

English Writing Policy

2024-25

Sir Francis Hill Primary School

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Intent

At Sir Francis Hill Primary School, our intent is to inspire a lifelong love of writing in every pupil while equipping them with the necessary skills to communicate effectively, think critically, and express themselves confidently. We recognise that writing is a complex skill that develops progressively, and our curriculum is carefully crafted to support pupils at each stage of their learning journey—from foundational skills in the Early Years, through the expanding fluency of Key Stage 1, to the creative and technical proficiency achieved in Key Stage 2.

In the Early Years, our focus is on building the foundations for literacy through a strong emphasis on language acquisition, listening skills, and fine motor development. Through engaging activities like phonics instruction, storytelling, and hands-on exploration, children develop the skills essential for early writing. We introduce them to sounds, blending, and segmenting, while promoting an environment where they can begin to express ideas visually and verbally, setting the stage for more formal writing instruction.

As children progress to Key Stage 1, we build upon this foundation, guiding them through the critical early stages of written expression. Here, our aim is to foster a secure understanding of phonics, word construction, and sentence formation. Using structured approaches such as the Read Write Inc. and Ready, Steady, Write programs, we provide clear pathways for children to grow in their writing capabilities, moving from single words to full sentences and short paragraphs. Writing is closely tied to reading, ensuring that children can draw from their reading experiences to enhance their understanding of structure, vocabulary, and grammar. Throughout, our goal is to establish confidence, enjoyment, and fluency in writing, allowing every child to communicate with growing independence and clarity.

In Key Stage 2, our curriculum advances to develop both the technical and creative aspects of writing. Children are encouraged to refine their understanding of grammar, punctuation, and composition through increasingly complex tasks and a wide variety of writing genres. Using a structured framework—Immerse, Analyse, Plan, Write—our approach allows pupils to explore high-quality texts, examine language and structure, and apply these elements in their own writing. We aim to deepen their ability to express unique ideas, reflect critically, and consider audience and purpose in their work. Key Stage 2 students are also encouraged to experiment with their own 'voice' and style, preparing them to become thoughtful, skilled writers capable of producing extended, purposeful pieces of writing.

Throughout all stages, we emphasise the importance of presentation, spelling, and handwriting, believing that these foundational skills enhance pride in written work and support clear communication. Each lesson incorporates opportunities for reflection and improvement, fostering resilience and a growth mindset. Regular assessments and feedback help guide each pupil toward their individual targets, while collaborative moderation sessions ensure consistency and support across all year groups.

Our ultimate goal is to nurture independent writers who can craft diverse, meaningful, and engaging texts. By providing structured yet creative opportunities to write across all subjects, we help pupils see writing as a tool for learning, problem-solving, and personal expression. We are committed to supporting every child, including those with SEND, to reach their fullest potential, ensuring that every pupil, regardless of starting point or ability, feels valued, capable, and excited about writing. At Sir Francis Hill, we strive to develop confident, thoughtful writers who can carry these essential skills forward, both academically and beyond the school environment.

Writing in the Early Years and Foundation Stage at SFH

Nursery:

Phase One - Pre-Phonics

The pre-phonics stage, often referred to as "Phase One" or "Phase 1 phonics," is an early stage in language and literacy development. Its goal is to build the foundational communication, listening, and auditory discrimination skills that children need to succeed in later phonics and reading instruction. This stage usually begins in the Nursery or Early Years Foundation Stage (EYFS), targeting children who are not yet ready to begin formal phonics instruction. Here's a breakdown of what this stage entails:

Key Focus Areas of the Pre-Phonics Stage:

1. Listening Skills:

- **Environmental Sounds:** Activities to help children differentiate between everyday sounds (like animal noises, weather sounds, and vehicle noises). Listening walks and sound hunts are common methods.
- **Instrumental Sounds:** Exploring different musical instruments, recognising their sounds, and learning to categorise sounds by pitch, volume, and tone.

2. Auditory Discrimination:

- **Rhythm and Rhyme:** Exposure to nursery rhymes, clapping games, and songs to help children recognize patterns in language. This supports their ability to hear and create rhyming words later on.
- **Alliteration:** Playful activities that use alliteration (words starting with the same sound) help children identify and focus on initial sounds in words.

3. Oral Blending and Segmenting:

- **Blending:** Practice blending sounds orally (e.g., "c-a-t" becomes "cat") without written letters. This helps children learn that sounds can combine to form words.
- **Segmenting:** Breaking words into their individual sounds (e.g., "dog" becomes "d-o-g") to help children develop sound isolation skills.

4. Communication and Language Skills:

- **Developing Vocabulary:** Introducing new words through stories, play, and discussions to build expressive language.
- **Storytelling and Narrative Skills:** Encouraging children to listen to and retell stories, fostering comprehension and expressive language.
- **Turn-taking and Conversation:** Group games and circle times allow children to practice social communication skills, such as listening to others, waiting for their turn, and following simple instructions.

5. Physical Development for Writing:

- **Fine Motor Skills:** Activities that support physical readiness for writing, like threading beads, playing with dough, using tweezers, and block-building. These help strengthen finger muscles and improve coordination for holding writing tools later.

