



St. John Vianney R.C. Primary school

Writing Policy

'Good writing excites me, and makes life worth living.'

Harold Pinter

Aims

We want our children to:

- enjoy writing and find the process creative, enriching and fulfilling;
- be aware of the key features of different genres and text types;
- read widely, recognising good writing, and understand what makes it good;
- use the knowledge and ideas gained from their reading and transfer them to their own work;
- confidently experiment with language and vocabulary in oral and written form;
- write for an audience and for a purpose;
- be inspired to write in response to quality core texts, exciting topics, visitors and events;
- know how to plan and prepare for writing;
- have an excellent knowledge of spelling, punctuation and grammar and apply it in their writing;
- understand how to reflect upon, refine and improve their own work;
- respond to the constructive criticism of others.

Curriculum Content

We teach English knowledge and skills specifically from Development Matters (Early Year Foundation Stage) and The National Curriculum 2014 English programmes of study.

Comprehensive coverage of the various narrative, non-fiction and poetry genres is ensured by meticulous long term planning. The curriculum is supported by topics in other subjects and special events in school ensuring that learning is always embedded in meaningful contexts, children can make links with the wider curriculum and writing can take place regularly in all subjects.

The National Curriculum Programmes of study for writing are broken down into:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

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.

Spoken language has also been included for consideration in this policy because unless a child can think, then coherently articulate what he or she wants to express, they are unlikely to be capable of writing it in a coherent, ordered fashion.

Writing also depends on fluent, legible and, eventually, speedy handwriting (see Handwriting Policy).

Early Year Foundation Stage

In Nursery, the children learn that writing is a way to communicate. They do this by watching adults write names, labels, notes and lists as part of the daily routine. They are provided with opportunities and resources to try this out for themselves and they take part in activities designed to strengthen their core and fingers and to develop fine motor control.

They begin to develop their compositional skills by talking about and retelling stories and are encouraged to use the new vocabulary to which they have been introduced. Their construction of whole sentences develops as they have back and forth conversations with peers and adults, who recast and model sentence construction and grammar.

This good practise is continued in Reception class and the children are introduced to the 'Drawing Club' approach. Children draw pictures, make maps, mini books and write labels, captions, sentences, secret codes and eventually stories. Their enthusiasm for writing is backed up by a sound knowledge of phonics and common exception words, gathered during daily *Unlocking Letters and Sounds* Phonics sessions.

