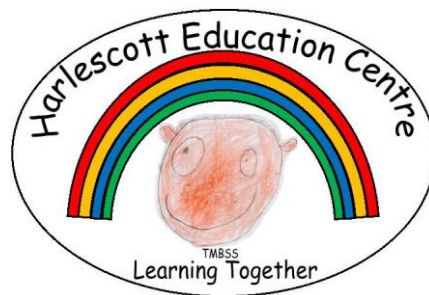




**Tuition, Medical and
Behaviour Support Service
Curriculum Policy - Primary
Writing**



Reviewed:	September 2020
Next Review:	September 2021
Responsibility:	Helen Pope

AIMS AND PRINCIPLES

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Aspects of the national curriculum for English relevant to writing are:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

PURPOSE OF STUDY

In addition to composition and transcription, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Harlescott Education Centre (HEC) Literacy Offer

At the beginning of a placement the majority of children attend HEC for either a morning or an afternoon placement. Following a 16 week assessment period children move towards a period of reintegration to fulltime provision at their mainstream school or they begin integration to the setting appropriate for their individual needs.

The breadth and depth of curriculum coverage is therefore delivered in shared partnership with our mainstream schools.

Curriculum Planning

The programmes of study for writing at key stages 1 and 2 are structured as;

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)
- Vocabulary, grammar and punctuation

In Key Stage 2 for the Unit of Work shown on the Long Term HEC Plan teachers take objectives from Hamilton Learning Trust as appropriate to the age and ability structure of their group. These objectives are placed within two-weekly Medium Term Planning and activities to address the objectives are detailed within weekly Short Term Planning.

In Key Stage 1 (KS1) Spelling, Punctuation and Grammar objectives are set following the HEC Long Term Plan. Within the two weekly Medium Term Plan, these objectives are linked to the genre of text indicated on the Long Term HEC Plan.

Baseline assessments show that at the beginning of placement most KS1 children are not at the expected level for reading. Due to this, the majority of planning in KS1 is aimed at providing a robust, structured phonics intervention in direct response to baseline assessments. When a child is secure in their phonics and performing at, or above, expected levels for their age, planning focus is more weighted to Spelling, Punctuation and Grammar and text level objectives.

Planning for Grammar and Punctuation

There are medium term plans consisting of differentiated learning objectives, example activities and terminology.

- The Key Stage 1 planning is for a ten-week cycle to be repeated throughout the academic year.
- The Key Stage 2 planning is structured as upper and lower Key Stage 2.
The years 3/4 document is a twenty-five week plan
The years 5/6 document is a seventeen-week plan.

Teachers move between the three planning documents as appropriate to the needs of their teaching groups.

Teachers will teach a combination of discreet grammar lessons and lessons where the grammar focus is taught within the context of the wider literacy focus. Knowledge and skills taught discreetly will then be embedded within further literacy teaching.

Planning for Spelling

Children at the very early stages of spelling are taught to use 'Fred Fingers', in line with the Read Write Inc. scheme, to help them to hear and write the sounds for phonetically plausible words. (Fred Fingers—hold up the number of fingers to match the number of sounds in the word. Hold each finger as the sounds are clearly articulated in turn).

Through baseline assessments children are given an entry point to the 'Shakespeare and More' spelling scheme. This scheme has lists with a focus on particular letter strings in addition to words which need to be learnt through sight learning.

Staff teach children the Look Cover Spell Check method for learnings spellings and, as appropriate to the child's physical and emotional needs, they introduce kinaesthetic methods to support written practice.

Handwriting

Children in KS1 are taught handwriting using kinaesthetic methods e.g. They will be taught the Read Write Inc. 'saying' to support formation of a letter they may then practice formation by writing in shaving foam, writing in sand, pushing a toy car...

Children practice letters in family groups (coadgq, rmnhpb) as part of their daily arrival task lists.

Children in KS2 practice handwriting as part of their arrival task lists. Kinaesthetic approaches are used based on individual needs.

ASSESSMENT and RECORDING

This is achieved through:

- Discussion with pupils;
- Observation of pupils;
- Marking work;
- Termly Diagnostic Spelling Test

TMBSS will formatively assess and track progress during a term through day to day observation, marking and feedback.

Formal termly assessments will be recorded and progress tracked allowing teachers to plan targeted literacy interventions or to adjust planning accordingly.

MONITORING AND EVALUATION

This is achieved by the English coordinator and the Assistant Head (Primary Phase) through;

- monitoring and evaluation of pupils' work;
- lesson observations;
- lesson 'Drop-ins';
- monitoring of planning;
- staff collaborative scrutiny of books.

MARKING WORK

The purpose of marking is to move children forward in their learning.

Feedback and marking should be part of a process in which children need to have some involvement. Written or verbal comments made by the teacher should not only link back to the learning objectives, but should also give advice/suggestions/clues on how to “close the gap”. It should set the next steps for learning on how to improve their work or provide reinforcement where a child is assessed to be insecure in the learning. This reinforcement may provide an opportunity to achieve understanding in an alternative way e.g. through use of different language or the support of a kinaesthetic approach.

‘Next step’ or ‘close the gap’ comments should be made twice in a half term for literacy and this will relate to a piece of written work.

For further guidance and detail on marking, please refer to TMBSS Marking and Feedback Policy.

Year 1 programme of study (Statutory requirements)

WRITING—transcription

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

apply simple spelling rules and guidance, as listed in [English Appendix 1](#)

- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

Pupils should be taught to:

- sit correctly at a 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
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Writing—composition

Pupils should be taught to:

write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing—vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in [English Appendix 2](#) by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing

Year 2 programme of study (statutory requirements)

Writing—transcription

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly
- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

Pupils should be taught 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, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing—composition

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Writing—vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in [English Appendix 2](#) by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Writing—transcription

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals (for example, children's)
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing—composition

Pupils should be taught to:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing—vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in [English Appendix 2](#) by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in [English Appendix 2](#)

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately terminology in English Appendix 2 accurately and reading.

Years 5 – 6 programme of study (statutory requirements)

Writing—transcription

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters (for example, knight, psalm, solemn)
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Writing – handwriting and presentation

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing—composition

Pupils should be taught to:

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing—vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.