



Inspiring All to Excellence



Heathfields Infant & Wilnecote Junior Academy

Writing Policy KS1

Document and Version Control

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1	Autumn 2022	N Ricketts	New writing scheme – Talk for writing

Aims:

At Heathfields we believe that communication and writing are key life skills. We strive to give children the necessary tools to be able to communicate effectively and creatively through spoken and written language. We encourage children to develop a love of reading by using a range of quality texts and topics which inspire and excite young readers and writers. We believe that developing strong reading skills provides the children with the vocabulary and language needed to write. By the end of KS1 we aim for children to be able to decode unfamiliar words using their phonic knowledge and apply this to their writing. They should understand that writing is done for an audience and purpose and develop their love of books, reading and writing.

The separate skills of English are best developed through work which integrates and links these skills. We seek to provide activities which are interesting and motivating themselves and lead to worthwhile outcomes. Such activities provide the best context for increasing children's knowledge about the English language. It is also necessary to focus separately on aspects of knowledge about the language at times so that children learn in a systematic way. We use a variety of teaching strategies such as teacher modelling, shared reading, shared writing and guided group work - to develop children's confidence, fluency and independence as readers and writers and in speaking and listening.

This policy is focused on KS1 writing. Please follow the links for the EYFS information:

- Communication and language-
<https://www.wilnecotejnrandheathfieldsinf.co.uk/page/?title=Communication+and+Language&pid=503>
- Drawing club-
<https://www.wilnecotejnrandheathfieldsinf.co.uk/page/?title=Drawing+Club&pid=464>
- Progression documents-
<https://www.wilnecotejnrandheathfieldsinf.co.uk/page/?title=Our+Curriculum+Progression&pid=509>

To develop our pupils as writers we do the following:

- Ensure that there is a fiction, non-fiction and poetry opportunity each half term.
- We encourage children to understand that writing needs an audience and purpose.
- We base our writing lessons around a 'hook' book and have a hook day at the start of a unit to engage the children.
- Teach children to write effectively for a range of purposes by writing in a variety of forms- stories, adverts, letters, poems, fact files.

- Encourage children to write for pleasure.
- Show children how to evaluate and improve their own writing, using purple pen to edit.
- Show children how to use KS1 punctuation to make meaning clear to their reader.

The writing process:

Children are encouraged to make significant links between reading and their own writing. We spend time orally rehearsing texts and picking out new vocabulary. Children should have a strong understanding of the language in a text type before beginning to write. This is done through a structured approach.

- Hook day- fun activities linked to the 'hook' book to engage the children and look at the features of the new text.
- Read as a reader. This will be listening to and reading our 'hook' book.
- Reading a model text, identifying and exploring unfamiliar vocabulary and creating a glossary.
- Orally rehearsing and putting actions to the text.
- Drawing a story map to sequence the story.
- Summarise the text identifying the main parts. Children will be taught to do this by either boxing up the text, or using a planning frame to summarise the text in.
- Writing their own version of the text using the key skill taught. This is over 3 days, to ensure children are applying skills, using new vocabulary and following the structure of the text.
- Publishing their learning and sharing it with their audience.

Planning

Planning for English is done at three levels:

1. **Long Term Plan** – A whole year overview ensuring every object on the National Curriculum is covered.

2. Medium Term Plan

A unit will be based on a specific genre and will last approximately 2 weeks.

3. **Short Term Plan** – A detailed and fully resourced daily plan will be used to teach the week's lessons.

Planning is completed using the guidance from the new National Curriculum and assessment of children's prior knowledge. Skills are taught based on a modelled text with an **audience** to write for, giving the children a **purpose** to write.

Medium Term Plan:

A medium-term plan will be focused on a genre and will last approximately 2 weeks.

Week 1: Children will **Read as a Reader** in order to gain a good understanding of the model text being used and have the language to support writing. They will orally rehearse the text with actions and begin to change it to make it their own.

Week 2: Children will focus on learning the **skills** they need for this unit of writing and apply it to their own piece of writing successfully.

Please see lesson expectation document to show the 2 week writing process and expectations from teachers.

Teaching and planning will be monitored regularly according to the agreed policy for the monitoring of teaching and learning.

Year 1 Writing Expectations:

- Write clearly demarcated sentences.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs e.g. go/went
- Begin to use capital letters and full stops.
- Use capital letters for names and the personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative.
- Use correct formation of lower case letters.
- Use correct formation of capital letters.

Year 2 Writing Expectations:

- Write different kinds of sentences; statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- Use expanded noun phrases to describe and specify.

- Correct and consistent use of present tense and past tense.
- Correct use of verb tenses.
- Write with correct and consistent use of capital letters, full stops, question marks and exclamation marks.
- Use commas in a list.
- Use apostrophes to mark omission and possession in nouns.
- Write under headings.
- Write lower case letters the correct size relative to one another.
- Show evidence of diagonal and horizontal strokes to join handwriting.

Speaking and Listening

To develop our pupils as speakers and listeners we:

- EYFS and KS1 learn to retell short texts in order to build up a bank of vocabulary and text structures.
- Give them opportunities to express their ideas to a range of audiences.
- Give them opportunities to take part in group discussion and role play.
- Encourage them to listen and respond appropriately to others.
- Help them to understand the need to adapt their speech to different situations.
- Encourage them to use the vocabulary and grammar of standard English whenever appropriate.
- Model the correct way of speaking as well as correcting errors in speech.

Teachers provide opportunities for children to talk, both formally and informally within the classroom across the whole curriculum. Children are taught that different modes of expression, as well as language, may be appropriate in different situations.

