



Henbury View First School

*Every Child Matters, Every Moment Counts*

## Writing Policy

### Intent

At Henbury View First School we foster an environment that encourages our pupils to become independent, lifelong learners. We aim for excellence in all of our school activities and encourage all pupils, whatever their ability, to achieve the best they possibly can. We believe that providing pupils with a well-balanced, enriching and engaging English curriculum will aid them in developing into self-assured communicators.

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

*Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'*

Our school will ensure that in reading lessons, children's knowledge and experiences are deepened through the use of high-quality texts, and in writing lessons, opportunities are provided for children to apply skills and produce outcomes for different audiences and purposes. We endeavour to broaden and deepen a child's knowledge and understanding, in writing we do this by providing a range of different genres and styles to experiment with. At times, considering alternative viewpoints and character perspective too.

### Implementation

English provision at Henbury View First School follows the National Curriculum Programmes of Study for each year group and planning outlines clear and progressive learning journeys.

## Writing provision

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

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

It is essential that teaching develops pupils' competence in these two areas, alongside how to plan, revise and evaluate their writing. Each unit of writing should follow the agreed 'reading into writing' model across the school, showing a clear independent outcome. Learning will be progressive and ensure the children are taught the skills, knowledge and understanding needed to complete the independent outcome and evidence good progress within and between units of work.

## Reading into Writing

At Henbury View, we follow a 'reading into writing' model to teach writing. Teachers begin this journey by mapping 'text potential' prior to planning a unit of work. This ensures that the chosen text is fit for purpose, is of high quality and the teaching of vocabulary can be planned for. Purpose, audience and form are key drivers in each unit of writing. These are shared with the children at the start of a unit and can be seen on the working wall and learning journey overviews within children's English books.

The principles of the reading into writing model are:



## Text Immersion

During this stage, tier 2 and 3 vocabulary from the text must be discussed and displayed.

- Commonly used words form Tier 1 vocabulary.
- Tier 2 vocabulary develops words that do not form part of a child's everyday language but are relatively common place and can be used between different contexts.
- Tier 3 vocabulary contains words that are highly specific and subject based.

A model text should be used to demonstrate to the children a clear expectation of what their final outcomes will include. This model text must contain exemplification of the key skills to be taught in the unit. This becomes a writer's 'toolkit' and is used at many different reference points throughout the learning journey.

We explore text or film stimuli, at the start of a unit, in a variety of ways: book talks, drama techniques, debates and text discussions are a few examples. This stage of writing is heavily discussion based and will link explicitly to our whole class guided reading sessions. The two will interlink, sometimes meaning there is an extended reading and writing session focused around the text immersion work at the beginning of a unit. There would be little written work from the children so English books may only show photo pages to evidence this stage. The working walls in classrooms are showcases for rich vocabulary that has been 'magpied' from various sources.

### Skills Building Stage

This is a heavily guided, taught and marked stage in the reading into writing journey. Key unit skills are broken down for children. This is a practise stage whereby teachers would use 'I do/you do' sessions, sentence doctor workshops or skills building sessions to teach National Curriculum objectives from the appropriate programme of study. Children would be writing sentences or short burst paragraphs only in their books to practice and master this skill. The English working wall would be used to gather examples and provide support for this stage of writing.

### Teacher Modelling Stage

This is another heavily guided, taught and marked stage in the reading into writing journey. In lessons, teachers model writing sentences, paragraphs or whole texts to the children, verbalising explicitly the choices they are making as writers, alongside their reasoning. Sometimes children will listen, sometimes they may join in verbally or with whiteboards.

It is important that outcomes from any skills sessions, short burst writes or teacher models be different to the independent outcome expected by the children.

### Independent application stage

Independent writes will be easily identified in children's books. Each independent piece will be written in black pen and be labelled clearly as 'Final Outcome' at the top of the piece of learning. There will be no success criteria stuck in books for an

independent write. Independent writes are completed on the left-hand page of a double page spread. The right-hand page is used for editing in green pen. At Henbury View, editing is far more than correcting spelling or punctuation. Children need to develop the ability to select paragraphs or sentences that require re-drafting. The school teaches editing as part of the writing process. Children use 'polishing pens' alongside a peer to edit in a supported manner. Children should always be mindful of the purpose and audience of pieces and choose vocabulary and structures accordingly. There will be less teacher marking for independent writes. Open ended advice should be given at this point rather than specifics.

