complex process that draws upon many skills; spelling, handwriting, composition, vocabulary and grammar are all key aspects.

The ability to communicate effectively in writing across a range of genres and for different purposes.

Writing expectations

Children will:

- Write every day
- Write at least one independent, sustained piece of writing per week, labelled as 'extended writing'
- Understand the purpose and audience of their writing
- Work towards joined handwriting by end of year as 100% - year 6 / 85% year 5 / 70% year 4 / 55% year 3 and 50% year 2 – joined eligible handwriting %
- Write in pen by end of year 4
- Use Red book for all writing
- Improve and edit their work by responding to teacher marking, using learning walls, peer marking (Red pen response)
- Have opportunities to write in all subject areas and in a variety of genres
- Ensure the quality of their writing is consistently good across all subject areas

Teachers will:

- Cover all year group objectives over the year using SPTO to ensure coverage
- Teach units of poetry, fiction and non-fiction writing each half term, referring to coverage maps (SPTO)
- Teach GPS, handwriting, guided reading and record on a weekly timetable (Phonics for EYFS/KS1)
- Teach and model the writing process
- Use finished pieces of writing to identify the key features of the genre and create a success criteria checklist for writing
- Give children the opportunity to improve and edit their own writing independently and in response to marking using red pen. Use colours to highlight features.
- Ensure daily writing is completed on time.
- Generate targets as a result of ongoing writing evaluation by class teacher. Groups organised appropriately to accommodate these targets.
- Use stories and literature to stimulate writing opportunities.

General Expectations

- CGP gps books to be used at least weekly for KS2 – date when work is done
- RWC x 3 spelling. Always followed up by teacher

- Opportunities to apply EPGS through extended write
- Cross curricular writing in addition to English writing
- Books marked up to date (Can be just acknowledged by a tick if appropriate)
- Marking comments only linked to targets or moving learning on – no ‘good’ ‘great etc
- Weekly handwriting practice should be evidenced in red writing book – not at back
- Weekly spelling tests—in red books
- If pupils attend intervention or 1 to 1 support in a lesson, note this in their red writing book
- Use ‘s’ if a child has been supported in their work
- All groups should be identifiable on the front of the book
- There should be no scribble or defacing of the cover of the book.
- Success criteria check lists used regularly (should be differentiated for pupil needs)

Writing Wall

Every classroom has a ‘writing wall’ which includes reference points for the children to use when composing, including:

- examples of their current text
- shared or modelled writing
- grammatical features, linked to recent learning
- story maps, text trails etc.
- Current spelling foci, relevant common exception words and words of the week (vocabulary extension).
- Basic and advanced phonic codes / alternative vowel spellings posters
- Expectations for all writing—Long date and title underlined, one line through errors, daily writing must be completed on time, use spelling cards and working walls to support spelling, use grammar clues from working wall.

All of these tools aid the children in accessing the curriculum and being independent in their learning.

Daily Write

Use pictures, music, discussions, personal experiences, stories etc to stimulate writing. Allow children the opportunity to write and then use this to plan interventions and next steps (grouping children according to need)

Resources include: Word of the day, literacy shed, pobble 365, literature, Teachit Primary website

EGPS

Purpose:

- To ensure that all children are prepared for spelling, punctuation and grammar tests at the end of key stage
- To ensure that families are involved and informed in spelling, punctuation and grammar for their children

- To ensure that the quality and breadth of educational activities and experiences on offer in each year group and key stage for spelling, punctuation and grammar, is relevant and appropriate
- To ensure that all staff are fully aware of what aspects of spelling, punctuation and grammar they should be delivering in their class

EYFS - EGPS

In EYFS the following have priority in teaching and learning for punctuation and grammar:

- Capital letters and full stops
- Talking about story / extending vocabulary through story
- Using the correct tense (with much modelling)
- Using the correct pronouns (with much modelling)
- Promoting speaking and listening and focus on the correct pronunciation
- Read, write inc/Super sentences daily
- Weekly spelling following RWI format.

In EYFS phonics is a vital part of the child's learning. Staff meet with parents and explain to them how phonics is taught within the EYFS. In particular they demonstrate the pronunciation of phonic sounds. Families are provided with resources to help them support this teaching at home. Weekly class newsletters inform families of the phonics being taught in the class that week. When the children are ready (usually in reception year), the children take home weekly their 'fast 5 spellings'. These spellings are phonic based and the children practice them at home. They are assessed through the children's work in the classroom. The spelling requirements in EYFS are quite stringent within the new curriculum, with practice in CVC up to CCVCC words being required as well as simple two syllable words, words ending in double letters and -nk words.

Resources used: Letters and Sounds, Busy Things (IT), magnetic letters, alphabet freezes.