Goals of the Pre-Phonics Stage:

The primary aim is not yet to teach letters or phonemes (the sounds of letters) but rather to prepare children with the basic listening and speaking skills that underlie successful phonics and reading instruction. By the end of this stage, children should be able to:

- Recognise and distinguish between different sounds.
- Show an interest in sounds, rhymes, and language patterns.
- Participate in simple oral blending and segmenting.
- Demonstrate readiness for more formal phonics instruction through increased listening, sound discrimination, and speaking skills.

Reception:

Phonics and Writing Development

The aim in Reception is to provide structured phonics instruction, laying the foundation for reading and writing by introducing sounds, blending, and simple sentence writing.

Reception Phonics Overview with Read Write Inc.

In Reception, children move through a structured, progressive phonics curriculum with a focus on learning individual sounds, blending them into words, and beginning to write simple words and sentences. Read Write Inc. (RWI) provides a systematic approach, breaking phonics into manageable stages and grouping children based on their level to target their needs effectively.

Autumn Term: Initial Sound Recognition and Blending

Focus: Establishing a strong base in sound recognition and early blending.

Stage Breakdown:

Autumn 1: Whole-class phonics sessions (20 minutes daily) introduce children to the individual sounds, starting with Set 1 sounds.

- **Set 1 Sounds:** Children learn the initial sounds (e.g., "m," "a," "s," "d," "t"). Each sound is introduced with an action, picture, and rhyme to reinforce memory and understanding.
- **Blending and Segmenting:** Practicing oral blending and segmenting of simple CVC (consonant-vowel-consonant) words, like "cat" and "dog," to develop early decoding skills.
- **Assessments:** Weekly assessments help identify children's understanding and prepare for group-based instruction in Autumn 2.

Autumn 2: Children are grouped by ability, allowing targeted phonics instruction.

- **Group A** (20 minutes): Focuses on sound recognition and blending simple CVC words.
- **Group B** (20 minutes): Begins introductory writing activities on magnet boards, progressing to writing in books as they gain confidence with phonics and fine motor control.
- **Group C** (up to 40 minutes): Engages in extended writing practice in books, moving towards more consistent letter formation and basic word writing.

Spring Term: Advancing in Phonics and Simple Sentence Writing

Focus: Developing fluency with Set 1 sounds and moving on to Ditty Books for early reading and writing practice.

Stage Breakdown:

- **Set 1 Mastery:** Children reinforce their understanding of Set 1 sounds, blending these into short, decodable words and phrases.
- **Ditty Group** (40 minutes): Some children progress to Ditty Books, which introduce simple sentences with decodable text to build fluency and comprehension.

Activities: Children work on reading short phrases, writing simple words, and developing early sentence writing skills. Magnet boards are often used to support letter formation and sentence construction.

Writing Practice: Sentence writing begins, with children focusing on constructing phrases with clear spacing, correct letter formation, and basic punctuation (e.g., full stops).

Summer Term: Progression to Advanced Sounds and Fluency in Reading

Focus: Extending phonics knowledge with Set 2 sounds, increasing reading fluency, and writing simple sentences.

Stage Breakdown:

Red, Green, Purple Groups (up to 50 minutes): Children progress through groups as they demonstrate mastery of previous levels, moving through more complex phonics stages.

- **Set 2 Sounds:** Introduction to digraphs such as "ay," "ee," and "igh," building on blending skills to decode words with more than one sound.
- **Reading and Comprehension:** Children read short texts, working on fluency, comprehension, and expression. The goal is to read and understand sentences independently.
- **Writing Sentences:** By this term, children practice writing simple sentences that reflect their phonics knowledge. Sentences include familiar vocabulary aligned with RWI sounds, allowing children to apply decoding skills in their writing.

End-of-Year Objective: To confidently read simple, decodable books and write sentences independently, such as "The dog runs fast." The emphasis is on accuracy in letter formation, basic punctuation, and the ability to use phonics to spell.

Key Skills Developed Through Reception Phonics

1. **Sound Recognition:** Mastery of Set 1 and Set 2 sounds, including digraphs, to form a foundation for fluent reading and writing.
2. **Blending and Segmenting:** Continuous practice in blending sounds to form words and segmenting words into sounds for spelling.
3. **Writing Skills:** Introduction to letter formation, word writing, and sentence construction, all aligned with phonics stages.
4. **Reading Fluency and Comprehension:** By using decodable texts, children develop reading fluency while understanding simple stories and sentences.
5. **Fine Motor Control:** Ongoing development of fine motor skills supports accurate letter formation, pencil grip, and control.

Reception Phonics Assessment and Grouping

Children's phonics abilities are regularly assessed to ensure they are in the appropriate RWI group, allowing targeted support and appropriate challenges at each stage. Grouping flexibility helps cater to children's needs, promoting steady progress throughout Reception.

By the end of Reception, children should have a solid grasp of Set 1 and Set 2 sounds, be able to blend and segment simple words, and write basic sentences independently. These skills prepare them to move confidently into Year 1, where they'll continue with more advanced phonics and writing tasks.

