



Keresforth Primary School

Writing Policy

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Intent

At Keresforth Primary School, our intent is for all children to express their creativity, thoughts and opinions through their writing. With the high expectations we hold, we aim for the majority of children to reach age related expectations by the end of each Key Stage or have made good progress from their individual starting points. We aim to seek to promote writing and effectively teach the subject in all areas of the curriculum. As a school, we strive to ensure that every child's needs are met. All staff differentiate where necessary so each child can successfully progress in reading, throughout the Key Stages.

How writing is implemented within the school

FS1 – Every morning, when the children arrive into the Nursery, they are encouraged to write their name or build their name using individual letter cards. Children are given numerous opportunities to practise mark making/ letter formation within the provision throughout the morning. Displays will model adult writing in relevance to the handwriting policy. Text will be displayed around the classrooms that will link with prior learning topics or used in everyday classroom practice.

FS2 – In Autumn term, name writing is set as morning task twice a week. Children are encouraged to write their name on paintings, worksheets etc. Children write in their phonics books daily- including letter formation and simple sentence dictation. From Spring, dictation sentences is set as morning task twice a week. An extended piece of dictated writing is done one morning a week (Friday) based on the topic and phonics of the week. Children are given numerous opportunities to practise mark making linked to their phonics ability and letter formation within the provision throughout provision times. Displays will model adult and child writing in relevance to the handwriting policy. Text will be displayed around the classrooms that will link with prior learning topics or used in everyday classroom practice.

KS1&2- Key Stage One and Two classroom displays will model adult and child writing in relevance to the handwriting policy. Text will be displayed around the classrooms that will link with prior learning topics or used in everyday classroom practice. Each classroom will display alphabet strips that model school's handwriting expectations, these will be cursive within year 2-6 classrooms and pre- cursive in FS2- Year one classrooms.

Celebrations

Every month, children will be selected from each class to receive a writer of the month award. When possible, children across school will also take part in writing competitions.

Cross Curricular links

Children will be given the opportunity to practise skills taught in English lessons when writing for a purpose in other areas of the curriculum.

Teaching

FS1 – Alongside adult modelling and encouragement within the provision, children will work with an adult throughout the week to practise letter formation/name writing on a one-to-one basis. Squiggle while you wiggle is taught twice weekly. Children are encouraged to write their names on paintings etc and are encouraged to mark make within provision e.g. when labelling their models, writing a shopping list.

FS2- Daily Phonics teaching allows the children to practise writing hard to read and spell words and sounds within words and sentences. The writing aspect of the phonics lesson is done through adult led small group work to ensure precise modelling is undertaken of letter and word formation. Children will be encouraged to practise purposeful writing within the provision times based on their current phonics levels. The teaching of dictation is developed as the year goes on- Autumn- in phonics in small groups. Phrases. Adult saying each individual sound. Spring- in addition to phonics. Whole class. Adult models writing to whole class. Model hidden. Adult saying each individual word and using robot arms as needed. Summer- in addition to phonics. Whole class. Adult says sentence and feeds back one word at a time. This progresses to children retaining a sentence and writing it.

KS1 – English lessons are taught 5 times a week using the scheme Literacy Tree and these will focus on a specific text type, linking to the learning topic where possible. Children will spend 2-3 weeks understanding the text type and practising skills (this will include elements of Grammar, Punctuation and Spelling) ready for them to undertake an independent write. Children within KS1 will have separate handwriting lessons times a week using Achieving Excellence in Writing Scheme of work.

KS2- English lessons are taught 5 times a week using the scheme Literacy Tree, linking to the learning topic where possible. Children will spend 2-3 weeks understanding the text type and practising skills (this will include elements of Grammar, Punctuation and Spelling) ready for them to undertake an independent write. Children within KS2 will have separate handwriting lessons times a week using Achieving Excellence in Writing Scheme of work.

Dictation

Dictation is the speaking or reading aloud of words for someone to write down. As a school, we believe that dictation is fundamental to help embed spellings of words. We complete dictation activities in all year groups and this progression can be seen below:

Year group	What does dictation look like?
FS1	Squiggle – forming lines from top to bottom/side to side, etc Forming circles and bridges Precursor to letter formation.
FS2	Model simple words/sentences based on one sound at a time within phonic knowledge. This gradually builds up to 4-5-word sentences with less scaffolding.

Y1	Simple sentences modelled within phonic knowledge Discussion of spellings, grammar and punctuation prior to writing down. The whole of the sentence dictated.
Y2	Dictated sentence simple sentences and starting some sentences with conjunctions in. Less discussion of the features within the sentence (full stops, spellings, etc) The whole of the sentence dictated.
Y3&4	Dictated complex sentence with parts of the sentence not given. Start to include more than 1 sentence within the dictation. Handwriting and spelling lessons – sentences dictated/orally rehearsed. 1:1 differentiated work Across the curriculum – Science, topic.
Y5&6	Handwriting and spelling lessons – sentences dictated/orally rehearsed. 1:1 differentiated work Across the curriculum – Science, topic.

Oracy

In all areas of the curriculum, we strive to ensure that oracy is embedded into daily practice. Children will articulate ideas and develop their understanding through spoken language by; stem sentences, exposure to a range of vocabulary and language, talk partners/group work. Within writing lessons, children are given the opportunity to rehearse sentences and discuss their ideas before, during and after writing.

Assessment

To measure the impact of the implementation strategies that we implement, we use a small selection of formative and summative assessment tools. In Early Years, Teachers will mark off independent pieces of writing done in any subject area, against age related objectives. This is monitored by SLT and the English subject leader throughout the year. Independent writes are undertaken from FS2 onwards and marked off against writing checklists. Termly results are entered into the school's monitoring systems and are reviewed by SLT and reported to Governors.