

Kirk Hammerton C of E Primary School Writing Policy

Safeguarding Statement:

At Kirk Hammerton C of E Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Kirk Hammerton C of E Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Introduction:

At Kirk Hammerton C of E Primary School we believe that the development of language and Literacy skills is of the highest priority. In studying Literacy, pupils develop skills in reading, writing, speaking and listening enabling them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils will also develop an understanding of how language works through analysing patterns, structures and origins.

This policy summarises our approach to the teaching of writing at Kirk Hammerton C of E Primary School. It is a statement that will ensure systematic and consistent practice throughout the school and result in improved results and pupils leaving our school as confident, independent and literate learners. Our policy recognises the current thinking on the National Curriculum (2014) as well as harnessing aspects of other creative and innovative approaches, different learning styles and intelligences in order to provide a broad and balanced scheme of work which provides for all children.

Aims and Objectives

- To provide children with the opportunity to speak and write with confidence, passion for language, fluency and an understanding of literacy to the highest level.
- To give children a nurturing environment which is safe and secure and which provides encouragement for the development of writing.
- To ensure that there is equality of access and opportunity for all children to develop their writing skills, however diverse their needs.
- To seek to ensure that all children achieve their full potential in writing by the time they move from Primary to Secondary Education.

Teaching and Learning

The school believes that its teachers must work together to plan, deliver and moderate the teaching of writing in order to ensure that expectations are high and that all children are able to achieve the best of their ability. Teaching approaches will be those laid down in the National Curriculum in England 2014.

Kirk Hammerton C of E Primary School recognises the importance of looking at *how* children learn. Within a lesson there will be clear learning intentions, Steps to Success, opportunities to build on and connect to prior learning, time for reflection and self and peer assessment, including opportunities for the children to make decisions on future learning. We ensure that children are offered learning opportunities that allow for visual, auditory and kinaesthetic learning, providing activities that allow children to explore learning using their preferred intelligence. Literate pupils should be able to write and converse with confidence, fluency and understanding. Kirk Hammerton C of E Primary School achieves this by ensuring pupils engage in:

Shared, guided and independent writing
Spelling, phonics and handwriting
Speaking and listening

Class teachers should use the weekly planning sequence 'Immerse, Analyse, Skills, Plan, Write, Edit. Each sequence should be easily followed in writing books and each sequence could last anywhere between two weeks and four weeks. Any other writing not following the writing sequence in Literacy should be stored elsewhere. Any grammar will be completed in the back of pupil writing books. Weekly planning sheets will clearly show what the learning objectives (WALT) and learning activities are. On the weekly plans independent tasks are expected to be differentiated and varied in the skills they require, utilising the application of multiple intelligences in order to support accessibility for all children. Every lesson should have a well-planned plenary session which can be used for any number of learning activities. A successful plenary is a very important part of the teaching and learning process. It can be a chance for:

- Sharing and celebrating
- Addressing misconceptions from the lesson or earlier in the week or term.
- Groups reporting to their peers on learning they have been doing that week/session.
- Editing writing in pairs or groups and provide feedback and ways to move forward.
- Introducing new learning to be continued the next day, perhaps with a challenge to be completed.
- A combination of two or more of these purposes.

Time will be planned in at the beginning of each session (when necessary), to allow pupils a chance to read, digest and action the marking from the previous session to take their learning forward.

Dyslexia friendly

In order to accommodate the individual's particular learning style, lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that each pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Cross-Curricular Links

Teachers will consider the opportunities for developing writing skills across the curriculum. At all stages, learning can and does happen in a range of ways and a variety of contexts. For learning in writing to be secure, children need to understand the

relevance of what they are learning and need to apply their learning in different contexts. Using and applying their writing knowledge and skills in other subjects and contexts helps to reinforce confidence and understanding. Teachers are asked to carefully plan their approach to all subject areas in order to ensure that real life opportunities for writing are provided, thus stimulating the development of pupils' independent writing skills.