### Reading into Writing Journey Unit Overviews

Writing planning should follow our agreed school format and should indicate the following:

- a clear independent outcome
- clear purpose, audience and form for the piece of work
- National Curriculum taught skills
- a progressive 'reading into writing' teaching sequence
- vocabulary that is expected
- links to spelling rules, common exception words, handwriting and phonics
- display the range of high-quality stimuli that will be used to support the teaching.

The planned teaching sequence must link to a high-quality stimulus – a quality text or film clip; have a series of inputs to teach the children new skills; it must have opportunities for teacher modelling and for children to practise; it must be rich in vocabulary and supported by discussion and images to aid a child's understanding. These key elements of the teaching sequence must be displayed on the English working wall to support independence.

### Spelling

At Henbury, we use the Ruth Miskin Programme for Spelling from Year 2 – 4 to teach each year group's spelling rules as described in the programme of study in the National Curriculum. These are taught in discreet 15 minutes sessions at least three times per week. Every child has a spelling logbook that details the focus spelling or phonics rule learnt that week in school. These are checked weekly and children are expected to practise these spellings at home. When planning reading into writing journeys, teachers carefully consider the unit rules and common exception words that are currently being taught in discreet spelling sessions and match vocabulary that can be modelled as part of the learning journey. Children's progress in spelling is assessed throughout weekly spelling lessons as well as assessed in their final outcomes for writing.

In EYFS and Year 1, teachers continuously plan for and model the range of phonics and spelling rules that are appropriate to the stage of learning children are working within their phonics lessons. This will also be clearly set out in learning journeys and assessed in children's final writing outcomes.

Children are expected to read and write the common exception words linked to their year group. These words are taught and used within writing lessons as well as revised every week as part of our spelling programme and daily phonics lessons. These are taken from the common exception word lists for year group, as per the National Curriculum appendix 2.

Handwriting At Henbury, we follow the Ruth Miskin handwriting policy that links explicitly to our phonics and reading programme. It is expected that children are able to write fluently and legibly with correct joins at the end of year 4. A break down of when each element of the programme is introduced is outlined in Appendix 1 to this policy.

The handwriting programme is broken down into these essential stages:

Stage 1a

Children practise beginning letter formation using the known mnemonics that link to their phonics sounds. You can see the handwriting rhymes linked to all of these in the table below. Children learn the handwriting families and learn to practise these in the groups below to support their rehearsal.

'Around' letters: c, a, o, d, g, q

'Down' letters: l, t, b, p, k, h, l, j, m, n, r, u, y

'Curly' letters: e, f, s

'Zig zag' letters: v, w, z, x

Sound	Handwriting Rhyme
a	Round the apple and down the leaf (apple)
b	Down the laces to the heel, round the toe (Boot)
c	Curl around the caterpillar ( caterpillar)
d	Round his bottom, up his tall neck and down to his feet (dinosaur)
e	Lift off the top and scoop out the egg (egg)
f	Down the stem and draw the leaves (flower)
g	Round her face, down her hair and give her a curl (girl)
h	Down the head to the hooves and over his back (horse)
i	Down his body, and a dot for his head (insect)
j	Down his body, curl and dot (Jack in the box)
k	Down the kangaroo's body, tail and leg (kangaroo)
l	Down the long leg (leg)
m	Down Maisie, over the mountain, over the mountain (Maisie and mountains)
n	Down Nobby, over his net (football net)
o	All around the orange (orange)
p	Down his plait and around his head (pirate)

q	Round her head, up past her earrings and down her hair (queen)
r	Down his back, then curl over his arm (robot)
s	Slither sown the snake (snake)
t	Down the tower across the tower (castle tower)
u	Down and under, up to the top and draw the puddle (umbrella)
v	Down a wing, up a wing (vulture)
w	Down up, down up (worm)
x	Down the arm and leg and repeat the other side (exercise)
y	Down a horn, up a horn and under his head (yak)
z	Zig - zag- zig (zip)

Bouncy vowels	Bouncy consonants	Stretchy consonants
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### Stage 1b

Children learn where to place letters on the line using images of a sea, boat and the sun to guide them. At this essential stage, the children work in wide lined exercise books and complete this as part of their daily phonics session. At this stage, children continue to practise the letters in the groups outlined above to support them but the letters are referred to as 'boat' letters, 'sun' letters or 'water' letters depending on where they sit on the line.

