

# Writing and Spoken Language Policy



<b>Version Number</b>	11.0
<b>Date of Issue</b>	April 2020
<b>Date Approved</b>	April 2020
<b>Date for Review</b>	April 2021
<b>Approved By</b>	Headteacher
<b>SLT Member Responsible</b>	Writing TLR

## Old Bank Academy Policy for Writing and Spoken Language

We aim to develop pupils' abilities within English as an integrated programme of Speaking and Listening, Reading and Writing. Please refer to the Policy for Reading for additional information.

### Purpose of study:

'A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them...All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.' *National Curriculum in England: English POS 2014.*

### Aims:

At Old Bank, we recognise that children arrive at school with broad and diverse language experiences. Through a rich and creative curriculum, we aim to provide our children with the very best opportunities to become fluent, confident and skilled communicators in both written and spoken English. We believe that the ability to write with confidence and accuracy is an essential life skill and our writing curriculum is designed to provide our pupils with every opportunity **'to grow and learn'**

At Old Bank Academy we believe that by teaching the children to write, at age appropriate levels, they will have the ability to:

- Articulate their understanding and ideas clearly.
- Be independent learners who value their own writing and that of others.
- Enjoy playing with language and write for pleasure.
- Write in *different* contexts and in *different* styles for *different* audiences.
- See writing as purposeful and recognise the range of social functions that writing can perform e.g. persuade, instruct, inform, entertain etc.
- Have a clear understanding of the structure and language features associated with the different genres of writing.
- Understand the correct use of Standard Written and Spoken English.
- Use role-play and other drama techniques confidently.
- Use accurate spelling and punctuation.
- Be grammatically correct.
- Show confidence in planning, drafting, editing and redrafting their writing.
- Achieve independent writing of a high quality.

### Statutory requirements for writing Years 1 - 6:

At Old Bank, teaching staff use their expertise to design a curriculum that is personalised to the needs of our children, but firmly rooted in implementing the statutory requirements of the National Curriculum. The new National Curriculum (2014) gives detailed guidance of what should be taught at each Key stage. There are three key stages outlined in the document: Key Stage 1 (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6).

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study outlined under the following headings:

- ✓ **Spoken language**
- ✓ **Reading** - **Word reading and Comprehension** (*Refer to the Policy for Reading*)

The Programmes of Study for **writing** are constructed as follows:

- ✓ **Transcription** (Spelling, handwriting and presentation.)
- ✓ **Composition** (Articulating ideas and structuring them in speech and writing.)
- ✓ **Grammar**

### Transcription (Spelling)

From Reception staff follow their year group's Long Term Plan for the delivery of each spelling rule. In Reception and Year 1, this closely links with the Letters and Sounds phonics programme. Staff will also refer to 'Appendix 1 Spelling' in the English Programmes of Study to ensure they have understood all the statutory and non-statutory requirements of the curriculum.

*Refer to Appendix 1: Spelling, Proof-Reading and Editing for further information.*

## **Transcription (Handwriting and Presentation)**

We use the Nelson handwriting scheme from Year 1 to Year 6, which has cross-curricular links to grammar, punctuation and spelling. Reception will follow the same formation pattern when learning letter formation, but will follow the Letters and Sounds sequence. All year groups will teach to their 'Year Group' sequence. This will be taught and practised discretely in their handwriting lesson and then be embedded in context across the curriculum, to enable our children to develop fast, fluent and legible handwriting.

*For further information refer to Appendix 2: Handwriting and Presentation*

## **Composition (Vocabulary, Grammar and Punctuation)**

We follow 'English Appendix 2: Vocabulary, Grammar and Punctuation' from the National Curriculum English POS to ensure the statutory and non-statutory requirements of the curriculum are delivered. Staff carefully match and embed the teaching of vocabulary, grammar and punctuation to the children's ongoing learning in English. These skills are generally introduced discretely and then revised, embedded and consolidated. From Year 1, staff follow their year group's Long Term Plan for the delivery of each grammar skill.