EYFS Writing Integration with Cornerstones Topics

- **Long Term Plans (LTP):** Thematic units set for each term to align with EYFS development goals.
- **Medium-Term Plans (MTP):** Being created by NFC, emphasising activities that support communication, language, and early literacy skills through engaging, topic-based contexts.

Handwriting

Nursery: Handwriting Foundation

- **Focus:** Physical development to build fine motor skills and prepare children for future handwriting.
 - **Activities:** Incorporate threading beads, using tweezers, and building with blocks to strengthen finger muscles.
 - **Objective:** Fine motor control activities to develop the foundation for pencil grip and control.

Reception: Introduction to Pencil Skills and Handwriting

- **Autumn Term:**
 - **Skills such as these are used:**
 - **Dough Skills:** Using playdough exercises to develop hand strength and fine motor dexterity.
 - **Pencil Grip Development:** Introduction to proper pencil grip and control, with structured activities for correct posture and hand positioning.
- **Spring Term (After Christmas):**
 - **Formal Handwriting Lessons:** Begin teaching lowercase and uppercase letter formation.
 - **Number Formation:** Practice writing numbers correctly, integrating with math learning.
- **Summer Term:**
 - **Word Formation:** Writing simple words that align with Read Write Inc. vocabulary, reinforcing phonics knowledge and writing fluency.

Read Write Inc Phonics in EYFS

Phonics groups are generally categorised by colour levels, with each level representing a different stage in phonics progression. Here's an overview of the groups in EYFS:

1. **Set 1 Sounds (A, B, C Groups):**

- **Learning Initial Sounds:** Single sounds such as "m," "a," "s," "d," etc., are taught first.
- **Focus:** Blending and segmenting sounds, essential for early decoding.

2. **Ditty Books:**

- **After Set 1:** When children recognise most Set 1 sounds, they move to Ditty Books.
- **Focus:** Building fluency with short, decodable phrases and sentences.

3. **Red Group:**

- **Set 2 Sounds:** Introduction to digraphs (e.g., "ay," "ee," "igh," etc.).
- **Focus:** Reading words with digraphs and short stories, building fluency and comprehension.

4. **Green Group:**

- **Further Set 2 Practice:** Reinforcing Set 2 sounds with a focus on blending and fluency.
- **Reading:** Children read short books with more complex sentence structures and longer words.

5. **Purple Group:**

- **Moving to Set 3 Sounds:** Introduction of additional sounds and alternative spellings.
- **Focus:** Strengthening reading comprehension, decoding longer words, and reading more complex sentences.

Writing in Year 1 and Year 2 (KS1)

Phonics and Sentence Writing (4 Days)

Phonics:

- Grouped sessions (1 hour) using *Read Write Inc.* (see groups below) focusing on fluency in word and sentence construction.
- *Progression:* Children progress from writing individual words to constructing sentences with increasing independence.
- *Assessments:* Conducted every half term to adjust group placements.

Afternoon Writing:

- Writing opportunities are integrated with topic-based learning, offering meaningful contexts for writing practice.

End-of-Year assessments:

- Children's progress will be assessed against the *Lincolnshire grids* objectives.
 - By year-end, children are expected to write three or more sentences independently.
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Year 2

Phonics Continuation and Writing Focus (4 Days)

Phonics Grouping:

- 1-hour phonics lessons.
- Children who haven't passed phonics assessments continue targeted support through *Read Write Inc.* groups.
- Regular assessments ensure appropriate phonics support tailored to each child's progress.
- By Autumn Term 2, children who have passed phonics assessments, transition to *Ready, Steady, Write*, with most children using *Ready, Steady, Write* by the Spring term.

End-of-Year assessments:

- Children's progress will be assessed against the *Lincolnshire grids* objectives.

Transition to Ready, Steady, Write:

Once pupils complete phonics and finish the grey group, they move to *Ready, Steady, Write*, which includes:

- **Immerse:** Engages pupils with high-quality texts to stimulate interest.
- **Analyse:** Focuses on language features, grammar, and model text structure.
- **Plan:** Supports idea generation and organization for writing.
- **Write:** Allows pupils to apply knowledge, with feedback for refinement.

This structure balances teacher input, guided practice, and independent work, accommodating differentiated needs.

Teachers can modify sessions to meet the pace and depth required, ensuring a balance of structure and creativity.

Delivery:

- **Frequency:** Writing lessons occur at least four times weekly, for 1 hour.
- **Lesson Structure:** Each lesson starts with a 10-minute *Sentence Accuracy* activity focusing on grammar.
- **Curriculum Plan:** Follows *Immerse, Analyse, Plan, Write* in sequence.

Spelling

- At the beginning of Spring Term, the majority of children (those that have passed Read, Write inc) will use *Spelling Shed*, with the others continuing *Read Write Inc.* as needed.
- Spellings are taught twice weekly, followed by low-stakes testing.

