



Chapel End Primary School
Writing Policy

Mission Statement.

**We aim to provide our children
with the highest possible standard
of education, through quality
teaching and learning, in a happy
caring environment.**

**We will do the best WE can to enable our children to do the
best THEY can.**

This policy was approved by:	Full Governors
Date	Autumn 2024-2025
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Definition of writing

‘The activity or occupation of composing text for publication.’

Cambridge Dictionary

Statement of Intent

At Chapel End Primary School, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this. We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach; this links closely to the way we teach reading, as the text that we use in writing lessons, where possible, is the same text as the one that we use in guided reading lessons. Careful links are made across the curriculum to ensure that children’s English learning is relevant and meaningful: where possible linking our reading, writing and learning themes from other subject areas. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning.

Objectives

- Write in different contexts and for different purposes and audiences, including themselves.
- Form letters correctly, leading to a fluent and legible handwriting style. Children are expected to form printed letters correctly by the end of EYFS. By the end of KS1, children are expected to be developing a neat cursive style.
- Be increasingly aware of and apply the conventions of writing, including grammar, punctuation and spelling at an age-appropriate level.
- Work both individually and collaboratively on written tasks.
- Become familiar and adept in presenting their work using ICT and other media.
- Acquire the ability to organise and plan their written work
- Through discussion with others, be able to read, edit and re draft or publish their own work correcting errors in text structure, spelling, punctuation and grammar.
- See themselves as real writers
- Take ownership of their writing
- View writing as an interesting and enjoyable process

Entitlement

All children at Chapel End Primary School will have access to different genres of writing at an appropriate level regardless of age, gender, race, religious beliefs, ability or disability except in the interests of Health and Safety. We believe that it is important for all children to experience a range of writing activities and we plan and provide opportunities within the learning themes to extend and support children.

Writing in the National Curriculum

The National Curriculum states that writing is split into two dimensions - transcription (Spelling and handwriting) and composition (articulating ideas and structuring them in written and spoken language).

'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.'
(National Curriculum, September 2014)

Implementation

Agreed Practice/approaches to the teaching and learning of writing

Chapel End Literature Spine

The 2014 English National Curriculum and the literature spine are used as a basis for the writing long term plan and sets out the progressive program of study for each year group. The literature spine ensures that all children experience a range of texts by different authors as they progress through the school. The spine, unique to Chapel End as it was created by the staff, is reviewed at the end of each academic year so that new texts can be added if they offer more quality, or if they are more relevant to the cohort of children who will be entering the year group. The texts that make up the literature spine are used both in whole class and guided reading sessions. They are often used as a stimulus to inspire writing.

Writing medium term planning

The texts from the Literature Spine are used as the basis for writing medium terms plans from Years 1-6. From each text a number of writing opportunities are generated through which specific objectives are focused upon. This ensures that children are being inspired by a range of authors whilst ensuring that they have the opportunity to write across a broad range of genres whilst in turn being taught a progressive range of writing objectives.

Writing objectives

In Years 1-6 the progressive writing objectives are displayed within each child's English book. Teaching staff at Chapel End Primary have used the national interim frameworks for the end of Key Stage 1 and end of Key Stage 2, along with the National Curriculum to create interim frameworks for each year group. Each child's progress in writing is monitored alongside these throughout the year.

Early Years Foundation Stage

Introduction to writing

As children start school, they and their parents/carers are given an information booklet containing writing expectations and a letter formation guide.

When the children have settled into their Early Years Foundation Stage class they complete a piece of writing which is linked to a learning theme and is assessed. This forms part of their baseline assessment.

Practitioners also observe children engaged in continuous provision writing activities. For example, pencil grip is assessed alongside mark making activities.

As children progress throughout the year, they are expected to make phonetic attempts at words using initially phase 2 knowledge, then after they have been introduced to phase 3 and in some cases phase 4, the children would be expected to make phonetic attempts at writing these words as well. Children will also begin to use 'tricky words' within their writing.

Children will be expected to develop their ability to write labels, captions and, by the end of the Reception year, short sentences.

Reception end points

Children will be able to use their phonic knowledge to write words in ways which match their spoken sounds. They will also write some irregular common words (tricky words). Children will be able to write simple sentences which can be read by themselves and others. Some words will be spelt correctly, and others will be phonetically plausible.

Phonics

Phonics planning at Chapel End Primary School is guided by the DFE approved systematic synthetic phonics programme 'Essential Letters and Sounds'

In the 2-year-old provision, children cover the objectives in phase 1 letters and sounds along with age appropriate objectives set out in 'The Development Matters Framework'.

In Nursery, children cover the objectives in phase 2 letters and sounds and use 'Jolly phonic' symbols, pictures and movements to support the teaching and learning of phonics.

In Reception children cover phases 3 and 4 and are introduced to phase 5 in Summer Term 2.

Year 1 children begin on phase 5 sounds in line with Essential Letters and Sounds guidance.