## **Writing Organisation by Year Group:**

### **EYFS**

In the EYFS staff teach to the performance descriptors outlined in the 'Early Learning Goals.' This curriculum is divided into prime and specific areas of learning and development. 'Literacy' is one of four specific areas and is made up of the following two aspects: reading and writing. In the EYFS all aspects of Literacy are taught. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

A wide variety of opportunities are provided for children to engage in writing activities in both indoor and outdoor provision and their efforts are valued and praised. A love of writing is encouraged by providing a range of different writing materials including: felt tipped pens, crayons, chalk, sand, foam, magnetic letters, big brushes, water, paint, computers etc. Independent writing challenges are also set up in the role-play areas, such as postcards, menus, shopping lists, invitations, labels etc. Through engaging in these activities, children start to become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English.

Pupils also have opportunities to develop their communication, language and literacy skills daily, in both adult led and child initiated activities, through the continuous provision that is in place in each classroom. A variety of resources are used to encourage the development of fine motor skills, essential for writing. These include playdough, cutting, threading, tracing, building, drawing etc. In reception we promote the correct pencil grip and the correct formation of letters. Gross motor skills are also developed through PE, drama, outdoor play etc.

In Reception children take part in daily 'discrete' phonics lessons where staff follow the Letters and Sounds Programme. After they have completed the 'Phase 2' sounds, pupils are regrouped according to their fluency. Work is then differentiated, according to the ability needs of each group within each class.

Reception children also take part in an English lesson up to 4 times a week, which is planned around a 'topic theme' and uses a wide range of high quality texts as a stimulus. As their phonic knowledge and vocabulary increases their writing is further supported through writing activities, for example: shared writing, guided writing etc. The correct spelling of their high frequency and tricky words are highlighted in these sessions.

### **Key Stage One (Years 1 and 2)**

In Year One daily, discrete phonics lessons continue using Letters and Sounds Programme. In Year Two phonics only continues for those children, who need extra phonics intervention and for those who will re-sit the phonics screening test.

Pupils take part in a daily English lessons. In addition to this, they have a weekly handwriting session and a timetabled spelling session. Staff use their professional judgement to determine how to use their allotted 'English' time to its greatest potential however grammar objectives must be taught through engaging starters each lesson.

### **Lower Key Stage Two (Years 3 and 4) and Upper Key Stage Two (Years 5 and 6)**

Pupils take part in a daily English lesson. In addition to this, they have a weekly discrete handwriting session and a timetabled spelling session. Staff use their professional judgement to determine how to use their allotted 'English' time to its greatest potential however grammar objectives must be taught through engaging starters each lesson.

## **Planning for Writing**

**Long Term Plans:** Our English curriculum is planned in response to *either* our creative topic (where teachers seek to take advantage of cross-curricular links) *or* to a 'shared text,' which has been carefully chosen to inspire the children, ignite their imagination and enable them to build a wealth of vocabulary.

**Medium Term Plans:** Staff are given weekly allocated PPA time to produce fun, creative and engaging Medium-Term Plans, which follow the Teaching Sequence for Writing. The class teacher is responsible for ensuring that skills are taught progressively and provide a balance of narrative and non-fiction text types and poetry. Staff consider carefully the opportunities for the children to write for a range of real purpose and audience. This purpose and audience then underpins the decisions about the form the writing should take, such as a narrative, an explanation or a description. At Old Bank Academy we plan following the **writing sequence** to ensure that the children have regular, planned opportunities to produce high quality, independent writing that uses the vocabulary and grammar conventions they have already learnt from reading, discussion, role-play and drama.

**Short Term Plans:** Class teachers will then adapt these plans to suit the needs of the children in their class. In all classes children are taught in mixed ability groups and learning is differentiated to provide each group the appropriate levels of challenge.