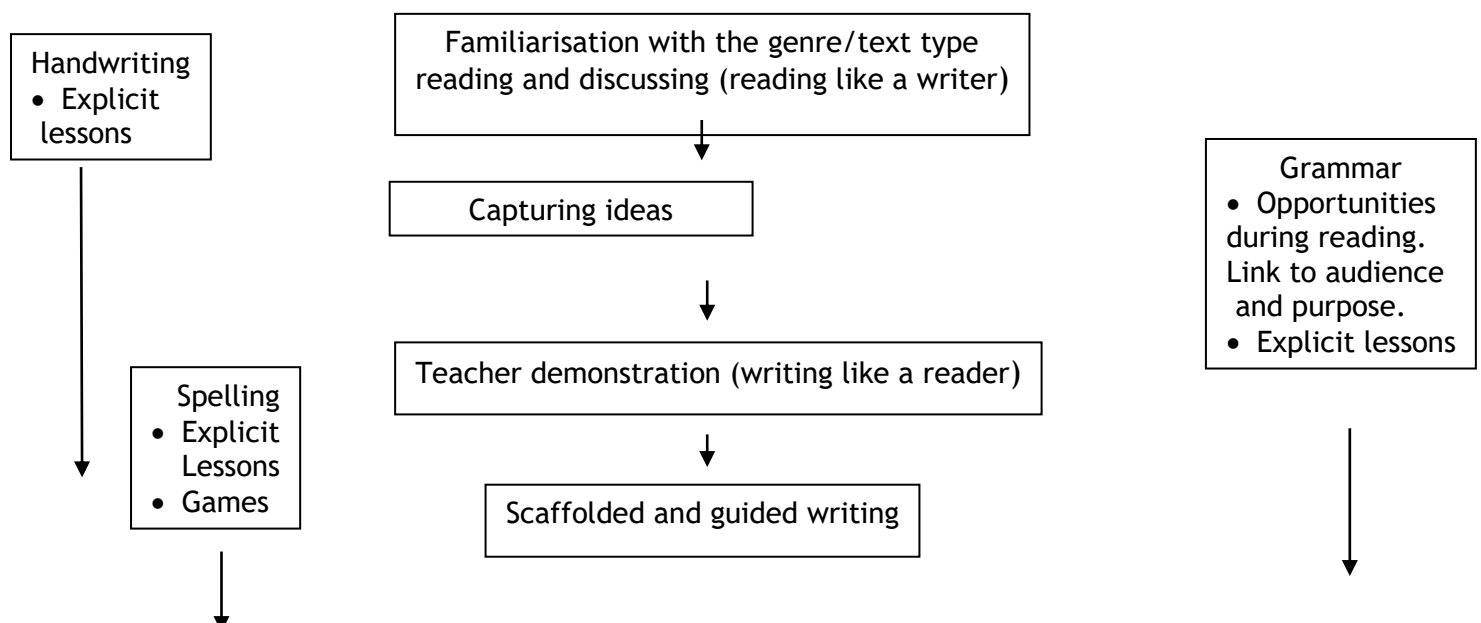
Planning a Teaching Sequence

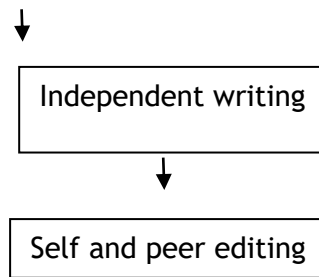
It is obvious that, in order to be an effective writer, the skills of speaking, listening, reading, understanding and knowledge of vocabulary, spelling and grammar are inextricably linked and the ability to use each is vital. If one element is missing, writing ability will be compromised.

Using a variety of approaches, teachers plan a structured sequence of lessons where the children have the opportunity to familiarise themselves with a text type and its features. They then capture ideas for their own writing, followed by scaffolded writing and finally they write independently.

Alongside this, specific handwriting, grammar and spelling lessons are taught, in the context of the topic if possible.

The Teaching Sequence





Reading through to writing

"I have stolen ideas from every book I ever read. My principle is 'Read like a butterfly, write like a bee', and if this story contains any honey, it is entirely because of nectar I found in the work of better writers."
Philip Pullman

The writing process starts with reading. Immersion in a genre by studying good quality core texts not only inspire a child to respond in writing but beautifully illustrate examples of descriptive vocabulary, word choice, clever use of grammar and accurate punctuation. Children are encouraged to 'magpie' or collect these shining examples of language and grammar and re-use them in their own writing.

When reading a text, children can track developments in plot and characters, again 'magpieing' ideas for them to recycle.

Teachers need to model the process of 'reading like a writer' to make the author's intent in choosing to use certain vocabulary, grammar and punctuation types explicit to children.

When these devices are discovered in texts, children are encouraged to see patterns in the way they re-occur and collect together a list of devices which are used in a certain text type. The list can be arranged under VCOP headings and refined and revised as more texts are read. This will be shaped into the success criteria for writing and should form part of the class English working wall.

As well as exploring the genre during whole class English lessons, other examples should be found during group guided reading sessions (see reading policy).

Writing

A variety of writing methods should be used.

Teacher Modelled

This is a powerful way of showing the children how to write like a reader; verbalising the explicit links between what you have found in the reading of the texts and magpied, and showing the children how to make choices about what to include and how to weave them into their writing.

Scaffolded Writing

The children write using a writing frame which allows the children to become familiar with the structure of the writing being studied and frees them to think of the other elements of writing such as ambitious vocabulary.

Guided Writing

Small groups of children work with an adult to compose or improve a piece of writing.

'Extended' Independent Writing

This is the culmination of the whole writing process and the children work on their own, using the features, ideas, vocabulary and grammar they have collected together during the time they have been working with this genre.

Frequency of 'Extended' Writing Tasks

Quality writing deserves quality time devoted to it. It is essential that children are given the time to read and absorb the features, ideas, sentence structure and layout of a text type before they begin to write. Therefore, it will not always be possible for a piece of 'extended' writing to be completed in English lessons on a weekly basis. When this is not the case, a piece will be completed in a Religious Education, Science or foundation subject lesson. This piece may be a different genre to the one being studied in English but will have been taught previously so will be valuable consolidation of previously learnt text types. Children are expected to treat the piece of writing as if it were an English task, and when possible should be given time to plan and edit.

