



Writing Policy

Intent

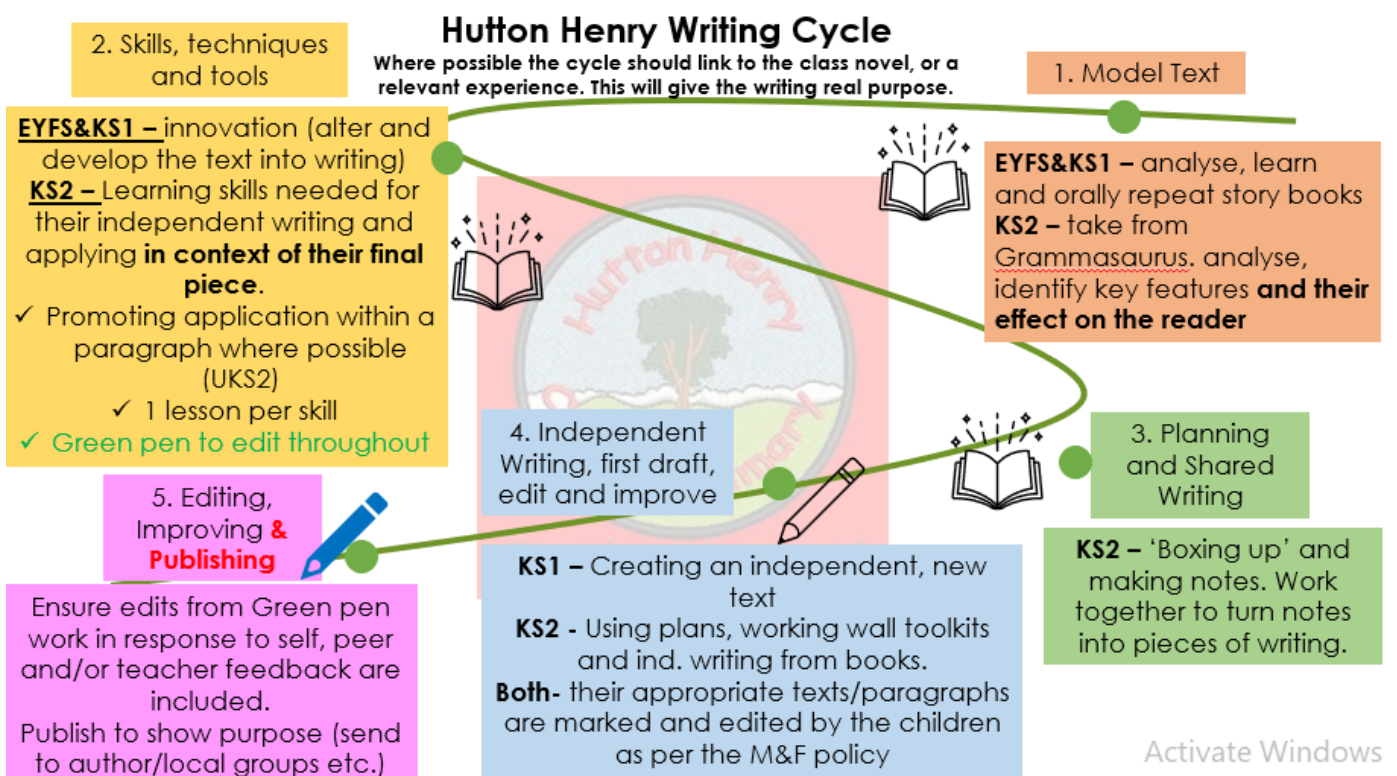
At Hutton Henry C of E Primary School, every child is given the opportunity to acquire the knowledge and skill necessary to become a competent author. We provide a rich reading environment and by doing so, our children are given the stimulus to write effectively with purpose. As reading and writing can intertwine, we promote a love of reading through high-quality texts that are used as a vehicle for learning across the curriculum.

Implementation

Children are exposed to a word rich curriculum. Through immersion in high-quality texts, teachers identify and explicitly rich and varied vocabulary, providing them with the tools to become confident communicators, readers and writers.

English lessons contain a balance of whole class teaching and group or individual work. The learning objectives for each lesson that the children undertake will be discussed before they proceed with the task so that children know exactly what is expected of them and this is made explicit clear through the use of Jane Considine's lenses.

In order for pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences, the Hutton Henry Writing Cycle has been developed (see below).





