



STAPELEY BROAD LANE CE PRIMARY SCHOOL

English Policy (including writing policy)

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The idea is to write it so that people hear it and it slides through the brain and goes straight to the heart

Maya Angelou (American Civil Rights Activist)

Rationale:

At Stapeley Broad Lane, we believe it is essential for all children to develop their ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. We want the children of Stapeley Broad Lane to express themselves creatively and imaginatively as they become enthusiastic and critical readers and writers of stories, poetry, non-fiction, media and drama. We want our children to gain an understanding of how language works by looking at its patterns and structures.

Aims

We aim for the children at Stapeley Broad Lane to become independent learners, so they can:

- Develop positive attitudes towards books.
- Read a varied selection of texts whilst gaining an increased level of fluency and understanding.
- Develop a range of strategies to support reading.
- Use reading to support learning throughout the entire curriculum.
- Write in range of contexts, for different purposes and audiences.
- Write with increasing awareness of the conventions of grammar, punctuation and spelling.
- Draft and improve writing.
- Form letters correctly, leading to a fluent and legible handwriting style.
- Write for a sustained time.
- Develop listening and comprehension skills through a variety of means.
- Develop their oral abilities.
- Express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions.

Teaching

Literacy skills are delivered using the National Curriculum. Wherever possible teaching these skills are linked to the termly topic and therefore the wider curriculum. There is a balance between fiction, non-fiction and poetry with an emphasis on whole texts.

Editorial skills needed for writing (spelling, grammar, punctuation and handwriting) are taught within real contexts wherever possible and teachers plan creative and relevant links to their class topics as a stimulus for writing.

Oracy

We believe that speaking and listening form the foundations of all learning in English. In formal and informal situations, we create and encourage opportunities for meaningful conversation, discussion and talk around learning. Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment. Through oracy, children learn how other people make sense of the world, how language is used to reason, how emotions and identities are expressed and how to work together to solve problems.

Reading

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. We believe high quality literature is the key to motivating children to read, we ensure children hear a story every day. Children are expected to read every night at home, with a comment written in the planner. See Reading and Phonics policy.

Writing

At Stapeley Broad Lane, writing is an integral part of our teaching. We ensure that children are secure with all elements of writing including transcription and composition whilst building skills to plan, revise and evaluate their own work and those of others.

We teach English by following the Literary Curriculum - Literacy Tree. The Literary Curriculum is a complete, thematic approach to the teaching of primary English that places children's literature at its core. The Literary Curriculum immerses children in a literary world, therefore creating strong levels of engagement to provide meaningful and authentic contexts for primary English. Children become critical readers and acquire an authorial style as they encounter a wide-range of significant authors and a variety of fiction, non-fiction and poetry. As a whole-school approach, children explore at least 115 literary texts and experience at least 90 unique significant authors as they move through the school. It provides complete coverage of all National Curriculum expectations for writing composition, reading comprehension, grammar, punctuation and vocabulary, as well as coverage of spelling and phonics. All plans lead to purposeful application within a wide variety of written outcomes. The Literacy Tree texts are mapped out across a year to ensure progression and National Curriculum coverage across all year groups. Children will experience aspects of the National Curriculum within their year group covering a range of audience and purpose, embedding knowledge and skills by over-learning. The writing curriculum, alongside the reading, allows pupils to make links within their reading and transfer this to their writing.

Pupils explore the transcription process of writing through spelling, phonics and handwriting sessions to ensure they are fluent and to support the comprehension of their work. These sessions encourage pupils to understand the English language by understanding the relationship between sounds and letters (phonics) and understanding morphology (word structure) and orthography (spelling structure). Handwriting sessions support this with the aim to produce fluent, legible and eventually speedy handwriting.

The delivery of the writing curriculum at Stapeley Broad Lane incorporates a range of opportunities for pupils to activate prior learning. Lessons allow time for dialogic talk with their teacher and their peers to support and improve their writing. Using high quality texts and related texts, the children have time to gather information about what they are writing and are encouraged to be creative with their work. Developing self-awareness, confidence and allowing children to be bold and imaginative with their writing is integral in our sessions. Combining the pleasure for writing with the skills, we feel it provides our children with the ability to articulate communicate and provide coherence for their reader. These skills are transferrable to

the wider curriculum and in later life beyond our school gates.

We strive to create an environment that will promote both reading and writing. In order to ensure that all pupils learn to be confident writers we encourage children to write creatively whilst teaching key stage writing skills explicitly and systematically. There is a balance between fiction, non-fiction and poetry with an emphasis on whole texts.

Design:

Our curriculum is designed to:

- Create enthusiastic, competent and thoughtful writers who can write for a range of purposes and audiences.
- Provide children with access to new vocabulary and grammar.
- Provide children with a range of high quality texts in a range of genres in which they can base their own writing.
- Create writers with a strong understanding of handwriting and the transcription processes of writing.
- Encourage pupils to understand the relationship between spoken and read words.
- Pupils to use the correct tense and select language to match the style or genre of writing.
- Provide opportunities to activate prior learning through access to genres across the whole curriculum.
- Develop inquisitive and curious writers across genres and texts.

EYFS:

In the EYFS, Little Wandle helps support our writing.

