

Writing Policy



DANE ROYD SCHOOL

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Approval by: Standards Committee

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Lead Personnel: Headteacher /
Literacy coordinators

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Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

Writing Policy

Introduction

At Dane Royd School we give writing a high priority. We teach the National Curriculum. However, appropriate adaptations are used to accommodate the needs of those children who are working at a different level than their age suggests. Writing is taught through a daily period of dedicated literacy teaching for all pupils and through a cross-curricular approach.

Purpose:

The purpose of this policy is to describe our teaching of writing and the principles upon which this is based.

Aim(s):

Writing:

We aim to:

- Encourage children to write confidently and independently during and outside of literacy lessons.
- Give children frequent opportunities to write in different contexts for a variety of purposes and audiences.
- Encourage the children to see the need for writing as interesting useful and challenging.
- Ensure that the range of writing activities creates appropriate and suitable opportunities for the introduction and practice of handwriting, spelling, punctuation and aspects of knowledge about language.
- Encourage an understanding of the connection between speech and writing with a growing knowledge of the distinctions.

- Give children the opportunities to plan, draft, edit and present their writing, with a growing regard for appropriate organisation and structure.
- Encourage fluent, legible, joined handwriting.
- Teach children to write in a range of genres in fiction, non-fiction and poetry.
- Teach a suitable technical vocabulary from the National Curriculum, with which children can understand and discuss their writing.

Spelling:

We aim to:

- Encourage confident, accurate spelling enabling children to communicate effectively through writing.
- Encourage children to see spelling as an important component in writing.
- Provide appropriate strategies for the different stages in the development of spelling, incorporating the requirements of the National Curriculum.
- Teaching children how to use dictionaries in order to aid their spelling and understanding of words.

Handwriting:

We aim to:

- Progress from the emergent style of handwriting developed in the foundation stage to a legible, neatly joined fluent style during key stage 1 and key stage 2.
- Follow a whole school approach to handwriting.
- Encourage and model how to hold and correctly use a range of writing implements and how to form letters accurately, illustrating when it is appropriate to join and not to join.

Wider school aims/ethos:

Dane Royd's teaching of English is guided by the School's wider aims and seeks to create children who achieve their full potential in writing through the use of a stimulating learning environment and a creative curriculum to ensure that children have an appetite for acquiring further knowledge and skills. We also aim to prepare children to work independently and with others.

- Provide a stimulating environment and a multi-sensory approach to the teaching and learning of writing.
- Provide a structured approach to the development of language which is relevant and meaningful to the child's age and stage of development.
- Encourage positive attitudes through the enjoyment and appreciation of writing in all its forms.
- Use writing as a tool for learning and communication and to develop individual imagination and appreciation for the work of others.
- Enable the children to become confident, effective writers equipped with skills necessary for life.
- Ensure equality of opportunity in writing development for all children taking into account the diverse society in which we live.

Consultation:

This policy was written by Jamie-Leigh Loudon and Beth Greenwood, Literacy coordinators.

Sources and references:

The National Curriculum

Abraxas training for all staff in implementing the New Curriculum for grammar.

1. Roles and responsibilities

The Literacy co-ordinators are responsible for:

Delivering staff CPD

Supporting colleagues in the teaching of writing

Providing opportunities for writing moderation within school across year groups

Monitoring writing across school

Analysing writing data across school

Liaising with the school library service to update the list of year group recommended titles

Purchasing class texts

Year group teams are responsible for:

Choosing appropriate texts, which are linked to the Topic studied, in order to drive writing lessons.

Teaching a daily Literacy lesson.

Using assessment to form future planning.

2. Aspects

Organisation:

Each class should have a daily writing lesson and further opportunities for writing across the curriculum should be planned for.

Resources:

The Literacy co-ordinators are responsible for:

- Purchasing class sets of novels linked to topics
- Ordering books from the Schools Library service

Class teachers are responsible for:

- Creating and providing resources for daily writing lessons.

All classes have access to dictionaries and thesaurus's in order to support children during writing lessons.

All classrooms have a selection of quality fiction and non-fiction texts.

