

Writing Policy

“You can make anything by writing.”
C.S. Lewis

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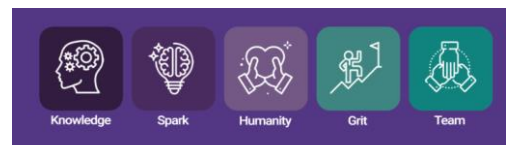
Date published: September 2024

Review due: September 2026

Writing at Clapgate

At Clapgate Primary School, we understand the importance of fostering a love of writing so that our children develop into lifelong effective speakers and writers who can communicate their thoughts and ideas articulately. By carefully sequencing learning and providing a wealth of creative and engaging contexts to write within, we aim to enable all pupils to make good or better progress and enjoy writing for a range of purposes.

We have worked on our medium-term plans, identifying where different objectives are being taught, and which texts will support



the children's writing, and we have brought back a stronger focus on drama and "imagineering", and using creative hooks to stimulate the children's writing. Teachers ensure that sufficient practice activities are planned in to teach new objectives in context, before attempting to use these independently in a longer piece of writing. We ensure children see good quality models to pick apart so that they understand the genre they are writing in. Lessons include live modelling to engage the children and ensure their ideas are seen as part of the writing process.

Place Value of Punctuation and Grammar

At the beginning of every year, children in years 1-6 will have a sole focus on punctuation and grammar. We use the Grammarsaurus Place Value of Punctuation and Grammar (PVPG) framework, a teaching tool designed to enhance students' understanding and application of punctuation and grammar through a systematic approach. This approach enables us to identify key focus areas to address learning gaps efficiently while building a whole-school strategy for grammar progression. The PVPG approach includes engaging methods such as songs, rhymes, and creative exercises to make grammar concepts accessible and memorable for students.

After PVPG lessons, teachers are encouraged to use their professional judgement and have a flexible approach to delivering SPAG content.

Spelling

Strategies for spelling are taught to enable pupils to become confident and competent spellers. The school follows the 'HeadStart Spelling' programme. This programme is in line with the national curriculum for spelling and focuses on the teaching of spelling patterns and opportunities for pupils to apply this knowledge.

Read Write Inc. is followed in EYFS and KS1 to develop word reading, spelling and writing.

Teaching and Learning Sequence

Part 1: Creative Opportunities

- Creative activities such as: Imagineering, artwork, designs, group work, hooks etc...
- This is an opportunity to gather vocabulary and ideas - ready to feed into the writing.
- This **MUST** have a purpose and should be a valued part of the process.

Part 2: Objective Activities

- This is an opportunity to teach the objective/s clearly.
- Allow the children the time to have a go in context.
- They can write phrases/sentences ready to be included in their upcoming writing.

Part 3: Writing (Broken down into 4 stages)

- Pull apart a model (Grammarsaurus).
- Live modelling – using the children's ideas to create a model as a class.
- Children write
- Children edit

The teaching and learning sequence ensures:

- There are high quality model texts for the children to deconstruct and analyse with their teacher. The model writes are based on the core text and focus on specific grammar aims obtained from the national curriculum and our progression document.
- Spelling, punctuation and grammar are taught in context and through discrete sessions. SPAG that has already been taught is referenced in future teaching and modelling where relevant, so spaced learning and retrieval practice take place.
- Pupils have abundant opportunities for talk within writing lessons in order to engage and understand the core text or subject matter thoroughly through a range of drama activities such as freeze frames, role play and conscience alleys.
- Pupils build on their experiences and are enthusiastic in writing lessons through regular use of hooks, drama, outdoor learning, active learning and group work.
- There are ample opportunities for teachers to model writing skills by teaching pupils how to create, improve and revise their writing through shared writing, including ‘thinking aloud’.
- Pupils are provided with time to plan their writing, including considering the purpose and audience of their work (for example, boxed planning [see appendix 5]).
- Every opportunity is provided for pupils to become critical readers of their own writing by using self or peer-evaluation and by checking their work independently or alongside their writing buddy for sense, precision and meaning at least once a half-term.
- Children are given regular opportunities to write independently following a series of lessons in which they can write in the same genre as that studied.
- Quality first teaching is used to ensure lessons are scaffolded so all pupils can access teaching. This includes, but is not limited to, differentiated word mats, mixed pairings, shared writing in small groups, TA and teacher support, access to a working wall, access to IT. Planning is informed using the assess, plan, do, review model.
- Pupils are taught to develop their ability to organise and present their writing appropriately for the genre, purpose and audience.

Handwriting

At Clapgate, handwriting begins with developing gross motor skills (movement play weekly sessions) before gradually introducing fine motor skills through the use of a range of tailored interventions (Pegs to Paper). During this time, staff in EYFS will ensure pupils are given daily opportunities to build their core strength as this will help pupils with their writing. In EYFS and KS1, the fundamental way letter formation is taught is through following the graphemes in the Read, Write, Inc scheme. The needs of left-handed pupils or those with physical difficulties are also taken into account and, where necessary, accommodated with resources or specific interventions.