*For further information refer to Appendix 3: Planning and the Teaching Sequence for Writing.*

## **Spoken Language**

'The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain and prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.' *National Curriculum in England: English POS 2014.*

At Old Bank pupils have access to a wide range of speaking and listening opportunities that include:

- Participating in discussion and debate.
- Talk for writing.
- Retelling stories and poems.
- Expressing opinions and justifying ideas.
- Presenting ideas to different audiences.
- Taking part in school performances.
- Talking to visitors in school.
- Listening to ideas and opinions of adults and peers.
- Role-play and other drama activities across the curriculum.
- Create, share and evaluate ideas and understanding through drama.

## **Assessment**

**Formative Assessment AfL** - (monitoring children's learning)

Assessment is an integral part of the teaching and learning process at Old Bank. Formative assessment is continually used to inform next steps and for future planning.

**Summative Assessment** – (evaluating children's learning)

**EYFS:** Throughout the year, pupils in our nursery provision will have their progress monitored against the 'moving and handling,' 'listening and attention,' 'speaking' and 'writing' performance descriptors outlined on Development Matters. At the end of Reception staff will award an overall grading for each pupil's writing ability against the Early Learning Goals.

**Years One to Six:** At the end of every term staff will assess whether a child is emerging, expected or exceeding using the Writing Assessment Framework

*For further information refer to Appendix 4: Writing Assessment*

*For further information refer to Appendix 5: Marking and Feedback*

## **Statutory National Tests for Writing**

There will continue to be statutory national tests and teacher assessments (using new performance descriptors) at the end of key stages 1 and 2 in writing. To support teachers in making effective and consistent assessments of their pupils' attainment, performance descriptors have been drafted for writing at the end of key stages 1 and 2. Where applicable, teacher assessment will also be informed by the outcomes of the statutory end of key stage tests.

Refer to <https://www.gov.uk/government/consultations/performance-descriptors-key-stages-1-and-2>  
For further information.

Key Stage	Performance descriptors	National Curriculum Test	Included in floor standard?
Key stage 1 Writing	<ul style="list-style-type: none"><li>Working towards the expected standard</li><li>Working at the expected standard</li><li>Working at greater depth within the expected standard</li></ul>	No writing test. The English grammar, punctuation and spelling test will inform the teacher assessment of writing	Teacher assessment
Key stage 2 Writing	<ul style="list-style-type: none"><li>Working towards the expected standard</li><li>Working at the expected standard</li><li>Working at greater depth within the expected standard</li></ul>	No writing test. There is a separate English grammar, punctuation and spelling test	Teacher assessment

## **Inclusion: SEND / EAL / Gifted Writers**

We aim to provide for all children so that they can achieve to their full potential. The SENCOs work closely with the class teachers identify pupils who are under-achieving and take steps to improve their attainment. Staff provide a differentiated curriculum, where necessary, and this provision is identified in planning documents. My Support Plans are considered and specific provision is made for children with Special Educational Needs. Some children will continue to need additional support beyond differentiated classroom activities and it is recognised that some may need the support of an adult, to facilitate learning. Appropriate provision will be made for pupils who need to use specialist teaching, e.g. signing, Braille, technological aids or specially adapted equipment. TAs may lead additional multi-sensory writing activities involving small groups or with individuals. Intervention programmes, such as: Toe by Toe, Narrative Therapy, Social Speaking, additional phonics interventions, may also be put in place to support writing.

Particularly gifted children should be noted by the teacher and planning should reflect the provision being made for them. All teachers should have high expectations regarding the standard of pupils' writing. All pupils should be encouraged to achieve the highest possible standard of writing, according to their stage of development and level of ability. Promoting high expectations is an integral part of our learning in English. These expectations can be made explicit in a variety of ways, for example: displaying children's writing, sharing work, notes in organisers etc.

## **Links with other Areas of the Curriculum**

The development of English skills and knowledge is essential to access the whole curriculum. We expect our pupils to apply their spoken language, composition and transcription skills in all areas of the curriculum.

