



# **Lady Bay Primary School**

## **English (Writing) Policy**

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## 1. The 'Lady Bay Way' for Writing

At Lady Bay Primary School, we value literacy as a vital foundation for lifelong learning, independence, empathy, and effective communication. We are committed to developing pupils' reading, writing, speaking and listening skills so they can express themselves clearly and confidently, understand others, and engage meaningfully with the world around them. We recognise that strong literacy skills not only support personal growth but also underpin success across the wider school curriculum, enabling children to access, understand, and enjoy all areas of learning.

### Planning

At Lady Bay teachers plan age-appropriate, topic themed sequences of learning to deliver to the children opportunities to meet the learning objectives for writing outlined in the *EYFS Framework* and the *National Curriculum*. Staff refer to the *Writing Skills Progression Ladder* document when planning units of work. Lessons are taught in three-week blocks (KS2) and two-week blocks (KS1), are text based and follow a sequential structure.

1. Immersion in the text/text type
2. Development of skills
3. Applying skills independently

Our school uses Supersonic Phonic Friends to deliver the early reading and spelling objectives outlined in the *EYFS framework* and the *National Curriculum* for Early Years and KS1. The scheme is progressive and sequential and provides opportunities to revisit units in response to the needs of the children. Our school uses Supersonic Spelling Friends in KS2 to deliver the spelling objectives outlined in the National Curriculum. Supersonic Spelling Stars focuses on a spelling group over two weeks. The first week is 'Become a Word Whizz' and the second is 'Become a Spelling Star'.

Our school uses Nelson Handwriting from Oxford University Press to plan handwriting sessions. This scheme runs from Foundation to Year 6 and aims to ensure consistency from early letter formation through to cohesive, developed cursive writing.



### Teaching

At Lady Bay there are 4 formal English writing lessons each week.

English lessons begin with a GPS starter. This activity is a short question or problem for the children to think about before discussion the answer together with the class. GPS starters are not connected to the main learning objective and are based on learning from previous year groups or previously taught objectives from the current learning year. This is to support a spiral curriculum and help the children consolidate learning by continuously recapping knowledge. GPS starters are not recorded in English books but are documented on weekly planning grids.

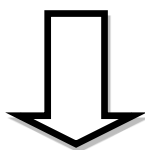
Children are supported in English lessons in a variety of ways including:

- Scaffolding
- Varied activities
- Resources such as spelling mats or phoneme mats
- Adult support (1:1 or small group)
- Peer support
- Picture prompts
- Coloured overlays, larger print text
- Dictation tools such as clicker or talking tins
- Word processing tools such as an iPad or laptop

Phonics is taught daily in Foundation and in Year 1 and three times-weekly in Year 2. Lessons follow the four-part sequence: Review, Teach, Practise, Apply. Children have opportunities in every phonics session to apply their knowledge through reading and writing. Children are not streamed in Phonics sessions. Phonics sessions take place on the carpet and children use whiteboard to record their writing. Teachers can use this to quickly intervene to address misconceptions and inform further support. All learners are present in phonics sessions and children needing additional support are guided by a TA where possible. This is in addition to targeted phonics interventions which happen outside of the main phonics lessons.

In KS2 the children have two 20-minute spelling sessions each week. Two lessons of 'Become a Word Whizz' and two lessons of 'Become a Spelling Star'. During the lessons, the children are given opportunities to develop their knowledge of the word list and add them to their long-term memory through repeated practise.

Handwriting sessions are taught weekly in whole-class, discreet sessions in Y1-Y6. In Foundation, handwriting is taught daily with a whole-class input and then practised in small groups. Across the school, the children practise their handwriting sat at tables and write on paper or handwriting books.



## **Assessing**

In writing sessions, teachers use marking to provide formative assessment. The school's marking policy ensures the children receive appropriate and useful feedback. (See appendix 1) Teachers give 'Improvement Prompts' which require a response from the children. Children are encouraged to self and peer assess to help improve their writing. Children respond to 'Improvement Prompts', make edits to their work, and self/peer assess in green pen.