Entitlement and Equal Opportunities

The school has an equal opportunities Policy; in addition to applying this, we will ensure that:

- All children cover the content made statutory by the programmes of study within the National Curriculum.
- Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.
- Suitable resources and learning environments are available.

SEN and Inclusion

We will ensure that:

- Differentiated activities are available to support less able and extend more able children.
- Children with learning difficulties are diagnosed and provision is made for individual needs.

- Where necessary outside agencies are involved (SEND policy).
- Parents are kept informed and are encouraged to support their child's learning through school provided home activities.
- Adult support is used in school to support groups/individual children.
- Provisions are shared with parents on a termly basis.

Phonics and Spelling:

Phonics in EYFS and KS1 will be taught discreetly during daily sessions.

Pupils in Foundation Stage will be prepared for Key Stage 1 by being taught phonics daily, using the Little Wandle planning based on Letters and Sounds.

In Key Stage 1, the emphasis will also be on daily Little Wandle phonics lessons.

Year 2 will also teach spelling rules from the National Curriculum- Appendix 1:

Spelling

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) . All year groups need to ensure coverage of the Year Group specific spelling objectives.

Across the Key Stages dedicated SPaG/phonics displays will be visible in all learning spaces in which spelling sessions are taught, including references to learning taking place across the spelling/phonics groups. Children will be taught to apply words in context, both orally and in their writing.

Children will be sent home with a list of spellings each half term. In Key Stage 1 these will include 'common exception' and 'tricky' words. These are based off recent assessments.

Grammar and Punctuation

Grammar and punctuation will be taught as part of daily English lessons. These skills must be transferrable and therefore teaching of such skills must not be discrete but instead be discussed and modelled through the teaching of both writing and reading.

Children will be taught both the terminology and the skills relating to the use of grammar and punctuation within sentences. The terminology used must reflect the most recent National Curriculum guidance.

Through their writing pupils will be encouraged to practise the application of the taught grammar skills. This in turn will impact on children's ability to write using correct punctuation and grammar and is intended to develop the 'writing voice' of all children throughout school.

A dedicated English 'washing line' display must be visible in every classroom. This will include evidence of children's learning and reminders/tips for the correct use of grammar and punctuation.

Handwriting

We seek to fulfil the requirements of the Primary Framework and EYFS Curriculum. We teach children the different handwriting families so that they can identify tall, short, letters with tails etc. to support the teaching of letter formation and to ensure joining is consistent across the classes from Year 2 upwards.

Handwriting is taught regularly as part of the English lesson in all year groups.

Teachers use a range of teaching strategies which include photocopied sheets and interactive whiteboard resources in EYFS and KS1.

In addition to the development of their handwriting children are expected to apply their learning in their exercise books and to show care for the presentation of their work. Regular opportunities for children to produce presentation work are also planned, for example in topic books, when publishing final drafts of writing in English or producing writing for display. All boards and resources should have the Twinkl handwriting font. All adults should model age appropriate handwriting at all times. It is important for teachers to set a good example to children by modelling good handwriting when writing on the board, IWB or when marking children's learning. Teachers model the correct formation and use the appropriate joins (from year 2 upwards), demonstrating the fluency and legibility of the style. Children are expected to show care for their workbooks, present their work with care, date work, underline where necessary and not make any marks on the covers.

Any children that are not on track to meet handwriting expectations for their year group, interventions will be provided to ensure they have the opportunity to catch up or unpick barriers. Our interventions include fine and gross motor skills and give children an opportunity to practice at a level that suits them. We follow schemes such as:

- Write dance
- Dough disco
- Fizzy programs- <https://www.nhsggc.org.uk/kids/healthcare-professionals/paediatric-occupational-therapy/fizzy-programme/>

Displays

Each part of the writing process must be modelled and displayed on the class 'washing line'. These should be used daily to reinforce the text type and skill for each unit.

They must include:

- Spelling rule or common spelling errors
- New vocabulary
- Text map (story map)
- Modelled box-up plan
- New skill (e.g. noun phrases)



Assessment

Formative Assessment:

Teacher expectations are high. Children are given opportunities to evaluate and reflect on their own work in order that they may develop their own sense of achievement. Children are made aware of their year group targets from the National Curriculum and their writing is assessed against these. Teachers give clear feedback to children so they know whether they have achieved the lessons objective and discuss their next steps. Pink highlighter is used to show where a skill has been used correctly. Green highlighter is to show any errors that need editing. Editing is completed by the children using a purple pen. Teachers must live model good writing to children during the English lesson, using a writerly voice to demonstrate the thought processes behind constructing their own texts. We follow the 'I do, we do, you do' approach to ensure children are given enough teacher input, whilst also being given time to have a go at applying new skills themselves.

Summative Assessment:

Teachers take part in regular moderation sessions using the Fierte Moderation Grids. Evidence of progress in English can be found on the FFT system where teacher assessments are uploaded on a half-termly basis - this contains reading and writing assessments. The teacher assessments uploaded to FFT help to give a clear idea of each child's progress and their current attainment against their Year Group expectations. This helps us to assess pupils' progress towards the level expected at that point compared to national and set new learning targets as appropriate.

Marking policy-

https://8602141.sharepoint.com/sites/HIWJ_AllStaff-TeachingStaff2/Shared%20Documents/Teaching%20Staff/Subject%20Leadership/English/KS1%20writing/Non%20negotiables/Marking%20Policy-%20Writing.docx

Lesson Expectations-

https://8602141.sharepoint.com/sites/HIWJ_AllStaff-TeachingStaff2/Shared%20Documents/Teaching%20Staff/Subject%20Leadership/English/KS1%20writing/Non%20negotiables/Talk%204%20Writing%20Lesson%20Expectations.docx