## **Monitoring and Evaluation**

Monitoring and evaluation will be carried out by the English team after setting priorities in consultation with SLT. Learning walks, workbook scrutinies, monitoring data, lesson observations etc. will be identified on the writing action plan and subject to change, when necessary.

## **Parental Involvement**

We aim to involve parents in the development of their children's writing skills. Weekly homework (focusing on a range of word, sentence and text level work) is sent home to support class learning.

## **Professional Development**

We are committed to ensuring that all staff develop and maintain their skills in the teaching of writing. Staff are encouraged to identify areas in which they feel they may benefit from further training, other training needs may be identified by the subject leader or SLT. Staff training sessions are run by the English coordinator to address areas of development. These areas will be identified by SLT.

## **The Role of the Subject Managers**

The role of the coordinator is central to the development of a coherent, stimulating and progressive English provision within the school. It is the role of the coordinator to:

- Ensure all staff are aware of the statutory requirements for writing and its subsequent developments.
- Monitor and review the implementation of policy in collaboration with the Headteacher, and report to governors.
- Encourage staff to develop suitable teaching activities that match the aims of the English policy and will secure the progression of pupils in their care.
- Ensure that the assessment of writing is in line with the school policy.
- Keep the Headteacher informed of the ways writing is developing within the school.
- To support staff with new ideas, resources and materials relevant to the policy.
- To monitor standards and to lead work sampling sessions where staff analyse, interpret and moderate standards across the school.
- To make recommendations for further improvement.

## **Review**

September 2021

## Appendix 1 – Spelling, Proof-reading and Editing

From Year One, class teachers will ensure that their spelling lesson focuses on teaching and practising the statutory **spelling rules, exceptions and word-lists** as outlined in the *English Appendix 1: Spelling from the English programmes of study*. (See Below)

*'This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for years 1 and 2, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general...*

*The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate...*

*The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far.'*

### **The Planning and Delivery of Spelling at Old Bank**

- **Reception** will use Letters and Sounds as their main resource. In addition, they will teach the 'tricky words' once teaching of Phase 2 begins.
- **Year One** will use Letters and Sounds and the Spelling LTP as the main resource.
- **Year 2 and KS2** will follow the Spelling LTP.

### **Whole School**

- Spelling lessons will allow time for the children to explore and understand the meanings of the words they have been given to spell; teachers will use dictionaries and thesauruses as an integral part of this process.
- From reception, children will be praised for spelling words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that children have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.
- Children should be encouraged to apply their knowledge of suffixes from their word reading to their spelling.
- Children should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English, using knowledge of morphology and etymology.
- From Year Two, children will use dictation to practise spellings and be given time to complete spelling investigations.
- Spellings will be highlighted during reading activities.
- Staff will display subject specific vocabulary on the relevant working walls.
- Teachers will encourage the children to use their spelling words in other areas of the curriculum.
- All teachers will follow the 'Teaching Sequence for Spelling' when planning and delivering spelling lessons.

### **Spelling Homework**

- Reception children will practise their spellings (linked to phonics).
- All children, from Year One, will use their homework folders to practise the statutory spelling rules, exceptions and word-lists using the LCSWC strategy. The spelling rule will be clearly outlined for the parents to follow. An application exercise will also be included. Note: Children in Year One will only begin to complete the application activity when they are ready.
- Pupils who have access to the internet at home will be encouraged to play the spelling games from 'Spellzone' and 'Spelling frame'.
- NOTE: Children from Years One to Six will record their spelling results in their planners, so their parents are kept informed of their results. From KS2, children will also be encouraged to record their spelling errors in their planners, so they can practise them at home.

## **Assessing Spelling**

- Reception – Termly judgements made against Early Years Outcomes / ELG's.

## **Years 2 to 6**

- Termly progress tests will show whether pupils are making the expected progress for their year, more than expected progress or less than expected progress.