Grammar

The POS are very explicit about which vocabulary, grammar and punctuation devices are to be taught in each year group. It is imperative that the teacher exploits every opportunity to find examples of them during both the reading and writing processes as children learn best through working in meaningful contexts.

In order to ensure coverage, vocabulary, grammar and punctuation objectives are weaved throughout English lessons, rather than becoming stand alone lessons.

Teachers carefully plan the grammar sessions to ensure the objectives compliment the genre being studied and use the context of the studied text.

Prompts

To encourage the use of ambitious, powerful vocabulary, a bank of words and phrases collected together by the class during the reading and writing process are made and used by the children when they write in order to give them independence and confidence. These words are displayed in the classroom and children are encouraged to use them during their independent writing. Individual word banks can be differentiated as appropriate.

Spelling

Children in Years 1-6 receive spellings to take home to learn. In Years 1 and 2 spellings are a combination of words with a particular phonic spelling pattern and common exception words. In Years 3-6 the words are taken from the National Curriculum Programmes of Study. Spelling tests take place in classes on Fridays and scores are sent home for parents/carers information.

Handwriting and Presentation

A neat, clear writing style should be expected at all times. Refer to the handwriting policy for more information.

Marking and Feedback

Please refer to the marking and feedback policy.

Resources

High quality texts and resources are continually purchased to enable meaningful writing experiences.

This policy will be reviewed in July 2024.

C. Meldrum, S. Langford, W. Duffy
July 2023

Appendix A

Our children are required to have the following **knowledge, skills** and **understanding**;

Early Years Foundation Stage (from Development Matters)

Children in Nursery will be learning to:	Children in reception will be learning to:
<ul style="list-style-type: none">• Use one-handed tools and equipment, for example, making snips in paper with scissors.• Use a comfortable grip with good control when holding pens and pencils.• Show a preference for a dominant hand.• Engage in extended conversations about stories, learning new vocabulary.• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.• Write some letters accurately.• Write some or all of their name.• Write some letters accurately.• Use a wide range of vocabulary.• Use longer sentences of four to six words.	<ul style="list-style-type: none">• Develop the foundations of a handwriting style which is fast, accurate and efficient.• Form lower case and capital letters correctly.• Spell words by identifying the sounds and then writing the sounds with letter/s.• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.• Re-read what they have written to check that it makes sense.• Learn and use new vocabulary.• Articulate their ideas and thoughts in well-formed sentences.• Connect one idea or action to another using a range of connectives.• Describe events in some detail.• Engage in storytimes.• Listen to and talk about stories to build familiarity and understanding.• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Engage in non-fiction books.

The 2014 National Curriculum Statutory Requirements for writing are as follows:

Y1 pupils should be taught to:	
<p><u>Spoken Language</u></p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<p><u>Transcription</u></p> <p>Spelling (see English Appendix 1)</p> <p>spell:</p> <ul style="list-style-type: none"> • 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.
<p><u>Vocabulary, Grammar and Punctuation</u></p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • 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. 	<p><u>Composition</u></p> <p>write sentences by:</p> <ul style="list-style-type: none"> • 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.
Y2 Pupils should be taught to;	
<p><u>Spoken Language</u></p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their 	<p><u>Transcription</u></p> <ul style="list-style-type: none"> • Spelling (see English Appendix 1) <p>spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

<p>vocabulary</p> <ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> • 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.
<p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • 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, because) and co-ordination (using or, and, 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. 	<p><u>Composition</u></p> <ul style="list-style-type: none"> • 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

Y3/4 Pupils should be taught to:	
<ul style="list-style-type: none"> • <u>Spoken Language</u> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> • <u>Transcription</u> • Spelling (see English Appendix 1) • 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
<p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • 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 when discussing their writing 	<p><u>Composition</u></p> <ul style="list-style-type: none"> • 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

and reading.	use of pronouns in sentences <ul style="list-style-type: none"> • 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.
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Y5/6 Pupils should be taught to:

<u>Spoken Language</u> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<u>Transcription</u> <ul style="list-style-type: none"> • Spelling (see English Appendix 1) • 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.
<u>Vocabulary, Grammar and Punctuation</u> <ul style="list-style-type: none"> • 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 	<u>Composition</u> <ul style="list-style-type: none"> • 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

<p>implied (i.e. omitted) relative pronoun</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précisising 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.
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