Lesson organisation and Time allocation

Early Years and Key Stage One

Writing is taught each day, usually for an hour in the morning. Children in Reception receive at least an hour Literacy learning a day but this is spread over the whole school day into manageable lengths of time for the children. Year 1 and Year 2 children work on a phonics programme daily as well as being taught the genre writing sequence daily in a differentiated group.

Key Stage Two

One hour daily is allotted to the genre writing sequence. The teaching of grammar is incorporated into this and can be delivered discreetly when necessary. Any discreet grammar work completed by the children will be secured neatly in the back of their writing books. The texts the children will be using will be based around the half-termly topic. Handwriting receives time in addition to this on the weekly timetable. In Year 6, writing, spelling, punctuation and grammar are used as a means to support the revision of genres covered throughout KS2 in preparation for SATs through a revision club, which usually runs before and/or after school in the spring term.

Spoken language

At Kirk Hammerton C of E Primary School, we believe that children should be given every opportunity to express themselves verbally. Children should be encouraged to talk in a variety of situations and to varied audiences. This is a taught skill and teachers put aside time in their medium term plans to ensure that children acquire and practise necessary verbal skills. Teachers model appropriate syntax for children to use and always expect children to speak/answer in complete sentences. Speaking and listening is an integral part of not only Literacy lessons but the whole of the school day. All children throughout the school are given regular opportunities to engage in creative role play and drama.

Some starting points to teach speaking and listening:

Speaking Frames
Drama and role play
Story Time/CD Stories
Hot Seating
Language Games and Puppets
Collaborative Work
Creative Space
Circle Time
Philosophy 4 Children (P4C)
Circle Time

Writing

At Kirk Hammerton C of E Primary School we believe that good teaching reinforces the close relationship between reading and writing. It is difficult to separate the two, as both should be combined to form a well-balanced Literacy programme. The key purpose of writing is to communicate meaning and therefore all writing tasks should have an identified and clear purpose. It is expected that teachers will model all the stages of the genre writing sequence – Immerse, Analyse, Skills, Plan, Write, Edit/Rewrite. As the children become more experienced writers, they will use these strategies with increasing independence. All children should learn to write in a variety of styles – poetry, fiction and non-fiction – and for a variety of *real* audiences.

From Year 1 - 6 teachers should plan for a variety of writing skills to be covered over an academic year based on the Literacy Overview for each year group. The overview is based on year group expectations outlined by The New Curriculum for England 2014 and the writing jigsaws (placed on the inside cover and first page of the Writing books and are followed and highlighted not only to steer and show the progress of pupils, but also to assist the skills section of the genre writing sequence.

Time is also made for writing to be shared aloud and celebrated in other ways too, such as class anthologies, display work and celebration assembly.

Components of Writing

Shared Writing: This provides an opportunity for teachers to demonstrate writing, including the thought processes that are required. Teachers should make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas with partners, in small groups or using individual white boards. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to print. With knowledge of text type from shared reading sessions, children should be able to generate a list of features that they would expect to use in any writing genre about which they have learned. This can be used by teachers and children alike as one way of assessing children's writing and their understanding of the purpose and organisation.

Guided Writing: Children are ability grouped and given the opportunity to write an independent text with the support and guidance of their teacher and group. The group work together to begin a piece of writing and then continue independently while the teacher moves around the group and supports with individual needs as they arise. It is important that guided writing sessions are used with the range of abilities represented across the classroom and planned carefully according to children's targets to promote progression in writing skills for all children.

Independent Writing: Children should be given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and to cover all aspects of the writing process. Children should be given the opportunity to self-assess and peer-assess writing, based on success criteria linked to the learning objective (WALT) and developed by the class as a whole as part of the genre writing sequence leading up to creating an extended piece of writing. This could be before and/or after teacher marking (based on the same success criteria). Ideally, time to review pupil and teacher comments should be built into future lessons to allow children to learn from them and input advice into future pieces of writing.

Where possible, with longer writing tasks where editing and redrafting will happen, children should complete their writing on the left hand side of their writing books and use the opposite page to clearly show up levelling and progress.