Regular Low-Stakes Testing:

- Teachers will conduct short, informal spelling tests on a weekly basis. These will include a combination of previously taught words and current focus words.
- The frequency and format will be designed to minimise anxiety, encouraging students to view spelling as an opportunity to demonstrate their learning rather than a high-pressure test.
- **Integration into Writing:**
 - Spelling words will be embedded into various writing activities, enabling children to apply their knowledge in context.
 - Writing tasks will incorporate the use of spelling patterns, common exception words, and vocabulary relevant to the children's learning stage.
- **Use of Engaging Methods:**
 - Low-stakes spelling activities will include a range of methods such as spelling games, peer testing, and digital tools like Kahoot to promote engagement and enjoyment.
 - Where appropriate, children will use technology and apps that provide instant feedback, allowing for self-correction and independent learning.
- **Immediate Feedback and Reflection:**
 - Children will receive timely feedback on their spelling, helping them to identify errors and improve their understanding of spelling patterns.
 - Regular reflection sessions will be built into lessons, encouraging children to review their progress, celebrate successes, and set individual targets for improvement.

Impact: By incorporating low-stakes spelling assessments, we aim to:

- Increase children's confidence and reduce anxiety associated with spelling.
- Develop a culture of continuous learning and improvement in spelling.
- Identify and address gaps in learning promptly, providing tailored support where needed.
- Ensure that spelling is seen as a tool for effective communication rather than a barrier to success in writing.

Handwriting

Key Stage 1: Years 1 and 2

Teaching progresses from four short, to three longer lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice
- KS1 SATs SPaG exercises

Year 1 (and Year 2 2024-25) Module 2 Cursive contains lessons for teaching how to write capital letters, printed letters, numbers and symbols, whilst reinforcing cursive handwriting using Letter-join's on-line and printed resources. It is divided into three sections covering:

- warm-ups, letter families and capital letters
- printed letters
- numbers and symbols
- On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use.

Module 3 Cursive: Year 2 (From next Year 2025-26) includes lessons to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation in readiness for KS1 SATs. The sections in this module cover:

- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts
- SPaG practice for KS1 SATs

With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

Writing Adventure:

1. Writing Adventure sessions will take place every other week on a Friday morning, with a total of 18 sessions planned across the academic year.
2. Sessions will alternate between fiction and non-fiction writing to ensure a broad and balanced approach.
3. All children will use a dedicated 'Writing Adventure' book (orange book), which will travel with them from year to year, showcasing their progression.

Read Write Inc Phonics in KS1

Phonics groups are generally categorised by colour levels, with each level representing a different stage in phonics progression. Here's an overview of the groups:

1. **Set 1 Sounds (A, B, C Groups):**
 - **Learning Initial Sounds:** Single sounds such as "m," "a," "s," "d," etc., are taught first.

- **Focus:** Blending and segmenting sounds, essential for early decoding.
2. **Ditty Books:**
- **After Set 1:** When children recognise most Set 1 sounds, they move to Ditty Books.
 - **Focus:** Building fluency with short, decodable phrases and sentences.
3. **Red Group:**
- **Set 2 Sounds:** Introduction to digraphs (e.g., "ay," "ee," "igh," etc.).
 - **Focus:** Reading words with digraphs and short stories, building fluency and comprehension.
4. **Green Group:**
- **Further Set 2 Practice:** Reinforcing Set 2 sounds with a focus on blending and fluency.
 - **Reading:** Children read short books with more complex sentence structures and longer words.
5. **Purple Group:**
- **Moving to Set 3 Sounds:** Introduction of additional sounds and alternative spellings.
 - **Focus:** Strengthening reading comprehension, decoding longer words, and reading more complex sentences.
6. **Pink Group:**
- **Set 3 Review and Extension:** Practicing Set 3 sounds with longer texts.
 - **Reading:** Texts include more multisyllabic words and varied sentence structures.
7. **Orange Group:**
- **Fluency Building:** Continued practice with Set 3 sounds and complex words.
 - **Focus:** Improving reading speed and comprehension with progressively longer texts.
8. **Yellow, Blue, and Grey Groups:**
- **Advanced Reading:** Children in these groups are working on fluency, expression, and comprehension. This includes grammar, punctuation, spellings, dictation and transcription.
 - **Grey Group:** This is often the final stage in Read Write Inc. phonics and prepares students to transition to independent reading with a strong focus on comprehension and fluency.

Writing in the KS2 at SFH

At Sir Francis Hill, we are committed to providing pupils with an engaging and challenging English curriculum that inspires a love of writing and aims to develop them as confident, capable, and creative writers. Our writing curriculum is structured to develop a broad range of skills, including effective composition, grammar, and presentation, ensuring that all pupils can communicate their ideas clearly and fluently. Writing is deeply linked to reading, ensuring that pupils can draw upon their reading experiences to enrich their writing. Wherever possible, connections are made to wider topics and themes to provide pupils with a deeper understanding and context for their learning, making writing purposeful and relevant. This holistic approach allows pupils to see writing as an essential tool for self-expression, learning, and communication.

Our ultimate aim is to foster writers who are not only proficient in technical aspects but who also approach writing with creativity and enthusiasm. We want our pupils to be able to write for a range of purposes and audiences, to use their imagination, and to develop their own unique voices.