Children have access to the Internet.

The Library contains a range of books in order to support children's individual research.

Assessment:

Teachers use formative assessment daily and assess children's ability in writing against the lesson's Learning Objective through their marking and a range of assessment for learning techniques.

Teachers meet on a regular basis (in teams, as a key stage and as a whole staff) to make judgements on children's writing during moderation meetings.

Every half term children complete at least four pieces of independent writing. These pieces of writing form a 'body of work' which is assessed by the teacher at the end of the half term against the School's Writing Assessment Grid. This information is then used to discuss children's attainment and progress at Pupil Progress meetings. Children in Years 1, 2, 3, 4, 5 and 6 will complete a half termly Spelling, Punctuation and Grammar test which is used to assess the children's understanding and application of these aspects of writing.

Year 1 Writing Assessment									
Term	Assessed against objectives taught as:								
Name:	Taught	1	2	3	4	5	6	Collection	
<ul style="list-style-type: none"> Can begin to form lowercase letters in the correct direction, starting and finishing in the right place Can form capital letters Can sit correctly at a table, holding a pencil comfortably and correctly Can leave spaces between words Can say out loud what they are going to write about Can compose a sentence orally before writing it Can sequence sentences to form short narratives Can re-read what they have written to check that it makes sense Can discuss what they have written with other teachers or pupils Can read aloud their writing clearly enough to be heard by their peers and the teacher Can join words and join clauses using and Can begin to punctuate sentences using <ul style="list-style-type: none"> Capital letters Full stop Question mark Exclamation mark Can use a capital letter for: <ul style="list-style-type: none"> Names of people Places Days of the week Personal pronoun I Can spell words containing each of the 40+ phonemes already taught Can spell common exception words Can spell the days of the week Can name the letters of the alphabet in order Can write from memory sentences dictated by the teacher that include words using the APCs and common exception words taught so far Can use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Can use the prefix -un Can use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest) 									

Year 2 Writing Assessment									
Working towards the expected standard									
Term	Assessed against objectives taught as:								
Name:	Taught	1	2	3	4	5	6	Collection	
<p>The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:</p> <ul style="list-style-type: none"> demarcating some sentences with capital letters and full-stops segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly spelling some common exception words forming lower-case letters in the correct direction, starting and finishing in the right place forming lower-case letters of the correct size relative to one another in some of the writing using spacing between words 									

Year 2 Writing Assessment										
Working at the expected standard										
Term	Assessed against objectives taught as:									
Name:	Taught	1	2	3	4	5	6	Collection		
<p>The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</p> <ul style="list-style-type: none"> Demarcating most sentences with: <ul style="list-style-type: none"> capital letters and full-stops and some use of <ul style="list-style-type: none"> question marks exclamation marks using sentences with different forms in their writing: <ul style="list-style-type: none"> statements questions exclamations commands using some expanded noun phrases to describe and specify using present and past tense mostly correctly and consistently using co-ordination (or/and/but) using some sub-ordination (when/if/that/because) segmenting words into phonemes and representing these by graphemes, spelling many correctly spelling many common exception words spelling some words with contracted forms adding suffixes to spell some words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly using the diagonal and horizontal strokes needed to join letters in some of their writing writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters using spacing between words that reflects the size of the letters 										

Year 2 Writing Assessment Greater depth									
Term	Assessed against objectives taught as:								
Name:	Taught	1	2	3	4	5	6	Collection	
The pupil can write sentences for different purposes, after discussion with the teacher:									
<ul style="list-style-type: none"> using the full range of punctuation taught as KS1 mostly correctly including: 	<ul style="list-style-type: none"> commas to separate items in a list apostrophes to mark singular possession in nouns 								
<ul style="list-style-type: none"> spelling most common exception words spelling most words with contracted forms adding suffixes most words correctly in their writing e.g. <u>-ment</u>, <u>-ness</u>, <u>-ful</u>, <u>-less</u>, <u>-ly</u> using the diagonal and horizontal strokes needed to join letters in most of their writing 									