Key Stage 1 - EGPS

Expected standard at end of KS1:

- Writing sentences that make sense.
- Sentence types – statement, question, exclamation, command
- Correct term choice – past and present (including progressive form)
- Understanding which 'person' the children are being asked to write in, and doing this largely correctly
- Correct use of co-ordinating conjunctions (or, and, but) to join clauses
- Some correct use of subordinating conjunctions (when, if, that, because) to join clauses
- Expanded noun phrases used for description and specification
- Capital letters and full stops – used consistently and correctly
- Some use of exclamation marks and question marks
- Capital letters for proper nouns and person pronoun
- Commas in lists
- Speech Marks – 'Inverted Commas' used correctly and named correctly
- Apostrophes for omission and singular possession in nouns
- Understanding of simple verb / adjective / adverb / noun and named correctly/WOW words
- Using subject specific vocabulary
- Creating wider vocabulary
- Segmenting words into phonemes and representing these by graphemes, spelling many correctly
- Spelling many common exception words

- spelling some words with contracted forms
- Adding suffixes to spell some words correctly in their writing, e.g. –ment, -ness, -ful, -less, -ly
- Using simple dictionaries

In Key stage 1 the staff continue the work of EYFS as required to meet the needs of the children, then planning is completed primarily through Letters and Sounds phase 2, 3, 4 and 5. This develops sounds and key words in a structured way. They are assessed through the children’s work in the classroom as well as the national phonics screening at the end of year 1.

From year 2, children start to use Babcock spelling programme to ensure coverage of the National Curriculum.

Resources used: Letters and Sounds, Babcock Spelling, Busy Things (IT), Smart Kid work boxes, magnetic letters, alphabet freezes.

Lower Key Stage 2 - EGPS

Expected standard by end of Lower Key Stage 2:

- Capital letters and full stops – used consistently and correctly
- Clauses understood and used in writing
- Writing a variety of sentences – simple, complex
- Using commas after fronted adverbials
- Using expanded noun phrases
- Speech Marks – ‘Inverted Commas’ used correctly and named correctly
- Direct speech
- Expressing time, place and cause using conjunctions, adverbs or prepositions
- Grouping ideas into paragraphs
- Using a and an correctly
- Using headings and sub headings
- Using tenses correctly
- Choosing and using nouns and pronouns appropriately
- Using possessive apostrophe with plural nouns
- Using subject specific vocabulary
- Creating wider vocabulary
- Using thesaurus / dictionary
- Babcock spelling/grammar continues to be used from Year 3.
- Weekly spellings to be taken home to learn.
- CGP grammar, punctuation and spelling books – used to reinforce Babcock (homework)

Resources used: Babcock grammar and spelling, CGP grammar, punctuation and spelling books, Espresso, Smart Kids Word Boxes, Espresso, Year 3 and 4 spelling lists

Upper Key Stage 2 - EGPS

Expected standard by end of Key Stage 2:

- Capital letters and full stops – used consistently and correctly
- Use of commas, semi colons and colons in more complex sentences
- Develop paragraphs, linking paragraphs using a wider range of cohesive devices: repletion of word/phrase, adverbials and ellipsis.
- Connectives – use of a good range
- Question marks – used correctly
- Exclamation marks – used correctly
- Contractions
- Brackets, dashes, hyphens
- Apostrophe of possession

- Speech Marks – ‘Inverted Commas’ used correctly and named correctly
- Direct speech / Indirect speech Formal speech
- Understanding of verb / adjective / adverb / noun and named correctly
- Use modal verbs or adverbs used to indicate degrees of possibility.
- Clauses understood and used in writing including Relative clauses starting with – who, where, when, shoes, that
- Use and understanding of subordinate clause
- Writing a variety of sentences – simple, complex
- Using headings and sub headings, columns, bullets and tables
- Verbs and nouns used consistently including use of passive verbs
- Using tenses correctly
- Using subject specific vocabulary
- Creating wider vocabulary
- Using thesaurus
- Correct article (a, an, the)
- Correct use of me/I
- Synonyms and antonyms
- The children continue with Babcock spelling/grammar programme.
- Weekly spellings to be taken home to learn.
- CGP grammar, punctuation and spelling books – used to reinforce Babcock (homework)

Resources used: Babcock spelling and grammar, CGP separate grammar, punctuation books, Espresso, word banks, Year 5 and 6 spelling lists

Handwriting

All year groups follow the Handwriting scheme by Cambridge. This is practiced in all classes at least once a week. All staff model this style of handwriting for the children. Handwriting is another tool that aids spelling improvement. It helps children understand word shape, helps them to recognise if a spelling ‘looks right’ and enables them to write words with flow and ease.

Handwriting is taught on a weekly basis in Red books.

Assessment

- Continuous through SPTO
- Internal moderation
- Cluster group moderation – Federation Schools
- Writing monitoring – Subject Leader/HT/Governors – Book scrutiny, Learning walks, Pupil Voice, pupil progress meetings, SPTO
- New whole school writing assessment programme - No More Marking. Comparative Judgement. (training with Federation schools)

Timetable

KS1

- Writing – daily with 1 piece of extended writing per week
- Phonics/Spelling - daily
- Grammar and punctuation - at least 3 times per week
- Guided reading – Weekly as a taught activity.
- Daily opportunities for chn to read.
- Handwriting - weekly

KS2

- Writing -daily with 1 piece of extended writing per week
- Spelling – at least 3 times per week (15 minutes) Babcock Spelling
- Grammar and punctuation – weekly Babcock Grammar
- Guided reading – weekly GPS reading comprehension – once per week
- Handwriting - weekly