When assessing independent pieces of writing, teachers use a checklist detailing the writing objectives as stated in the *National Curriculum* to check for evidence that the children have met the expected standard for their year group. Teachers assess 6 pieces of independent writing from each child across the year (usually one per half term); covering a range of genres. The school plans dedicated staff meeting time to moderate within and across year groups, as well as with other local schools to ensure accurate judgements.

Grammar, punctuation and spelling objectives are also assessed termly using discrete GPS papers.

In Foundation and Year 1(up to Summer 2) spellings is assessed formatively during phonics lessons and through marking. In Years 2-6 spelling is assessed termly during assessment week.

Handwriting is assessed at the beginning of each year and then formatively throughout the year.

## 2. English Curriculum Intent

Our main aim at Lady Bay Primary School is for all children to develop a love of reading as well as the necessary skills needed in life for writing and communicating effectively.

English lessons are taught to children in mixed ability groups. In this approach, all children are exposed to some higher-level thinking questions and problem-solving as well as having the opportunity to work with their peers. Additional intervention is provided for children working below age expectations in reading, writing and spelling, along with extension activities and questions for children working at greater depth.

A carefully constructed English Curriculum is planned and followed throughout the school. Children are exposed to and immersed in high quality texts covering a wide variety of genres. In English lessons, texts are analysed and deconstructed in order for the children to understand the structure and mechanics of writing. These texts often link to the class topic which promotes the enjoyment of learning and allows children to make links between subjects. Teachers share and model writing, which nurtures the children's fluency and creativity. The children then practise and apply their skills before creating independent pieces of writing. Extended pieces of writing are edited and improved by the individual child using feedback from their teacher or their peers. Throughout the process, the children are taught to read as writers and write as readers.

In all of our English lessons:

- Teachers have a high expectation that all pupils are capable of achieving high standards in English.
- Children are often given a real purpose to write and the units all have hooks in order to engage and inspire the children's thinking and learning.
- Teaching is underpinned by high quality texts and examples of writing are precisely modelled by the teacher with a focus on key skills.
- Grammar, punctuation and spelling skills are practised frequently and consolidated until all children have a firm understanding of how to apply them in to their own work.
- Teachers use questioning in class to develop the children's thinking and explanations, helping children to make literary choices in their writing.
- Structured opportunities for speaking and listening are used to develop children's language skills as well as to support writing and reading.
- Drama techniques are used to help children develop characterisation and the understanding of deeper themes.
- Children are provided with as many enrichment opportunities as possible in order to inspire their learning.

### **3. Legal framework**

This policy has been created with regard to the following statutory guidance:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2017) 'Statutory framework for the early years foundation stage'

## 4. Roles and responsibilities

The headteacher is responsible for:

- Appointing an appropriate English subject leader.
- Ensuring that appropriate procedures are in place for reporting and managing accidents.
- Ensuring that effective health and safety procedures are in place.
- Completing a risk assessment.

The English Subject Leader is responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Help to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the English Subject Leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on a termly basis.

- Reporting any concerns regarding the teaching of the subject to the English Subject Leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach English.

The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the English Subject Leader in order to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual educational plans.
- Advising staff on the use of teaching assistant (TAs) in order to meet pupils' needs.

The pupil is responsible for:

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with the Pupil Code of Conduct.

## 5. Writing

### 1.Planning

In the Early Years and in the Autumn Term in Year 1, teachers plan for purposeful writing activities through continuous provision and through focused group tasks with an adult. Every child has the opportunity to write at least twice a week- once with a teacher and in an additional writing task in a continuous provision activity. Focused group tasks with a teacher are matched to the children's abilities and are planned to provide challenge and support as necessary. Children identified as working towards have an additional writing task with a teacher each week. In the Spring and Summer term, whole class teaching is introduced for children in Year 1.

In KS1 English is planned in genre-based blocks which span over 2 weeks. These blocks include a range of writing activities which cover the Year 1 and Year 2 writing objectives.