## **Years 1 - 6**

- Weekly spelling tests, recorded in the children's spelling book.
- Evidence of cross curricular spelling in workbooks.
- A summative judgement will be made termly against the spelling requirements of the 2014 National Curriculum Programme of Study for English. Writing levels will then be awarded on the schools SIMs system.

## **SEND**

Children with dyslexic tendencies should be given differentiated spellings and access to coloured overlays. Staff may present the vowels in red and consonant letters in blue. Children working outside their year group will be provided with tasks appropriate to their level.

### **Proof-Reading and Editing for Spellings**

**Proof-Reading** - Children will be encouraged to proof-read their work by reading it out loud. In order to identify their written errors, they will be taught to use a ruler / plain piece of paper and go through their writing a line at a time.

**Editing** - Across school children will be provided with the appropriate equipment to help them to edit their spellings independently. These will include word-mats, dictionaries, thesauruses, working walls, homework books and planners.

**\*NOTE: Children will progress through these steps according to their needs so expectations will be differentiated for children working outside their Year Group curriculum.**

<b>Year</b>	<b>Steps to Success</b>
<b>Reception Year 1</b>	<b><u>Step One</u></b> Proof-reading will be completed on a 1:1 basis, using 'verbal feedback' to highlight misspelled words. Staff will work with the children to correct misspelled high frequency words or write the correct spelling in the children's workbooks using pink pen. In Year 1 staff will put a purple star (*) next to the work that needs to be edited. As children are expected to write phonetically, attempts at using the correct GPC will be accepted and commended.
<b>Year 2</b>	<b><u>Step Two</u></b> At the beginning of the year, staff will highlight and correct misspelled words and children will be asked to copy them out three times, then put them into their organiser. <b><u>Step Three</u></b> Staff will <u>underline</u> the error/s and the children will edit. <b><u>Step Four</u></b> Staff will indicate the <u>line</u> where the error/s can be found (using sp) and the children will find and underline the error/s, then edit. <b><u>Step Five</u></b> Staff will indicate the <u>chunk of text</u> where the error/s can be found (using sp) and the children will find and underline the error/s, then edit.
<b>Year 3</b>	<b><u>Step Six</u></b>
<b>Year 4</b>	Staff will indicate the <u>paragraph</u> where the error/s can be found (using sp) and the children will find and underline the error/s, then edit.
<b>Year 5</b>	
<b>Year 6</b>	<b><u>Step Seven</u></b> Children will proof-read and edit their spellings across the <u>whole text</u> independently.

### Proof-reading and Editing for Sense and Punctuation

Children will be given time to re-read their writing to check that it makes sense and that the punctuation is correct. They will then edit their work using editing stations.

**\*NOTE: Children will progress through these steps according to their needs so expectations will be differentiated for children working outside their Year Group curriculum.**

Year	National Curriculum Guidelines
<b>Year 1</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> </ul>
<b>Year 2</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation</li> <li>• Staff refer to the C.O.P.S system for correcting focus.</li> </ul> *Staff may use the codes below to indicate the <u>line / chunk</u> of text where the error/s can be found and for the children to edit independently.
<b>Years 3 and 4</b>	Pupils should be taught to evaluate and edit by: <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> </ul> *Staff may use the codes below to indicate the <u>paragraph</u> of text where the error/s can be found and for the children to edit independently.
<b>Years 5 and 6</b>	Pupils should be taught to evaluate and edit by: <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> </ul>

**Staff may use these marking codes:**

Code	Mark Means
<b>SP</b>	Spelling mistake - get a dictionary and try this spelling again
<b>P</b>	Punctuation error - try again
<b>CL</b>	Capital Letter - find the missing or misplaced capital letters
<b>//</b>	New paragraph - show me where the paragraphs should be
	Not clear - try again (underline the part that is unclear)
<b>^</b>	Insert the missing word
<b>□</b>	Exceptional point / use of language

### Aims

We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation. Handwriting is a taught skill that develops at different rates for different children. By the end of KS2, we aim for our children to have developed a fast, fluent, legible and sustainable handwriting style; as well as having the ability to use other styles of writing for specific purposes. Our school uses **Nelson Handwriting** to teach handwriting discretely during our handwriting lessons; we also promote high expectations for handwriting across the curriculum.



