

Ernesford Grange Primary School



Writing Policy

(Revised May 2024)



Writing at Ernesford Grange Primary School



This policy is written in line with the requirements of the 2014 Primary National Curriculum and the Cornerstones curriculum, which is used for our long-term planning. It ensures there is consistency and progression across the school and sets out the expectations for each year group in terms of writing for a variety of purpose and audience, exploring different genres and the elements required within composition, handwriting, spelling, punctuation and grammar.

At Ernesford Grange Primary School our aim is for all children to become enthusiastic and fluent writers. We value the necessity to communicate clearly both verbally and through writing and therefore provide children with a variety of exciting opportunities to develop their writing skills throughout the broader curriculum. It is our belief that by providing children with opportunities to write for different purposes and audience we are laying the foundations to develop a life-long love of writing.

We strive to increase children's confidence by providing them with depth, breadth and ambition in their learning through a curriculum which equips pupils with a strong command of the spoken and written language and develops their love of literature.

It is our intention to teach the pupils to write for a variety of purposes and audiences: clearly, accurately and coherently, adapting their language style as required. Pupils will develop an understanding of the rules of spelling, grammar, and punctuation, and to acquire a wide vocabulary and to use these appropriately.

Whilst the National Curriculum forms the foundation of our focus, we ensure that the children learn additional skills, knowledge and understanding and enhance our English curriculum by using the Cornerstones KRPs which provides a rigorous and well organised framework with purposeful opportunities for multi-genre, and cross curricular writing. This is supplemented by high-quality selected texts and media which also form units of work. By adopting an adaptable approach, we are able to develop a more responsive and bespoke writing curriculum which not only motivates, engages and inspires our children to write but also ensures we are meeting the needs of all the children. Pupils are also given the opportunity to write within other subjects e.g. Non chronological report about the skeletal system in science.

Developing pupils' writing skills is embedded at the heart of our curriculum through well sequenced lessons which build on the knowledge and skills previously gained. Our curriculum has a clear progression of skills to ensure children's writing develops as they move through the school. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly whilst using a neat handwriting style. We aim for all children to enjoy and recognise the value of writing and believe that a secure basis in literacy skills is crucial to a high-quality education.

Children are encouraged to be independent writers from a young age and draw upon their personal and reading experiences within their writing. Writing at Ernesford Grange promotes children to view themselves as an author by critically engaging and discussing texts. Our main

principal of Writing is to ensure we promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

From Year 2 onwards, in addition to their writing lessons, children have discrete grammar and spelling lessons. The content for the grammar lessons is taken from the National Curriculum 2014 and is applied during their writing lessons. During spelling lessons, children are taught new spelling patterns and rules as well as high frequency words and words from the specific phase word lists. Handwriting is taught from year 1 with children first learning to correctly form letters and numbers and then typically by the end of year 3, children should be joining letters fluently.

Our Writing curriculum is also designed to meet the programmes of study for writing at Key Stages 1 and 2 from the National Curriculum:

- Transcription (spelling and handwriting)
At Ernesford Grange, children are taught discrete spelling lessons which follow the statutory appendices from the National Curriculum and handwriting is taught based on a handwriting model we have adapted for our school.
- Composition (articulating ideas and structuring them in speech and writing)
At Ernesford Grange, children are encouraged to articulate ideas from a young age and teacher's model high standards of articulation within all lessons across the curriculum to develop children's skills. In English lessons, children study a variety of compositions and unpick them to develop their understanding and structure what they have learnt to apply to their speech and writing.

The impact on our children is clear: progress, sustained learning, and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers. By the time they begin in Upper Key Stage 2, most genres of writing are familiar to them, and the teaching can begin to focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. Through our high-quality teaching of English, we aspire for all children to reach age related expectations or above by the end of each year group.



Handwriting at Ernesford Grange Primary School

National Curriculum Objectives

Year 1

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

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. 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.

Year 2

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

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Lower Key Stage 2

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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

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.

Upper Key Stage 2

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

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.

In order to support our children to become fluent writers with a neat, accurate script, at EGPS we ensure the following is met before moving children on:

- Master letter formation including the correct size and orientation of letters and numbers.
- Provide time and opportunity to practise, helping children to progress from accuracy to fluency.
- Delaying the requirement for joined up handwriting.
- Developing fine motor skills and grip is fundamental to future development.

We believe that repeated practise in handwriting is necessary to go beyond accuracy to fluency in letter formation.

By the end of EYFS, children should be able to hold a pencil effectively in preparation for fluent writing using a tripod grip in almost all cases.

Children learn unjoined handwriting before they start using some of the diagonal and horizontal strokes that are needed to join letters. We feel that by delaying the teaching of joined handwriting, teachers and children have the time to focus on other aspects of the writing process, such as composition, spelling and forming letters correctly.

Letter joins allows us to follow a well structured approach to handwriting, introducing new letters and joins in a functional way so that all children have the opportunity to succeed in developing a neat, accurate script. Those children who require additional support are highlighted and receive additional intervention. Where required, children are assessed by outside agencies and advice is sought. Within school, children have access to different pencil grips and equipment such as slanted boards to assist them with their writing accuracy.

Children in Key Stage 1 have weekly discrete handwriting sessions. Children in year 3 have weekly discrete handwriting sessions during the Autumn Term and then the need for further support is assessed by the teacher. This might be whole class, small group work or a 1:1 intervention.