In KS2 English lessons are taught in blocks in a 3-part structure and, where possible, tie in with current topics in other subjects. Each block focuses on a particular purpose and genre of writing and starts with a hook. The rest of the first week is spent immersing children in a text type including deconstructing and analysing a particular text type. In Week 2, children develop key English skills and knowledge which are necessary for constructing coherent pieces of effective writing. Lessons may have a focus on punctuation, grammar, different sentence types or language for effect. Children may also be provided with scaffolds to help them practise their writing in a particular form. In Week 3, children use a purpose for writing to plan, write, edit, redraft and publish their final pieces of independent writing. Younger children will not be expected to redraft their work, instead they may write a second piece of writing to help them to embed and consolidate new skills learned. They may also have more opportunities for scaffolded learning before writing independent pieces.

|        |                                                            |                                                                                      |                                                                                      |                                            |
|--------|------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------|
| Week 1 | Hook/Wow Moment                                            | Immersion in the text type.                                                          |  |                                            |
| Week 2 | Developing skills and knowledge related to the text type . |  |  | Plan                                       |
| Week 3 | Independent Write                                          | Independent Write                                                                    | Edit and Redraft                                                                     | Finish and publish final piece of writing. |

Teachers ensure that a range of genres and text types are covered throughout KS1, Lower Key Stage 2 and Upper Key Stage 2.

|             | To entertain                                               | To inform                                                             | To persuade                            | To discuss                     |
|-------------|------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------|--------------------------------|
| <b>KS1</b>  | Stories<br>Descriptions<br>Poetry                          | Recount<br>Letter<br>Instructions                                     |                                        |                                |
| <b>LKS2</b> | Stories<br>Characters/settings<br>Descriptions<br>Poetry   | Explanation<br>Recount<br>Letter<br>Biography<br>Newspaper<br>article | Advert<br>Letter<br>Speech<br>Poster   |                                |
| <b>UKS2</b> | Narrative<br>Characters/settings<br>Descriptions<br>Poetry | Report<br>Recount<br>Biography<br>Newspaper<br>Article                | Advert<br>Letter<br>Speech<br>Campaign | Balanced<br>Argument<br>Review |

## 2. Assessing Writing

Teachers and Teaching Assistants are constantly assessing the children's writing through observations in lessons and marking and react to the needs of the children on a lesson by lesson basis.

Children are assessed in writing against National Curriculum objectives. Teachers use two independent pieces of writing per term to look for evidence of the objectives being met. The assessed pieces of writing will be passed on to the next teacher. Where an objective cannot be found, teachers may look at other pieces of work (including work in book) to make a judgement on whether the objective has been met.

Children who are identified as working below their current National Curriculum year group expectations for writing (this may include children with Special Educational Needs) are assessed using B-Squared and are given small next steps as targets to progress their learning. Teachers may also refer to the NC objectives of previous year groups.

## 3. Grammar, Punctuation and Spelling (GPS)

### **Teaching GPS**

GPS skills are embedded throughout writing tasks. Teachers plan writing units to allow the children opportunities to demonstrate their understanding of the GPS objectives for their year group.

Grammar and punctuation objectives are covered as discreet sessions as part of the three-week block model and are embedded in writing tasks. GPS skills are revised at the beginning of English lessons as part of a 'warm up' activity. These skills may be connected to the main

learning objective or be in isolation. These can be discussed verbally or recorded on whiteboards but do not have to be recorded in English books.

Spelling is taught alongside reading through phonics in EYFS and Year 1 and *follows Supersonic Phonic Friends*. Children are given word lists to take home to become familiar with. In Year 2, children also learn new spelling patterns through Phase 6 phonics, which is revised and continued in Year 3.