'Boat' letters: a, c, e, l, m, n, o, r, s, u, v, w, x, z

'Water' letters: y, j, p, q, g

'Sun' letters: b, d, h, i, t, f

### Stage 2

Children are taught how to join letters with the two main joins. We can then 'washing line' joins (horizontal) and 'arm' joins (diagonal). In Year 2, children will concentrate on practising the different joins in handwriting sessions throughout their phonics lessons but will also be expected to begin showing 'arm to boat' joins in their written work. Throughout Year 3 & 4, children will practise and perfect their 'arm' and 'washing line' joins to 'boat', 'sun' and 'around' letters. Children will understand that we don't join b, q, g, j, s, y, z, p because as a school we don't adopt this particular style of handwriting.

### Marking and feedback in English

Pupils learning should always be marked in accordance with the 'Feedback Policy'. Teachers will check pupils' understanding and provide clear, direct feedback at the point of teaching by lapping the room in between teaching groups and providing workshops to clarify misconceptions. Where verbal feedback is given in a lesson, this should be marked VF in accordance to the school's feedback policy. Time must be given for responding to the marking and an expectation is that children will correct errors before moving on to the next part of their learning, when appropriate.

### Moderating English judgements

As part of the assessment cycle there will be regular opportunities to moderate evidence in workbooks to validate teacher assessments across phases and key stages as well as across schools in the trust. Evidence must indicate that:

- children are making progress which is appropriate for their age and ability and that students are sufficiently challenged
- children are able to write independently for extended periods of time.

Evidence must be robust, reliable and recent.

## **Leadership and Monitoring**

The English Leader and members of the SLT will monitor the teaching and learning of English in the following ways:

-Observations of English sessions

-Monitoring of planning

-Learning walks to establish whether English has been given a high profile within each classroom (e.g. consistent and up to date use of working wall, celebration of focus high-quality texts being explored in writing and reading sessions)

-Intervention tracking (inc observations)

-Pupil conferencing/pupil voice to assess engagement with writing

## **Links with other policies**

For specific details about possible related practice refer to the following policies:

- Phonics and Early Reading Policy
- Reading Policy
- Feedback Policy

## **Procedures for policy monitoring and dissemination**

### **People responsible:**

- Sally Wall (Headteacher)
- Dan Saunders (Assistant Headteacher)
- Laura Dawson (English Lead)

Signed.....

Date:.....

Chair of Governors

Henbury View First School – Document Amendment Page

Document Name Version Number	Nature of Change	Date Agreed by Gov. Body



## Appendix 1

### Writing Provision from EYFS to Year 4

#### EYFS & Key Stage 1

EYFS		
Domain	Time allocation	Session Notes
Writing	<p>Whole class inputs building to up to 10mins daily throughout the course of the year</p> <p><u>Guided writing</u> Each child receives 15 mins focused time with the teacher or TA in smaller groups across the week</p>	<p>Focused guided writing</p> <p>Independent writing</p> <p>Writing throughout continuous provision</p> <p>Planning follows our whole school approach of the reading into writing model</p>
Spelling	<p>20 mins daily phonics <i>(Builds from 10mins daily at start of Aut 1)</i></p>	<p>Fred Fingers to spell through Word Time! sessions – these begin when children have enough set 1 sounds they are confident with (approx. start of Aut 2)</p> <p>Red words are introduced for reading and spelling at the start of Spr 1 <i>(approx)</i></p>

Further vocabulary enrichment	15 mins x 3 per week (during whole class reading)  Ongoing	Pre teaching and discussing a wide range of vocabulary, usually linked to high-quality texts being explored, is at the forefront of our school's ethos. It will be strongly featured in whole class guided reading sessions, Read, Write Inc reading sessions as well as many other learning opportunities.
Handwriting	Letter formation teaching as part of daily phonics sessions  Continuous provision daily	Use of Read, Write Inc handwriting rhymes to teach lower case letter formation – Stage 1a & 1b focus  Visual prompts for these provided around the room  Guided support to develop control and confidence where necessary
<b>Year 1</b>		
<b>Domain</b>	<b>Time allocation</b>	<b>Session Notes</b>
Writing	45mins – 1 hour daily	Reading into writing journey  Guided work with the CT or TA where appropriate  Fine motor activities provided where necessary to build stamina  Spelling, punctuation and grammar skills – NC appendix 2, taught within writing units
Spelling	20 mins daily phonics sessions  Throughout reading into writing journeys	Children practise discreet spelling of the sounds they are working with in their phonics sessions daily  Spelling rules and focus sounds are threaded through and focused on as part of reading into writing journeys  Red word mats are used within all writing sessions and children are trained to check the words that correlate to the colour phonics group they are working in