Year 3 Writing Assessment									
Term	Assessed against objectives taught as:								
Name:	Taught	1	2	3	4	5	6	Collection	
<ul style="list-style-type: none"> Can write neatly and legibly Can join their handwriting with increasing fluency Plan their writing by discussing and recording ideas Draft appropriately for the piece of work Edit by making changes to grammar, vocabulary, punctuation and spelling Use a wider range of conjunctions to extend a sentence with more than one clause, including: when, if, because, although Use the present perfect form of verbs in contrast to the past tense Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time, place and cause Use a or an according to whether the next word begins with a consonant or a vowel Can use fronted adverbials Can use commas after fronted adverbials Can use the possessive apostrophe with plural nouns Can use and punctuate direct speech Can use further prefixes and suffixes Can spell further homophones Can spell words that are often misspelt (English Appendix 1) Can check a spelling in a dictionary Children can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 									

Year 4 Writing Assessment									
Term	Assessed against objectives taught as:								
Name:	Taught	1	2	3	4	5	6	Collection	
<ul style="list-style-type: none"> Can write neatly and legibly Can join their handwriting with increasing fluency Can plan their writing by discussing and recording ideas Draft appropriately for the piece of work Edit by making changes to grammar, vocabulary, punctuation and spelling Use a wider range of conjunctions to extend a sentence with more than one clause, including: when, if, because, although Use the present perfect form of verbs in contrast to the past tense Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time, place and cause Use fronted adverbials Use commas after fronted adverbials Use the possessive apostrophe with plural nouns Use expanded noun phrases Use inverted commas and other punctuation to indicate direct speech Use standard English forms for verb inflections instead of local spoken forms Use further prefixes and suffixes and understand how to add them Can spell further homophones Can spell words that are often misspelt (English Appendix 1) Can check a spelling in a dictionary Children can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 									

Year 5 Statutory Assessment Writing

Name:	Taught	1	2	3	4	5	6	Collection
Composition:								
Plan my writing appropriately using the features of the genre adding detail								
Draft appropriately for the piece of writing								
Edit and redraft my writing making improvements								
Use the correct tense consistently								
Use the correct subject verb agreement consistently								
Vocabulary, Grammar & Punctuation:								
Use known, imaginative and ambitious vocabulary appropriately								
Use multi-clause sentences using a range of clause structures sometimes varying their position in a sentence								
Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun								
Begin to vary sentence length and word order for effect								
Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)								
Use literary devices to create effect (alliteration, onomatopoeia, similes, figurative language & personification)?								

	Comma to mark clauses							
	Brackets, dashes or commas for parenthesis							
Making some correct use of	dashes							
	semi-colons							
	colons							
Spelling:								
Use a dictionary to check spelling and meaning of new words								
Spell some words with silent letters (knight, solemn)								
Use my knowledge of prefixes, suffixes and root words in my spelling								
Spell homophones and words which are often confused								
Use the thesaurus with confidence								
Handwriting:								
Write neatly, legibly and accurately in a flowing, joining style								

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list⁴
- write legibly.¹

⁴ These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly⁴ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,⁴ and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

In Year 2 and Year 6 children's writing is assessed by outside agencies in order to ensure consistency and accuracy in the assessment of writing. This is part of the formal local authority moderation process as required by the government. A writing assessment has been issued for Years 2 and 6 to be assessed against in the year 2017/2018. Teachers will use this framework to allow them to see the children who are working below, at and above the expected standard for their age group.

Children in Years 2 and 6 will sit a Spelling, Punctuation and Grammar test in May as part of their SATs.

Monitoring and evaluation:

Writing will be monitored throughout school through:

- Learning walks
- Book scrutiny
- Lesson observations
- Pupil voice
- Writing moderation

Concluding notes

Monitoring and review:

The English Leader is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with staff and consideration of the evidence included in the subject leader portfolio. The Headteacher will report on the English curriculum to the Governing Body. The work of the subject leader will also be subject to review by the headteacher as part of our performance management arrangements.

Other documents and appendices:

The Writing Policy should be read in conjunction with our policies for Reading and Guided Reading.

Dane Royd Junior and Infant School Writing Grids.