On entry to Year 2, phase 5 is recapped in the Autumn term so that children have the opportunity to fully secure sounds and grapheme representations of them.

During the Spring term of Year 2, children are taught spelling rules from the phase 6 section of the original letters and sounds documentation.

At Chapel End Primary School, we operate a 'keep up not catch up' model in line with the Essential Letters and Sounds framework. All children experience the teaching and learning of phonic sounds for their age and stage in class. Any children requiring extra support, receive this through adult intervention including revisiting sounds and pre-teaching upcoming sounds outside of the phonics lesson.

Any child who does not pass the phonics retest at the end of Year 2 receives additional keep up not catch-up phonics sessions in Year 3.

In year groups Reception and Year 1, children's guided reading books are closely linked with the phonic sounds that they are learning each week. These books are also sent home as an e-book using the Oxford University Press e-library linked to Essential Letters and sounds.

The teaching and learning of writing Y1-Y6

It is our aim that every child develops their writing every day at Chapel End Primary through a variety of different contexts whilst experiencing a range of different stimuli.

Handwriting

At Chapel End Primary School, children are expected to enter year 1 forming letter shapes correctly. By the end of Year 1, children are expected to be able to:

- form lower case letters in the correct direction, starting and finishing in the right place.
- form capital letters.
- form the digits 0-9
- leave spaces between words.

By the end of Year 2 children are expected to:

- show sometimes that they can use leaders on and leaders off to join letters
- show that capital letters, numbers and ascenders are tall and that their descenders go under the line with all of the letters facing the right way.
- show that they leave clear spaces between words.

(Children working at greater depth must have a neat cursive style)

By the end of Year 3, all children are expected to be writing using a neat cursive style.

Spelling

Specific spelling rules are taught on a weekly basis in accordance with National Curriculum requirements. Words following each specific rule are sent home for children to learn with their parents/carers and are tested on a weekly basis. Common misconception words are also sent home and the progression of children's knowledge of these is tracked using the school's 'Rainbow Spellings' system.

Sentence structure and text composition

Children develop their progression in using sentence structure and text composition by aiming to achieve the statements/objectives written in the year group interim framework sheets that can be found within teacher assessment files.

Writing across the curriculum

The long-term curriculum planners at Chapel End show the breadth depth and balance of our curriculum. It is our aim to develop every child's ability to write across a range of curriculum subjects whilst keeping the learning objective of the lesson at the forefront of teaching and learning. It is an expectation that written work within all curriculum areas is of the same quality as it would be within any English based learning session.

Reporting, recording and assessment

Early Years Foundation Stage

Assessments are on-going throughout the year. Early Years practitioners use a wide range of evidence when making judgements against the Early Years Foundation Stage curriculum-Development Matters, for example, observations in continuous provision, evidence from focused tasks and characteristics of effective learning. Children are tracked throughout the year during 'checkpoint meetings' and progress is mapped out in their learning journeys. At the end of the year practitioners make final judgements using this evidence. All judgements are moderated internally, and we are involved in an on-going programme of external moderation.

Assessment

Y1-Y6

Children's progress and attainment in writing is tracked continually by each class teacher on the year group interim framework tracking sheets, which can be found in teacher class assessment files..

Progress and attainment is reported to parents throughout the school year, during Autumn and Spring parent interviews and in each child's end of year written report.

Moderation

Teaching staff at Chapel End have their children's work moderated by their colleagues throughout the school year. During this process teacher judgements based upon the year group objectives are internally moderated and checked to ensure that they are accurate. A sample of Year 6 children's written work is also externally moderated by teaching staff from other St Helens' schools in the Summer term.

Roles and responsibilities

Governing Body

It is the responsibility of the Governing Body, in particular the English link governor, to ensure that agreed practises for the teaching and learning of writing are in place.

Senior leadership team

It is the responsibility of the Senior Leadership Team (SLT) to ensure that the English lead has the appropriate knowledge, training and opportunities to ensure that agreed teaching and learning practises are in place. They are responsible for completing pupil progress meetings and setting targets for all children. The SLT are also responsible for coordinating information evenings with parents.

Class teacher

The class teacher has a wide range of responsibilities in line with teaching standards:

- Writing opportunities are planned so that they are integral to learning across the curriculum
- Writing sessions are fun and inspiring
- Children develop a love of writing and write for enjoyment
- All children make progress within their writing
- Support is given to those children whose progress is not meeting expected standards
- They work with parents to support them with their child's writing
- They adhere to the agreed teaching and learning practises at St James'
- They act as role models for writing

Learning support staff

It is the responsibility of learning support staff to work under the direction of the class teacher to support and develop writing within each class.

Parents and families

It is the responsibility of parents and families to use the guidance given to them by class teachers to support their child when writing at home.

Monitoring and evaluation

The English subject leader is responsible for creating a writing action plan each year. This plan contains specific actions needed to improve standards in the teaching and learning of writing along with how actions will be monitored.

(Please see the current English action plan)