Further vocabulary enrichment	15 mins x 3 per week as part of whole class guided reading  Ongoing	Pre teaching and discussing a wide range of vocabulary, usually linked to high-quality texts being explored, is at the forefront of our school's ethos. It will be strongly featured in whole class guided reading sessions, Read, Write Inc reading sessions as well as many other learning opportunities.  Tier 2 and 3 vocabulary explored as part of learning journeys will be displayed on the working wall with images to support understanding if required
Handwriting	Daily as part of phonics session	Children record all written work during phonics lessons into a handwriting book where letter formation rhymes are rehearsed – Stage 1a & 1b  Children requiring additional support will have focused group sessions where appropriate
<b>Year 2</b>		
<b>Domain</b>	<b>Time allocation</b>	<b>Session Notes</b>
Writing	45mins – 1 hour daily	Reading into writing journey  Guided work with the CT or TA where appropriate  Spelling, punctuation and grammar skills – NC appendix 2, taught within writing units
Spelling	20 mins daily phonics sessions  Throughout reading into writing journeys	Children practise discreet spelling of the sounds they are working with in their phonics sessions daily  Spelling rules and focus sounds are threaded through and focused on as part of reading into writing journeys

	20 mins x 3 times per week (from January)	<p>Red word mats are used within all writing sessions and children are trained to check the words that correlate to the colour phonics group they are working in</p> <p>Children work through the Ruth Miskin Spelling programme for Year 2 from January and focus rules from these books are applied in reading into writing journeys where appropriate</p>
Further vocabulary enrichment	<p>15 mins x 3 per week as part of whole class guided reading (Autumn term)</p> <p>30mins daily (Spring &amp; Summer term)</p> <p>Ongoing</p>	<p>Pre teaching and discussing a wide range of vocabulary, usually linked to high-quality texts being explored, is at the forefront of our school's ethos. It will be strongly featured in whole class guided reading sessions, Read, Write Inc reading sessions as well as many other learning opportunities.</p> <p>Tier 2 and 3 vocabulary explored as part of learning journeys will be displayed on the working wall with images to support understanding if required</p>
Handwriting		<p>Children record all written work during phonics lessons into a handwriting book where letter formation rhymes are rehearsed and joins are taught as part of the modelling process</p> <p>x1 30 minute handwriting session per week focusing on how to join – Beginning of Stage 2 – focusing on 'arm to boat' letters initially. Confident children will be supported to develop all 'arm' joins and will be taught 'washing line' joins as appropriate.</p> <p>Children requiring additional support will have focused group sessions where appropriate</p>

## Key Stage 2

### Year 3 & 4

Year 3 & 4		
Domain	Time allocation	Session Notes
Writing	1 hour daily	<p>Reading in to writing journey.</p> <p>Guided sessions with CT and TA.</p> <p>Spelling, punctuation and grammar skills – NC appendix 2, taught within writing units</p>

Spelling	3 sessions min per week – 20mins	<p>Spelling rules are threaded through and focused on as part of reading into writing journeys</p> <p>Children work through the Ruth Miskin Spelling programme for Years 3 and 4 from the beginning of the year, focus rules from these books are applied in reading into writing journeys where appropriate</p> <p>Additional intervention support on using previous workbooks is provided where appropriate, including phonics provision if necessary</p> <p>Children have common exception word mats on their tables that they use to edit their writing.</p>
Further vocabulary enrichment	<p>30mins daily whole class guided reading sessions</p> <p>Ongoing</p> <p>x2 per week</p>	<p>Pre teaching and discussing a wide range of vocabulary, usually linked to high-quality texts being explored, is at the forefront of our school's ethos. It will be strongly featured in whole class guided reading sessions as well as many other learning opportunities.</p> <p>Tier 2 and 3 vocabulary explored as part of learning journeys will be displayed on the working wall with images to support understanding if required</p> <p>Vocabulary based morning starters</p>
Handwriting	x 1 per week morning starter	<p>Stage 2 – Children will be taught all 'arm' and 'washing line' joins for each letter category and will also be explicitly taught which letters are best left unjoined with an understanding of why.</p> <p>Additional interventions are provided for those children requiring further support</p>

\*A long term overview displaying the reading into writing journeys taught across the school will be added half termly to the website from September 2022.