Vocabulary, Grammar and Punctuation

Opportunities to enhance pupils' vocabulary will arise naturally through their reading and writing. Elements of grammar and punctuation will be taught in Key Stage One through daily Literacy lessons and verbal and written feedback on children's writing and targeted success criteria will determine each child's specific next steps in grammar and punctuation. In Key Stage Two, children will be taught grammar and punctuation within Literacy sessions as well as discretely, following the guidelines set out in the New Curriculum for England 2014.

Handwriting

Aim

Our aim is that the children will be able to write clearly, fluently and quickly so that they can cope with the everyday demands of life and school. Pupils are taught the conventional ways of forming letter shapes, both lower case and capitals, through purposeful guided practice in order to foster a comfortable and legible handwriting style. As children become more fluent, individual styles are encouraged and at all stages children are expected to show that they take pride in their work.

Objectives

All children should be given the opportunity to develop an efficient, cursive style, which may include specific intervention, before turning to technological aids as support. In order to develop a legible style, pupils should be taught (National Curriculum guidelines):

- How to hold a pencil/pen
- To write from left to right and top to bottom of a page
- To start and finish letters correctly
- To form letters of regular size and shape
- To put regular spaces between letters and words
- How to form lower and upper case letters
- How to join letters
- The importance of clear and neat presentation in order to communicate their meaning effectively.
- Write legibly in both joined and printed styles with increasing fluency and speed
- Use different forms of handwriting for different purposes.

Key factors for good handwriting:

It is recognised that these factors are essential elements of writing across the school:

Pre-writing skills

Gross motor skill development is vital to re-inforce concepts taught. Sensory media is used imaginatively and direction and correct letter formation are more important than neatness initially.

Knowledge of letters

Pupils need to have knowledge of phonemes and letter names.

Perception

Marking Policy Revised: July 2016

Review date: July 2018

We recognise the need to explain how to use the page, print concepts, left to right, top to bottom etc.

Hand dominance

This is usually well established by age 5, but preference may appear earlier and hand dominance must be taken into consideration in teaching tasks.

Sitting position

The pupil must be sitting comfortably with feet flat on the floor and the body upright, leaning forward slightly. The non-writing hand should rest on the paper, supporting the upper body, facing slightly to the dominant side. The eyes should be approx 30 to 40 cms from the paper. Whenever pupils copy from the board they should be facing it.

Furniture

Pupils need a chair that enables them to sit with their feet flat on the floor and their knees at right angles. Tables should allow space between the knees and underside of the table.

Lighting

Good lighting is essential. Pupils should not write on paper in their own shadow.

Position of paper

Paper position should be adjusted to suit the writing hand. The paper should be placed slightly to the writing hand side of the body. The writer should move the paper up rather than lower the arm.

Grip

If children are to develop a fluent and fast handwriting style, they must learn to hold a pencil with a grip that is relaxed, but allows for efficient control of the pencil. Care should be taken that children do not grip too tightly as they will be unable to develop a free flowing movement and will tire quickly. Children should be encouraged to hold the pencil between the thumb and forefinger with the pencil resting on the third finger. The thumb and forefinger should also be able to move slightly so that very fine movements required for writing are possible. Pencil grip is recognised as of paramount importance and is highlighted as a key school focus as it is very difficult to change after a year or two. Commercial pencil grips may be used to correct grip in class 1 but should only be used in class 2 or 3 if a grip is unconventional and writing fluency is being impaired.

Progression.

Reception.

All letters, both upper and lower case, will be addressed during this year with a focus upon correct letter formation. Letters will be taught with a leading line from Reception onwards.

Term 1 children will complete activities from the Penpals handwriting book, which helps to improve fine motor skills.

During term 2 and 3 they follow the Spectrum Handwriting Scheme, books 1 and 2.

In term 3 children will be shown how to join some diagraphs e.g. ai, but they will not be expected to use joined up handwriting.

Year 1

When letters are correctly formed children will begin practising joined handwriting following the Spectrum Handwriting Scheme, book 3 as well as Penpal to support this.