Children in Year 2-6 have two spelling sessions each week from Supersonic Spelling Friends.

|                   | <b>Phonics/Spelling Sessions</b> |
|-------------------|----------------------------------|
| <b>Foundation</b> | 5 x 20 mins phonics sessions     |
| <b>Year 1</b>     | 5 x 20 mins phonics sessions     |
| <b>Year 2</b>     | 3 x 20 mins phonics sessions     |
| <b>Year 3</b>     | 2x 20 mins spelling sessions     |
| <b>Year 4</b>     | 2x 20 mins spelling sessions     |
| <b>Year 5</b>     | 2x 20 mins spelling sessions     |
| <b>Year 6</b>     | 2x 20 mins spelling sessions     |

### **Assessing GPS**

Teachers formally assess Grammar and Punctuation in Years 2-6 (and Year 1 from the Summer Term) every term and arrange any necessary interventions for any children that are in danger of falling behind their peers.

Spelling is assessed every term as part of assessment week.

In Foundation and Year 1 (Autumn and Spring term), spelling is assessed formatively through phonics lessons and quality marking and feedback.

### **GPS Interventions**

Children identified to have a weakness in spelling are given intervention through extra phonics practise in EYFS/KS1 and in Year 3 where necessary. From year 3, children identified with significant issues with spelling can be screened in school for Dyslexia.

## **4.Handwriting**

### **Planning Handwriting**

Our school uses *Nelson Handwriting* from EYFS-Year 6. Cursive handwriting is taught when the children are secure with their letter formation.

### **Teaching Handwriting**

Handwriting is taught in a discreet 20-minute, whole-class handwriting session each week in KS1 and KS2. In Foundation, the children have daily inputs on the carpet and then daily small

group practise sessions. All children practise their handwriting sat on chairs at a table and write with a pencil on paper or in their handwriting books.

### **Assessing Handwriting**

Handwriting is assessed at the beginning of each year and then formatively throughout the year.

### **Handwriting Interventions**

Children identified as not meeting the expectations for their year group will have group or 1:1 practise to help with letter formation, correct joins and legibility.

## **7. Spoken Language**

Opportunities for speaking and listening are embedded throughout the curriculum.

This may include:

- Presenting to peers
- Show and Tell
- Taking part in class assemblies
- Discussions and debates
- Performing poetry and nursery rhymes
- Drama activities and role play
- Christmas/seasonal/end of year performances
- Asking questions
- Working collaboratively

## **8. Cross-curricular links**

The English skills that are developed in English lessons are applied to and in every lesson that is conducted in accordance to the national curriculum. English skills make up the basis for all other future skills.

### **Mathematics:**

In regards to mathematics, English skills contribute greatly. EYFS students encounter patterns, spaces and shapes in English lessons. Further on in their development, pupils will learn a new and wider vocabulary which will include mathematic-specialist terms. Children in KS1 come across stories that involve rhymes that include counting and sequencing.

### **Science:**

Pupils are expected to engage in research during science lessons. English skills are used here for writing a range of reports, and for verbally explaining their findings to the class and to a teacher.

### **Humanitarian subjects:**

Humanitarian subjects include history, geography and religious studies. These subjects require a technical and subject-specific jargon. English skills will be utilised here when learning the new jargon. Researching is also required for these subjects, meaning that the register in which any work is written often needs to be adapted depending upon the task set.

### **Drama:**

English skills are fundamental for oral expression. Effective English skills will ensure a pupil feels confident taking part in group tasks and class discussion/performance.

### **ICT:**

Using computer software, such as Word, develops a pupil's understanding of jargon, lexicon, sentence structure and many grammatical rules.

## **9. Equal opportunities**

All pupils will have equal access to the English curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons.

Children with English as an Additional Language (EAL) or English as a Second Language (ESL) are supported in speaking English as well as reading and writing both through scaffolding in lessons and separate interventions. Please see the school's EAL policy for more information about this.

Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

Cultural and gender differences are positively reflected in lessons and teaching materials used.

## **10. Monitoring and review**

This policy will be reviewed annually by the Writing subject leader.

The Writing Subject Leader will monitor teaching and learning in Writing at Lady Bay Primary School, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

A named member of the governing board will be briefed to oversee the teaching of Writing and meets regularly with the English Subject Leader to review progress.

Any changes made to this policy will be communicated to all teaching staff.