In using Nelson we ensure that our children follow the requirements and recommendations of the National Curriculum. At Old Bank we believe that handwriting requires frequent and discrete, direct teaching. We share the aspirations that children's handwriting should be 'sufficiently fluent and effortless for them to manage the general demands of the curriculum' and that 'problems with forming letters do not get in the way of their writing down what they want to say'.

Our school uses *Nelson for Handwriting* to ensure that:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum.
- The needs of Left-handed pupils are met.

### Progression of skills

*Nelson* enables us to teach and secure the development of handwriting throughout the school:

- First, children experience the foundation of handwriting through multi-sensory activities (EYFS F1 and F2).
- Correct letter formation is taught, practised, applied and consolidated (EYFS F1/Y1).
- Joining is introduced only after correct letter formation is used automatically (Y1/Y2/Y3).
- Joins are introduced systematically and cumulatively (Y2–Y6).
- As children practice joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6).
- Once the joins are secure, a slope is introduced in order to support increased speed and fluency (Y5).
- Children are introduced to different ways of joining in order that they can develop their own preferred personal style (Y6).

## Handwriting tools

Throughout their time in school, children use a range of tools for different purposes and styles of handwriting including:

- A wide range of tools and media for mark-making in the EYFS.
- Whiteboard pens throughout the school.
- Fingers when writing on the interactive whiteboard.
- Art supplies including coloured pens and pencils for posters, displays and artwork.
- Sharp pencils for most writing.
- A black pen for when they sustain a good level of presentation.
- The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.
- Left-handed pupils should receive specific teaching to meet their needs.
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Handwriting is always introduced and practised in the *handwriting books*. The children write on lined paper so that they quickly learn about letter orientation including ascenders and descenders. As children's fine motor skills improve and their letter formation or joining becomes increasingly accurate, the width between the lines they write on gradually decreases.

## Equality of opportunity

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored. Children with a physical disability are catered for, and progress is monitored, according to their individual education plans.

We also run handwriting intervention sessions for pupils who need a boost.

### Year 1

#### **Statutory Requirements - Handwriting**

*Pupils should be taught to:*

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

### Year 2

#### **Statutory requirements - Handwriting**

*Pupils should be taught to:*

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.



### **Year 3 and 4 Statutory Requirements - Handwriting and presentation**

*Pupils should be taught to:*

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

#### **Notes and guidance (non-statutory)**

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

At Old Bank Academy we encourage pupils to take pride in their presentation and use joined handwriting throughout their independent work by awarding a **Stage 1: Old Bank BLACK Pen Licence**. A pupil from Year 3 will be awarded a BLACK PEN LICENCE when they have fulfilled the statutory criteria above. The pen licence we be treated as a privilege and should not be given unless they have the above standards in ALL written work and may be taken away if standards slip. They will receive a Pen Licence in their English book (a licence will also be sent home so the children can celebrate their success with their parents). Children will continue to use a pencil until they have fulfilled the statutory requirements outlined above. This will take some children much longer than others and will mean that some children will move up to year 5 still writing in pencil. At this stage children still writing in pencil, should be involved in a handwriting intervention to improve their handwriting skills.