1. **Study a carefully-chosen model text.** This should be from Grammarsaurus (and adapted, if needed) to ensure that all writing features from the knowledge and skills overview are included. Children will study the **audience** and **purpose** of the model text and which writing skills are used for **effect**.
2. **Study skills, techniques and tools.** Using the knowledge and skills overview, children work on the grammatical skills **in context**. They should select the vocabulary and grammatical structures to create a desired effect on the audience. The learning objective should refer directly to the reader. For example, instead of 'to use expanded noun phrases' use 'To help the reader picture the scene using noun phrases' During these lessons, children should be given the opportunity to write **more than one sentence** to ensure they are building up their short-burst writing skills. Any examples given for children to adapt should not include basic punctuation; therefore, giving children additional opportunities to edit punctuation.
3. **Planning and Shared Writing.** Linked to the core text studied in class (or stand-alone if an obvious link isn't applicable), children plan and complete a shared write. This is a whole-class piece of writing, where children share ideas and the teacher models how to turn a plan into a piece of writing. As children move towards Upper KS2, this element of the writing cycle may not feature in all genres (only if required). This is because children should be confident in independently writing most genre types.
4. **Independent Writing (first draft) leading to edit and improve.** Children to produce an independent plan and piece of writing. Children will respond to marking and feedback. This could be done through live feedback, or through whole-class or peer feedback. Children should correct grammar, spelling and punctuation errors in green pen and there should be evidence of children rewriting a section of text to improve. This will most likely be to have greater effect on the reader.
5. **Editing, Improving & Publishing.** Children should create their final piece, taking note of the changes they made to their first draft. They should 'publish' one piece of writing each term to a specific audience. This could be in a range of ways:
 - Reading their work to their peers.
 - Uploading their work to their parent's email.
 - Write up work using the correct layout (a leaflet, letter or double-page spread for non-chronological reports)
 - Meet up with another class to share work.
 - Perform their work, using the stage and recording.
 - Send their work to the author of their class novel

Key components of each lesson include:-

- **Reference to SPAG skills** – Children should practise a previously taught SPAG skill.
- **Key vocabulary** – Relevant and focused vocabulary for the lesson are shared, discussed and defined with support of teachers encouraging clear and purposeful discussion throughout.
- **Lesson overview strategies** – Ensuring High Quality Teaching, our teaching toolkit strategies are employed where appropriate encouraging effective modelling, retrieval strategies, motivating teaching, accurate assessment and purposeful reflection from learners.
- **Live Feedback-** Given during every lesson for children to edit and redraft as they practise a skill. This means that the final piece can be published.



Speaking and Listening

Speaking and Listening skills are essential to the development of all areas of the curriculum and therefore of paramount importance to the development of our children. At Hutton Henry C of E Primary School, we aim to engage children in stimulating conversations that increase their vocabulary and encourage them to become active listeners. Speaking using Standard English and careful listening are promoted across all areas of the curriculum and across all aspects of the school day. This is promoted in Reception through role play and continues throughout school in many different forms including: presentations, engaging in discussion and debate and understanding the importance of effective communication.

Handwriting

Refer to the guidelines set out in the handwriting and presentation policy.

Phonics

Refer to the guidelines set out in the Phonics policy.

Reading

Refer to the guidelines set out in the Reading policy.

Assessment

Assessment of a child's development will continually provide both feedback and target setting. Work will be assessed in line with the Assessment and Marking Policy. Opportunities for children to write independently at length, at an age appropriate level, will be provided at least twice every half term. These will focus on genres from the long term planning ensuring coverage and progression across the school. This will inform ongoing teacher assessment and provide opportunities for self-evaluation, editing and improving work.

The assessment will be collated termly using the writing assessment grids and reported back to the HT to inform the data for the school.

Spelling, Punctuation and Grammar

Spelling

The teaching of spelling has been developed with reference to the ELS scheme – Essential Letters and Sounds. Segmentation of words is taught from Reception as soon as children begin to blend sounds to read words. The spelling of common exception words is also taught from Reception through ELS. Refer to the guidelines set out in the Phonics policy.

In Key Stages 1 and 2 spellings are sent home each week linked to the age appropriate National Curriculum word list and/or the spelling rule taught in Appendix 1 of the National Curriculum. Hutton Henry C of E uses EdShed to assign and assess the children's progress in spelling.

Grammar and Punctuation

Grammar and Punctuation is embedded in the teaching of English at Hutton Henry C of E Primary School. Each year group introduces the terminology and aspect of grammar and punctuation progressively, building upon what has been taught in previous years. The



grammar and punctuation will be taught within writing lessons alongside the Jade Considine lenses, in line with the progression of skills.

Cross Curricular

Children will be given the opportunity to apply their learned skills and knowledge across the curriculum. Cross Curricular writing is of paramount importance as it not only allows pupils to practise and use key knowledge and skills taught but extends the idea that writing – composing texts using the grammar and punctuation that has been taught - is not solely employed in English and Writing books.

Inclusion

We aim to provide for children of all ages and abilities. We will identify which pupils or groups of pupils are underachieving and take steps to improve their attainment Those with English needs will be in receipt of adaptive teaching providing appropriate work at their own level of ability which will facilitate and extended learning process.

The Governing Body

Reports are made to governors on the progress of English provision both through the Headteacher's report and by the English Subject Leader. Termly meetings are held between the English Subject lead and the designated governor for English.

Relevant policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies.

- Reading Policy
- Phonics Policy
- Teaching and Learning Policy
- Assessment Policy
- Marking Guidelines
- Inclusion Policy
- Equality Policy
- Handwriting and Presentation Policy

Impact

Our children will leave Hutton Henry C of E Primary School having had the opportunity to master skills in speaking, reading and writing that will prepare them for secondary education and life beyond the school gates. Carefully planned writing lessons allow our children to develop their skills, by adapting their language and style in and for a range of contexts, purposes and audiences. They are given the opportunity to apply their skills across the curriculum and they are encouraged to use language effectively to create a desired effect on the reader.

C Brackstone & S Harrison, October 2023