Planning

Effective planning is at the heart of our writing policy to ensure consistent delivery and progression across the school. All lessons are structured using the sessions from the *Ready, Steady, Write* scheme, providing a clear framework that supports teachers in maintaining high expectations. This scheme is built around four core components:

- **Immerse:** Engages pupils with high-quality texts and examples to stimulate interest and set the context for the unit.
- **Analyse:** Encourages close examination of language features, grammar, and the structure of model texts, allowing pupils to understand how effective writing is constructed.
- **Plan:** Supports pupils in generating ideas, organising their thoughts, and preparing for independent writing through structured planning activities.
- **Write:** Provides opportunities for children to apply their knowledge, produce their own writing, and receive feedback to refine and improve their work.

This structure ensures a balance between teacher input, guided practice, and independent work, allowing for differentiation and adjustment based on individual pupil needs. Teachers should use professional judgment to modify the scheme to accommodate the pace and depth required for their classes. Some sessions may need to be extended for further exploration, while others may be adapted to include multiple learning objectives within one session.

When planning, teachers should ensure there is a good balance between structure and creativity, allowing children to develop the intended genre outcomes while producing a meaningful quantity of writing. Lessons should also be designed to stretch the abilities of all pupils, ensuring that the curriculum is challenging and supports every child in reaching their full potential.

Delivery

The delivery of our writing curriculum is structured to provide regular, focused, and engaging opportunities for pupils to develop their writing skills.

- **Frequency:** Writing lessons should occur at least four times a week, with each session building on the previous one to develop a cohesive unit of learning.

- **Lesson Structure:** Every writing lesson begins with a *Sentence Accuracy* activity (approximately 10 minutes) to reinforce grammatical understanding and provide a daily focus on sentence-level skills.
- **Curriculum Plan:** The *Ready, Steady, Write* curriculum plan guides the sequence of lessons, following the *Immerse, Analyse, Plan, Write* model.
- **Writing Adventure:** Every other Friday, the focus shifts to a *Writing Adventure* session, where pupils engage in an extended piece of independent writing, providing opportunities to apply their learning in a more creative and open-ended format.

This structure ensures that pupils are consistently exposed to high-quality teaching and learning experiences in writing, reinforcing essential skills while providing ample opportunities for independent and creative expression.

Books (including presentation)

High expectations for presentation and the quality of written work are integral to our writing policy. This focus helps to instil a sense of pride in pupils' work and reinforces the importance of attention to detail.

- **Pupil Written Work:**
 - Each new day begins on a new page, promoting clarity and organisation unless the writing piece extends over multiple days, in which case the new date is simply recorded in the margin.
 - Writing tools: Pupils should use a sharp pencil with the correct pencil grip and posture, or a black Berol pen. When completing 'best' work or handwriting practice, pupils are expected to use the designated blue pens (green-cased pens) to ensure neatness and consistency.
- **Corrections and Edits:**
 - Mistakes should be crossed out neatly with a single line to maintain the readability and presentation of work.
 - Pupils should use a green pen or pencil for edits, additions, and corrections from Year 3 onwards, demonstrating their engagement in the editing process.
- **Rubbers:**
 - Rubbers are not used in written work to preserve evidence of the learning process and reflect the natural progression of skills over time.
- **Legibility:** All writing must be legible and adhere to the year group standards set out in *Letterjoin*, with clear expectations for letter formation, spacing, and alignment.

Display

Classroom environments play a crucial role in supporting writing development. Displays should be vibrant, interactive, and reflect current learning.

- **Working Wall:**
 - Every classroom should have a dedicated working wall for writing, which includes symbols for the teaching sequence (*Immerse, Analyse, Plan, Write*), example texts, and modelled/shared writing.
 - Daily sentence accuracy and grammar work should be visible to reinforce learning.
 - Language features specific to the current genre or writing focus should be displayed to support independent application of skills.
- **Tabletop Resources:**

- KS1 classrooms can include laminated GPC Phonic Phase Mats and Common Exception Words for easy reference.
- KS2 classrooms could display sentence accuracy checkers, vocabulary prompts, and grammar tools to support writing.
- **Handwriting Displays:**
 - Year group expectations for handwriting joins and formations could be visible in classrooms to reinforce the national standards and provide a clear reference for pupils.

Key Knowledge and Vocabulary

- **Key Knowledge:** This is clearly outlined in the *Medium Term Plans (MTPs)* for each unit or project, ensuring that all staff have a shared understanding of the essential learning points for each unit.
- **Key Vocabulary:** On *MTPs*, unit-specific vocabulary is identified to support pupils in developing their understanding and use of subject-specific language. This vocabulary should be regularly revisited and incorporated into lessons to build pupils' confidence in using these terms.

Assessment

Assessment in writing is both formative and summative, designed to support pupils in making progress and achieving their potential.

- **Marking:**
 - Adhere to the school marking policy.
 - A maximum of three spellings should be corrected in each piece of work, to ensure pupils focus on specific areas for improvement without becoming overwhelmed.
 - Sentence punctuation is corrected at the point of learning and should be acted upon by pupils.
 - Marking is ongoing and should be used formatively to inform planning and instruction.
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- **End of Term Assessments - Summative assessments**
 - Writing assessments will be conducted three times a year, using teacher judgments to assign levels of WBLW (Working Below the Lowest Level), BLW (Below Working Level), WTS (Working Towards the Standard), EXS (Expected Standard), and GDS (Greater Depth Standard). These assessments will be recorded on Insight for tracking progress and outcomes and for enabling the writing lead and SLT to monitor progress and identify areas for development.
 - The data collected will be used to drive whole-school priorities and raise attainment in writing, ensuring every child reaches their potential.
 - To assess pupils' writing, teachers will use the Lincolnshire assessment grids, ensuring a consistent and thorough approach across all classes.
 - Moderation meetings will also occur three times per year, providing an opportunity for teachers to discuss and reflect on pupil progress in small groups. These sessions will support professional dialogue, consistency, and shared understanding of assessment standards among staff.