### **Year 5 and 6 Statutory requirements - Handwriting and presentation**

*Pupils should be taught to:*

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

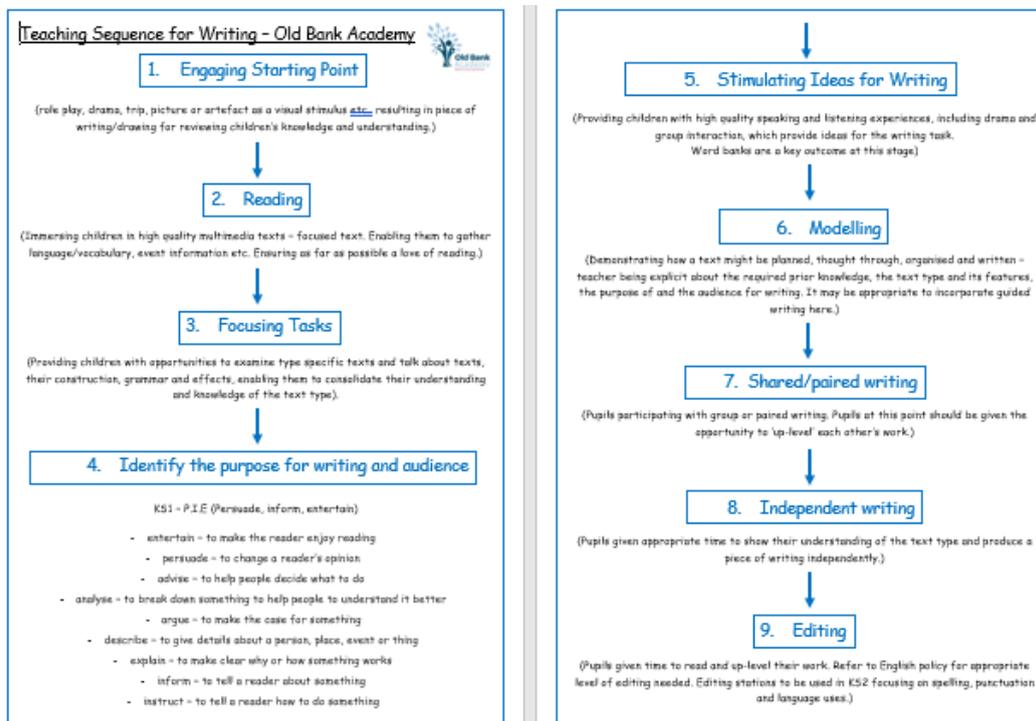
#### **Notes and guidance (non-statutory)**

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Once the children arrive in Upper Key Stage Two and fulfil the statutory requirements of the handwriting curriculum they will be rewarded by being awarded a **Stage 2: Old Bank BLUE Pen Licence**. The pen licence we be treated as a privilege and should not be given unless they have the above standards in ALL written work and may be taken away if standards slip. They will receive a Pen Licence in their English book (a licence will also be sent home so the children can celebrate their success with their parents through the organiser system). If, by the end of Year 5, some children are still writing in pencil then a handwriting intervention should have been put into place by the class teacher to help and encourage these children to develop and improve their handwriting skills. By the end of year 6 the majority of pupils should have achieved a pen licence.

## Appendix 3 – Planning and the Teaching Sequence for Writing

There is a clear progression in the teaching of writing which includes the familiarisation of the text type through reading, the identification of structure and language features, modelled writing, shared writing, supported composition, guided writing, independent writing and extended writing. Throughout each unit, the links between reading and writing are made explicit – we read as writers and we write as readers.



Teaching Strategy	Key principles
<b>Modelled Writing</b>	<b>Modelling Writing</b> Teacher, as the expert, demonstrates the writing process. The teacher talks aloud the thought processes as a writer. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuation, rehearsal, proof reading, editing, word selection, sentence construction and paragraphing.
<b>Shared Writing</b> <b>Scribing</b>	<b>Shared Writing</b> This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas. The teacher takes children's ideas and refines them before scribing.
<b>Paired Writing</b> <b>Supported Composition</b>	<b>Used during or after shared writing.</b>  <b>Supported Composition</b> The children work in pairs to provide the next sentence of the text. This may follow from the modelled or the shared writing process. The objective is precisely structured.
<b>Guided Writing</b>	<b>Guided Writing</b> Children are grouped based on ability and need. Teacher analyses writing, prioritises a focus and sets targets for each group. The teacher or other adult works with the group on a carefully selected task appropriate to that group's needs and targets. This will focus on a particular aspect of the writing process rather than writing a complete piece.
<b>Independent Writing</b>	<b>Independent Writing</b> Children ready to write independently, applying what they have learnt. They are encouraged to plan, draft, write, edit and assess their work, applying the skills they have learnt throughout the unit of work on that particular genre.