Handwriting lessons and opportunities to practise are planned into the timetable, including the use of ‘Bubble Writing’ and children are developing their handwriting in all writing lessons. Correct posture and positioning of paper or books are emphasised. Letter formation and handwriting is taught and modelled following Clapgate’s handwriting policy.

Differentiation

Differentiation takes many forms, including but not limited to focus groups working with the teacher and/or teaching assistant, interventions (including pre-teaching, phonics, fine motor control, handwriting, reading fluency and rapid writing) and access to extra resources, such as sentence frames, word mats and IT (Clicker application).

Regular pupil progress meetings also enable teachers to highlight specific challenges or identify which individuals or groups are under achieving and for what reason/s and what steps can be taken to improve their attainment.

Pupils working below or significantly below their age-related expectations are assessed using B Squared. SEND pupils have individualised plans which are reviewed termly and will support the child, teacher and parent/carer to ensure the child is working on appropriate targets.

Every child has a personalised target stuck on the front of their writing book which is updated when the previous target is met. This means that the child, their peers (during peer assessment), teachers, teaching assistants, parents/carers, the writing lead, SLT and any visitors to the school are all aware of the current target for any child.

Marking

Formative assessment based on the learning objective and/or success criteria takes place in every lesson. This may be through careful questioning, observing children working (particularly during speaking and listening tasks), giving oral feedback and marking work. In EYFS, all marking is conducted in the moment with the children so they can respond immediately using age-appropriate stamps and stickers.

All written pieces from Y1 - 6 of work should be marked using relevant codes (see below). Independent pieces should be marked using E codes. This allows pupils to know which types of errors they have made whilst giving them the opportunity to edit their work independently without the errors being pointed out to them. Children should be given time to edit their work regularly, whether this be at the start or end of a lesson.

The E1 codes are introduced in year 1 and in year 2 pupils develop their independence to identify their E1 errors. In lower key stage 2 (years 3 and 4) children continue to find E1 errors and are introduced to E2s. In upper key stage 2 (years 5 and 6) children continue finding E1s and E2s and are introduced to E3s. Please see the codes below for clarification as to what each code represents.

Marking codes (corrections to be made in green pen or pencil)	
C	Capital letters misused or missing
.	Full stops misused or missing
/	New paragraph
F	Finger spaces missing
P	Punctuation misused or missing
SP	Incorrect spelling
^	Missing word or words
VF	Verbal feedback given
LF	Letter formation

Editing Codes for Independent Pieces (to be completed in green pen or pencil)	
E1: Revise	
Look for errors the following errors:	
<ul style="list-style-type: none"> • Spelling • Punctuation • Missing words • Repeated words 	
E2: Re-write	
Look for the starred sentence * *	
Re-write your sentence/s at the end of the written piece.	
E3: Re-imagine	
<p>^ ^ Look for the arrows</p>	
Write more about a moment on a separate slip of paper and stick it over the paragraph to create a flap.	

Written work should be highlighted to show the strengths of the child’s writing. This may include the success criteria taught in the lesson as well as the evidence of the child meeting their personalised target or any ‘wow’ work.

Assessment

At the end of EYFS, pupils are assessed against the Early Learning Goal in writing. Children are either graded as expected (met) or emerging (not yet met). This is based on all writing the child has produced over the course of Reception, using their independent writing and teacher knowledge.

All pupils produce a minimum of one independent piece of writing every half term. This will be based on the writing style they have been learning as part of the teaching sequence and will link to the core text or subject. All independent pieces are assessed against the year group criteria. In years 1, 2, 3, 4 and 5 teachers use the assessment grids. In year 6, teachers use the end of key stage framework. Where children are not yet working towards the relevant year group, B Squared is used to assess their writing.

Moderation is a crucial part of teacher assessment. It allows teachers to benchmark their judgements, while helping to ensure that standards are consistent, and outcomes are reliable.

To support teachers’ continual development and confidence, as well as ensure their judgements are reliable, termly internal moderation meetings are held where teachers work in phases to rank the writing and then discuss those children whose work is ‘borderline’ between two judgements. Teachers are encouraged to ‘prove’ their judgement by finding examples of work which exemplify that the child has met the standards. In these meetings, exemplification material is used to support judgements. As well as this, external moderation meetings with other local schools have been set up to ensure judgements are reliable. A local moderation group has been set up for moderating against

the EYFS curriculum and, towards the end of the year, there is a focus on moderating writing judgements.

Displays

The purpose of writing displays at Clapgate is to support pupils to develop grit (resilience), spark (enthusiasm and engagement) and knowledge. It is not to decorate the classroom. All walls are backed with hessian and black borders to prevent over-stimulating environments. This way, the learning and work stands out and it is easier to see and read.

Children should be able to refer to the writing working wall to support them in their independent writing. As such, the display evolves as the unit of work unfolds and therefore will not be a tidy, complete display of finished work. Pupils' work can and should be displayed, but this may be elsewhere in the classroom or as examples of specific objectives or success criteria on the working wall. Pupils should be able to refer to the writing display for vocabulary, sentence starters or to refresh their mind on an activity that was previously carried out which will aid them with their writing.