Handwriting

At Sir Francis Hill, we recognise that handwriting is a foundational skill that significantly impacts the quality of written work across the curriculum. By the end of Key Stage 2, all pupils should be able to produce fluent, legible, and increasingly speedy joined-up handwriting, understanding how to adapt their style for different purposes. Our intention is to make handwriting an automatic process that does not interfere with creativity or critical thinking, thereby supporting effective communication and enhancing overall learning.

Aims:

- To develop a neat, legible, and fluent handwriting style using continuous cursive letters, which enables pupils to produce letters and words automatically and confidently in their independent writing.
- To establish and maintain high expectations for the presentation of written work across all subjects.
- To ensure that, by the end of Year 6, pupils understand the need for different letterforms (cursive, printed, or capital letters) for different writing tasks, enabling them to communicate meaning clearly and effectively.

Expectations:

- All teaching staff should model the consistent use of the school's chosen handwriting style in their own writing, whether on whiteboards, displays, or when marking pupils' work.
- Pupils should experience coherence and continuity in the learning and teaching of handwriting throughout the school, fostering a sense of pride and achievement in their written presentation.

Implementation:

1. Consistency Across the School:
 - Handwriting will be taught systematically and regularly throughout the school.
 - In Early Years and KS1, pupils will focus on developing basic letter formation and cursive joining techniques. As pupils progress through KS2, the emphasis will shift towards refining fluency and adapting handwriting for different purposes.
2. Frequency of Handwriting Practice:
 - Dedicated handwriting sessions will be held twice weekly in Lower and Upper Key Stage 2, with additional opportunities for practice integrated into English and cross-curricular writing activities.
 - Handwriting should be reinforced in all written tasks, with expectations for neat presentation set across the curriculum.
3. Use of Pens and Pencils:
 - Pupils will begin their handwriting journey using soft pencils to establish fine motor control and accuracy.
 - When pupils demonstrate consistent control and neatness, they will transition to using a handwriting pen. For more confident writers, ballpoint pens may be introduced to support fluent, everyday writing.
4. Inclusion and Support:
 - For pupils who experience difficulties due to fine motor development, including left-handed learners and those with special educational needs, additional support and adapted resources will be provided.

- Teachers will use Letter-join's differentiated activities to support these pupils, ensuring they make progress at their own pace and develop a positive attitude towards handwriting.
5. Handwriting at Home:
- Pupils are encouraged to use the Letter-join Pupil Log-in to practise handwriting at home. Teachers can set specific tasks such as:
 - Magic Patterns, Magic Words, SoundMatch, PhonicsMatch, LetterMatch, Letter Families, and Word Search
 - Spelling lists and handwriting-based activities that link to current learning in school.

Progression Across KS2:

- Lower Key Stage 2 (Years 3 and 4):
 - Pupils will continue to have two dedicated handwriting lessons per week, focusing on refining their cursive style and building stamina in independent writing.
 - Year 3: Module 4 focuses on legibility and consistency through activities such as dictation, number vocabulary, and onomatopoeia, linking handwriting practice to curriculum topics.
 - Year 4: Module 5 builds on fluency and integrates handwriting practice with other subjects, helping pupils apply their skills meaningfully across the curriculum.
- Upper Key Stage 2 (Years 5 and 6):
 - Pupils will further develop speed, fluency, and the ability to choose appropriate handwriting styles for different tasks.
 - Year 5: Module 6 introduces advanced handwriting techniques, dictation, and subject-specific handwriting practice to ensure pupils can write at length with accuracy.
 - Year 6: Module 7 focuses on adapting handwriting for different purposes, including note-taking, formal presentation, and SATs preparation. Pupils will refine their ability to select the most effective style for each task.

Assessment and Monitoring:

- Teachers will assess handwriting as part of their ongoing English assessment, ensuring that pupils are meeting the age-related expectations for handwriting by the end of each year group.
- Formative assessments will be used to identify pupils who require additional support, and interventions will be planned to address specific needs.
- Handwriting will be celebrated through classroom displays and the use of handwriting certificates, reinforcing high standards and motivating pupils to take pride in their written work.

Review and Evaluation:

The handwriting policy and its implementation will be reviewed annually to ensure that it remains effective in supporting the development of legible, fluent, and confident writers. Staff will receive regular training and guidance on the teaching of handwriting to maintain consistency and high standards across the school.

By providing clear expectations and a structured approach to handwriting, we aim to support every child at Sir Francis Hill in becoming a confident and proficient writer, equipped with the skills they need for future academic success.