## Appendix 4 – Writing Assessment

### EYFS:

- Ongoing assessment against the ELGs

### Years One - Six:

The following will be used to inform termly summative assessment judgements against the National Curriculum Writing POS:

- Years 1, 3, 4 and 5 - ongoing completion of the Twinkl tick sheets (NC 2014 Interim Assessment Spreadsheet Writing) using evidence from the child's cross curricular INDEPENDENT written work
- Years 2 and Year 6 to assess against Interim Framework using evidence from the child's cross curricular INDEPENDENT written work
- Results of Grammar, Punctuation and Spelling tests and homework activities
- Have a go questions
- Evidence of use of an appropriate handwriting style using Penpals handwriting scheme and evidence in workbooks
- Years 2 – 6 – half termly analysis of Grammar, Punctuation and Spelling results using the Rising Stars Assessment Progress Tests

### Writing Moderation

- Termly year group moderation to make summative judgements on SIMs
- Termly English Team moderation to ensure consistency against judgements on SIMs

## Appendix 5 Marking, Feedback in English

The following quotes have been taken from these documents:

- ***Eliminating Unnecessary Workload Around Marking (March 2016)***
- ***A Marked Improvement? (April 2016)***

The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'. This is not a requirement for pupils to provide a written response to feedback: it could simply be that pupils should act on the feedback in subsequent work.

The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

- The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress.
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.
- Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress.
- A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better.

In summary, we recommend that all marking should be meaningful, manageable and motivating. This should be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DfE).

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.'

### At Old Bank Academy:

- The impact of teachers' marking and feedback will be clear in pupils' subsequent work
- Staff mark in a **green** pen, children in **blue** pen
- Children will edit in **purple** pen.
- Supply teacher will write ST next to the marked work
- Children are asked to rewrite rushed or careless work before it is marked
- Staff mark extended writing using 'Two Stars and a Wish' on all independent writing pieces.



Next to the stars staff will provide positive feedback



Next to the wish staff will provide an area for development

Refer back to the learning objective / nagging target /

Give examples so the children know HOW to improve their work

- FULLY independent writing will to be stamped, for moderation purposes, next to the date / LO



- Stickers will be awarded for effort and progress and go on the piece of work



**Early Years** – At the beginning of reception and in nursery staff will predominantly use verbal feedback as their chosen style of feedback. Staff will ask open and probing questions to try to deepen the child's understanding and monitor progress towards the learning objective. Staff will use their 'verbal feedback' stamper to show this feedback has taken place. Once the child is ready staff will start to record written comments.



### **Self / Peer Assessment**

From Year 3, children may carry out peer and self-assessment against an agreed success criteria.

#### **Warley Road Primary School Self and Peer Assessment Prompts**

##### **Peer Marking**

Partners should be similar ability  
Agree rules: respect, listen...  
Author reads to editor  
Comment against the success criteria  
Give the child time to make improvements in response to the peer marking

These prompts could be modelled, taught and may be displayed in the classroom or on the IWB until the children are confident in using them:

##### **Begin with a positive comment - 'star' for example:**

I liked ...  
I never knew... I  
have learnt... I  
now know...  
The best example of ... is ... I  
like the way you...

##### **How could they improve their work – 'wish'**

Next time you could...  
You could make your work even better if ...  
Have you thought about...  
If we look at the success criteria we can see...  
Next time you could...