For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting

It is divided into three sections covering:

- pre-writing patterns
- easy letters and words
- harder letters and words

At the end of the year, children should be able to recognise and form all the printed, lowercase letters of the alphabet.

Key Stage 1 and Lower KS2:

By the end of lower KS2, pupils should be able to write down their ideas with accuracy and sentence punctuation. We aim to enhance their effectiveness of what is being written and to improve their competence with writing. Providing opportunities to activate their prior learning to build on existing knowledge in terms of their range of writing and the more varied grammar, vocabulary and narrative structures to support them expressing their ideas. Pupils will begin to be taught using a robust writing cycle which allows them time to plan, draft, write, evaluate and edit their work.

Children begin to develop an understanding on how writing differs from speech and they can write sentences, which make sense from memory. There are a range of opportunities for them to record their ideas, discuss

their thoughts and opinions with others, have structured and focused discussions around a character or plot and have a bank of ways to structure their work including paragraphs, headings and subheadings. Pupils' work will be scaffolded and modelled during the beginning of the key stage with a gradual release of responsibility as they move to Year 4 and begin to write more independently.

Upper Key Stage 2:

During this Key Stage, pupils are expected to write down their ideas quickly as their spellings and handwriting should be effortless. This is to support them with the demands of their next stage in education and beyond our school gates. There is still a focus on pupils becoming enthusiastic writers who enjoy and take pleasure in what they create.

During their time in Year 5 and 6, children use language, which is gained via stories, poetry, non-fiction and textbooks to support the effectiveness of their writing and fluency. They can now select appropriate academic vocabulary, which is age appropriate, and construct sentences consciously for a range of purposes and audiences. They demonstrate this understanding during lessons and the wider curriculum. Pupils in this key stage have a secure confidence and mastery of the English language, which they have learnt, and can display this via public speaking performances. Dialogic talk and discussions maintain a priority within this key stage to deepen understanding and improve writing.

Pupils have a secure understanding of the integration between transcription and composition and through the continued use of the structured writing cycle; they will leave Stapeley Broad Lane with an automaticity within these two areas. Pupils are self-aware, reflective and exciting writers who can enthuse readers through the form of persuasion, informing and entertaining.

Spelling

At Stapeley Broad Lane Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Preschool (Summer term) and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Stapeley Broad Lane Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Classes follow a progressive spelling sequence. Through exploring spelling patterns and rules, we aim to create confident and proficient spellers using a discrete teaching approach underpinned by phonics. Children are also taught to spell accurately and identify reasons for mis-spellings, proof-read their spellings, recognise and use word origins, families and roots to build their skills and use dictionaries and thesauruses.

Grammar

An understanding of how to use grammar correctly, use relevant meta-language and identify word classes and sentence types is taught both in the context of a piece of writing and explicitly in whole class work. Linked to the National Curriculum guidelines for year groups, grammar is taught and planned to fit in relevant genres of writing.

Across school, grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers select, plan and deliver lessons that cover the required skills through the genres of

writing that they are teaching, linking the grammar and punctuation to the genre to make it coherently connected with the intended writing outcome. At times, teachers may sometimes focus on particular grammar and punctuation skills as a discrete lesson; this is where the class need additional lessons to embed and develop their understanding from a technical point of view, or to consolidate skills before applying it into their writing.

Vocabulary

Early vocabulary development is often encountered through reading. However, young readers encounter more unfamiliar words than more experienced readers. Therefore, in addition to developing the process of reading through sounding out and blending, teachers also focus their time on explaining the meaning of language and vocabulary. Across school, teachers introduce age appropriate / genre appropriate language and vocabulary for style and meaning in reading and writing tasks, and discuss it with the children.

Transcription - Handwriting

At Stapeley Broad Lane Primary School we intend our children to have the skills to be able to write fluently, legibly, and with automaticity and speed. We want confident writers who can successfully form letters with correct and relative size, form different strokes to join adjacent letters, and eventually make conscious decisions to join or understand when letters are best left un-joined. We want our children to take care with their handwriting and being proud of their work, knowing it is presented adequately for the job it is intended (display, note-taking, etc).

Assessment

Assessments are in the form of ongoing formative assessments throughout the year together with summative assessments and Teacher Assessment at the end of each term. The writing assessment follows the National Curriculum Programme of Study attainment targets for the end of each key stage and the skills set out in the National Curriculum for each interim year group. Teachers of each interim year group (Years 1, 3, 4 and 5) follow the same rigor in their approach to assessment as would teachers at the end of key stages to ensure accurate assessment data for subsequent year groups. By following the same approach, teachers are required to carefully identify the gaps and weaknesses that will need to be targeted as a matter of urgency for the remainder of their year or in the subsequent year group.

In addition, Years 3, 4, 5 and 6 are subject to Spelling, Punctuation and Grammar (SPaG) assessments. Year 6 are assessed with the nationally published (SATs) test in the summer term and use previous national test papers as practice assessments at the end of each term, half-termly for Year 6. NFER Punctuation and Grammar assessments are completed every term. These assessments, combined with termly spelling scores, are used predominantly to inform the overall SPaG data at the end of each term, in addition to their assessment of grammar application within their writing assessment. These assessments are done in conjunction with Teacher Assessment of each child's writing (including handwriting) in every year group.