SEND Provision in Writing

Daily Sentence Accuracy for SEND Pupils:

At Sir Francis Hill Primary School, we recognise that every child is unique and may require different levels of support to succeed in their writing. The following strategies are in place to support pupils with SEND in developing their writing skills and achieving confidence and independence in their written work:

- Revision of Prior Skills: Pupils are provided with opportunities to consolidate and revise the skills taught in the year below, ensuring a strong foundation before moving on to new learning.
- Scaffolded Support:
 - Use of word banks, picture clues, and sentence stems to support vocabulary development and sentence construction.
 - Shared Writing: The teacher models writing a sentence, inviting pupils to join in, with an opportunity for children to record their own version.
 - Guided Writing: Teachers provide oral support, helping pupils to construct sentences which they then write independently.
 - Cloze Procedure Sentences: Pupils complete partially written sentences, focusing on the specific learning objective.
 - Sentence Combining and Editing: The teacher models how to combine sentences or edit a sentence for clarity or grammatical accuracy, with pupils practicing this skill independently.
 - Flashcards: For pupils with more severe needs, flashcards or other visual aids may be used to help construct sentences.
- Encouraging Independence:
 - Wherever possible, pupils are encouraged to complete tasks independently, using scaffolds and prompts only as needed.
 - Oral Rehearsal: Pupils are encouraged to use recording devices, or partner talk to rehearse their sentences before committing them to paper.

Inclusion in Whole-Class Writing Activities:

- Immersion and Oral Language Development:
 - Pupils benefit from immersion activities such as object reveals and role-play. This approach builds background knowledge and stimulates ideas for writing.
 - For pupils with EAL (English as an Additional Language), word labels and visual aids are provided to enhance understanding and support language acquisition.
- Use of Narrative Building Blocks:
 - Pupils may work collaboratively using strategies such as 'My Turn, Your Turn' to share ideas and receive feedback in a structured format.
 - Adapted questions and differentiated resources are used to support pupils in accessing and analysing texts.

Planning and Gathering Ideas:

- Multi-Sensory Approaches: Children have access to practical resources, images, and concrete objects to help them visualise and structure their thoughts.
- Scaffolded Planning: Plans may be enlarged to A3 size or broken down into smaller sections for pupils who need more focused support.
- Collaborative Planning: Pupils may work in pairs or small groups to develop their ideas before writing. Guided planning sessions are used to support pupils who need additional input.

Writing Process:

- Modelling and Structured Support:
 - Teachers use 'I write, you write' methods to model writing one section at a time, ensuring that pupils understand the expectations and can replicate the structure.
 - Sentence Scaffolds and visual prompts are used to support children who may find free writing challenging.
 - Cut-Up Plans: For pupils who need a highly structured approach, plans may be photocopied and cut into sections, with each section placed at the top of the page to guide their writing focus.
- Oral Rehearsal and Technology:
 - Pupils are encouraged to rehearse their writing orally using recording devices, talking tins, or partner talk before committing ideas to paper.

Incorporating Drama and Practical Activities:

- Drama is used to build language skills and contextual understanding, enabling pupils to experience and articulate their ideas before writing.
- Teachers will model language appropriate to the role, context, and theme, scaffolding pupils' language and providing sentence stems to support their contributions.

Use of Example Texts:

- Adapted resources such as the Rewordify website or Reader's Theatre may be used to ensure pupils with reading difficulties can access and engage with example texts.
- Visual Aids: Pupils may create drawings or symbols in the margins of texts to help summarise and retain key information.

Vocabulary Development:

- Vocabulary is taught using multi-sensory techniques, such as actions for key words or creating visual representations.
- Vocabulary is revisited 'little and often' throughout the week to ensure retention and active use in writing.

Monitoring Progress and Providing Feedback:

- Teachers use these strategies flexibly to ensure that pupils with SEND are not only supported in developing their writing skills but are also encouraged to become independent, confident writers.
- Constructive feedback is provided regularly, focusing on the progress pupils are making towards their individual targets.

By embedding these strategies into our writing policy, we aim to create an inclusive environment where all children, regardless of their starting points or additional needs, can develop as confident, capable, and enthusiastic writers.

This policy reflects our commitment to creating a dynamic and inclusive writing curriculum that nurtures every child's ability to express themselves confidently and creatively. Through careful planning, structured support, and high expectations, we strive to develop writers who are not only proficient in technical aspects but also passionate about the power of the written word.

Greater Depth Writers

- Ideas for challenging 'confident and competent' writers are embedded within the **Ready, Steady, Write** units. Teachers should provide additional opportunities for these pupils to extend their learning.
- Greater depth writers should regularly engage with high-quality texts that push their understanding of complex vocabulary and sophisticated writing techniques.
- Pupils should be encouraged to explore the impact of authorial choices, using reasoning skills to articulate why certain techniques are effective or not in different genres.

Spellings

Intent: At our school, we believe that spelling is a fundamental skill that underpins the success of our children's writing. To support the development of confident and proficient spellers, we employ a low-stakes approach to spelling assessment. This method focuses on regular, low-pressure activities that encourage frequent practice, immediate feedback, and active engagement without inducing stress or anxiety. Our goal is to ensure that every child feels successful and motivated to improve their spelling skills.