Year 2

The teaching of joins will continue in Year 2 when pupils will follow Spectrum Handwriting Scheme, book 4 as well as Penpal to support this.

Years 3 and 4

Continue to practise joined handwriting following Spectrum Handwriting, books 5 and 6.

Marking Policy Revised: July 2016

Review date: July 2018

Years 5 and 6

Handwriting practise will continue. Children will need reminders about joins, and inconsistencies of style should be worked on. It is recognised that older children like to develop a more personal style. However, this must be consistent with the fully cursive Spectrum style. Children will need to practise different presentation styles- varying heights, use of capitals etc.

Handwriting Implements

- Reception-Variety of suitable implements e.g. crayons, large felt pens, chunky crayons, hand hugger pencils (triangular shaped pencils).
- Years 1 & 2- Pencils and pens for special pieces of work.
- Years 3 & 4- Pencils in numeracy books, blue handwriting pens for special work and for all writing tasks when handwriting is neat and correctly joined.
- Years 5 & 6 – As above and once children are awarded pen, all writing is to be completed in pen, except work in numeracy books.

Handwriting Exercise Books.

Children will complete worksheets from the Spectrum Scheme, which will be made into booklets.

Children from Year 2 upwards will also practise their handwriting in lined handwriting books.

Regularity of Lessons

- Reception will be continually practising manipulative skills (including fine and gross motor skills) and letter formation.
- Years 1 and 2:
Weekly 10 minute session with teacher modelling handwriting
Weekly 20 minute session where children work independently
- Years 3 and 4:
Weekly 10 minute session with teacher modelling handwriting
Weekly 20 minute session where children work independently
- Years 5 and 6:
Modelling handwriting will take place as part of shared class writing on a weekly basis at least. Where appropriate, intervention will take place for groups or individual children.

Teacher's Handwriting

The teacher's handwriting is the model for the pupils. All teachers should produce quality handwriting both when modelling and writing feedback in children's books.

A Microsoft joined handwriting program will be used by staff, where appropriate, for worksheets and display work.

Support Staff

Support staff should follow the same guidelines as teachers.

S.E.N

By the end of Year 2, children who have followed the Spectrum Handwriting Scheme should have neat, fully cursive handwriting.

However, teachers will need to be sensitive to the needs of children with Special Educational Needs and to genuine developmental needs.

Pencil grips, tracing, ball bearings in plastic letters, slopes, hand exercises, hand eye co-ordination games and exercises to improve fine and gross motor skills are all used when deemed appropriate to the pupil.

LEFT HANDED CHILDREN

We give additional consideration to the following in the context of left-handed learners (LHL):

Letter formation

Most LHL naturally draw a circle in a clockwise direction, which has implications for letter formation. Extra time and attention is given to ensure they are able to form letters as right handed people do.

Paper

LHL need to have the paper to the left side of the mid-line of the body and tilted at an angle of 30 degrees clockwise so the pupil can see what is being written.

Writing tool

It is important to have a free-flowing implement as the implement is being pushed rather than pulled across the paper. Pupils are encouraged to use a wide variety of implements including left handed nibs.

Grip

Pupils are encouraged to hold the pen further from the point than right handers (approx 1.5cm from end of writing implement) so that the writing is not obscured. The wrist should be straight and any hook grip should be corrected with paper angle and formation guidance.

Seating

LHL sit on the left of right handed children to avoid arms clashing. Some children will benefit from a higher seating position to see their work more clearly.

Use of ICT

The use of ICT will be built into the delivery of the Literacy programme wherever possible. In particular, activities for word/sentence level can be demonstrated through use of the Interactive Whiteboard (IWB). (Penpal program for handwriting).

Special Needs Provision

SEN Children

The SEN Co-ordinator will liaise with the English Co-ordinator and class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed using tracking tables. Where resources permit, it will be the school's policy for Teaching Assistants to provide extra support for the SEN children, using appropriate intervention programmes.

Teachers will be mindful of the literacy needs of the children and differentiate questions and activities to allow all children access. Please also refer to the SEN Policy.