Implementation:

- **Regular Low-Stakes Testing:**
 - Teachers will conduct short, informal spelling tests on a weekly basis. These will include a combination of previously taught words and current focus words.
 - The frequency and format will be designed to minimise anxiety, encouraging students to view spelling as an opportunity to demonstrate their learning rather than a high-pressure test.
- **Integration into Writing:**
 - Spelling words will be embedded into various writing activities, enabling children to apply their knowledge in context.
 - Writing tasks will incorporate the use of spelling patterns, common exception words, and vocabulary relevant to the children's learning stage.
- **Use of Engaging Methods:**
 - Low-stakes spelling activities will include a range of methods such as spelling games, peer testing, and digital tools like Kahoot to promote engagement and enjoyment.
 - Where appropriate, children will use technology and apps that provide instant feedback, allowing for self-correction and independent learning.
- **Immediate Feedback and Reflection:**
 - Children will receive timely feedback on their spelling, helping them to identify errors and improve their understanding of spelling patterns.

- Regular reflection sessions will be built into lessons, encouraging children to review their progress, celebrate successes, and set individual targets for improvement.

Impact: By incorporating low-stakes spelling assessments, we aim to:

- Increase children's confidence and reduce anxiety associated with spelling.
- Develop a culture of continuous learning and improvement in spelling.
- Identify and address gaps in learning promptly, providing tailored support where needed.
- Ensure that spelling is seen as a tool for effective communication rather than a barrier to success in writing.

Teacher's Role:

- To use assessment data to inform planning, ensuring that spelling instruction is responsive to the needs of the children.
- To provide differentiated support and intervention for students who require additional practice.
- To promote a positive and inclusive approach to spelling, ensuring that all children feel valued and capable of improvement.

By embedding low-stakes assessment into our spelling approach, we aim to foster resilient, independent learners who are equipped with the skills they need to become confident writers.

Writing Adventure:

The Writing Adventure sessions are designed to encourage pupils to produce extended pieces of independent writing on a regular basis, allowing them to showcase their progress and skills in a supportive, structured environment. The aim is to embed a strong writing culture across the school and provide consistent opportunities for pupils to engage in purposeful, high-quality writing activities.

Implementation:

4. Structure and Frequency:

- Writing Adventure sessions will take place every other week on a Friday morning, with a total of 18 sessions planned across the academic year.
- Sessions will alternate between fiction and non-fiction writing to ensure a broad and balanced approach.
- All children will use a dedicated 'Writing Adventure' book (orange book), which will travel with them from year to year, showcasing their progression.

5. Planning and Generating Ideas:

- Teachers have the flexibility to choose the genre and themes for each session, using resources such as Pobble 365, topic-linked themes, or creative prompts. Staff are encouraged to incorporate pupils' interests to enhance engagement, especially for boys who may benefit from selecting topics that appeal to them.
- Before each Writing Adventure, a 'talk homework' task will be set, encouraging children to discuss their ideas at home. This informal preparation will help them to approach the session with a clear plan and confidence.

6. VCOP Focus:

- Each session will include a short period (10-15 minutes) focused on revising and reinforcing VCOP (Vocabulary, Connectives, Openers, and Punctuation) skills.

- Teachers may choose to play grammar games, revisit prior learning, or introduce new techniques depending on class needs.
 - The VCOP resources and interactive tools are available on the staff One Drive in the English 2024-25 folder to support planning.
7. Independent Writing:
- Following the VCOP revision and break time, children will engage in an extended period of independent writing in silence, with the option to listen to calming music.
 - The expected length of writing will vary by year group, increasing in complexity and quantity as pupils progress through the school. For example:
 - Year 2: Half a side of A4 paper
 - Year 3: Close to a full side of A4
 - Upper KS2: Extended and developed pieces of writing.

Assessment and Feedback:

- We will assess children's writing using the Oxford Writing Criterion Scale, ensuring a consistent and objective approach across the school.
- Each teacher will mark in-depth for one-third of their class per session, ensuring that over a half term, every child receives focused feedback at least once.
- For the remaining two-thirds, a quick review and acknowledgement mark will suffice, helping to manage workload while still monitoring all pupils' progress.
- The assessment tick sheet will be stuck into the child's Writing Adventure book, providing a clear record of strengths and areas for development that can be shared with parents at review meetings.

Expected Impact:

The Writing Adventure aims to:

- Promote creativity and confidence in writing by allowing pupils to make independent choices about their content and style.
- Embed essential English skills through regular practice and the integration of VCOP techniques.
- Provide valuable evidence of independent writing for teachers to use in assessing and monitoring progress.
- Motivate and engage pupils by offering opportunities to produce work that reflects their own interests and ideas.
- Develop a consistent whole-school approach to teaching and assessing writing.

Review and Evaluation:

- The effectiveness of the Writing Adventure will be reviewed at the end of each term to evaluate its impact on pupils' progress and engagement.
- Feedback from pupils and staff will inform any necessary adaptations to ensure that the sessions remain purposeful, enjoyable, and beneficial for all learners.

By implementing the Writing Adventure as part of our writing policy, we aim to cultivate a school-wide culture of high expectations and a shared enjoyment of writing, supporting every child to become a confident and independent writer.