

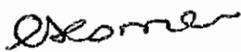
Clifton Green Primary School



Writing, SPaG and Handwriting Policy

Signature of Chair of Governors

Lyn Comer



Signature of Headteacher



Date of Adoption: October 2016

Date of Review: November 2018

Next review : November 2020

1. Introduction

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

Both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary.

2. Vision for writing at CGPS

We aim to:

- Nurture the children's sense of themselves as writers;
- Develop confident, independent writers
- Encourage children to become enthusiastic and reflective writers
- Create an environment which promotes a developing understanding of grammar and punctuation;
- Promote and develop children's handwriting and writing skills across the curriculum, particularly in areas such as Geography, History and Science.
- Teach grammar through English lessons and as separate lessons where necessary, following the No Nonsense Grammar scheme
- Encourage and promote 'Talk for Writing' in Early Years and Key Stage 1, and the 'York Writing Project' from Year 2 upwards
- Use high quality, engaging texts to plan quality English lessons
- Follow a sequence of writing whereby independent pieces follow well modelled and scaffolded pieces
- Provide writing frames, engaging stimulus and word banks for all pupils.

In particular our teaching of writing will increase children's abilities to:

1. Write imaginative, interesting and thoughtful texts;
2. Produce texts which are appropriate to task, reader and purpose;
3. Organise and present whole texts effectively, sequencing and structuring information, ideas and events;
4. Construct paragraphs and use cohesion within and between paragraphs;
5. Vary sentences for clarity, purpose and effect;
6. Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences;
7. Select appropriate and effective vocabulary;
8. Use correct spelling.

2.2 SPaG

- Spelling is taught a minimum of 3x weekly from Years 2-6 following the No Nonsense and Spelling Shed scheme.

- Children practise spelling lists on Spelling Shed and are encouraged to use working walls and washing lines to apply these independently in English daily work, supported by word banks.
- Grammar and Punctuation is taught following the No Nonsense Grammar scheme and is incorporated daily through English lessons.

2.3 Handwriting

- Children in KS1 and KS2 are taught to write using a leading line, cursive script.
- All print in children's books is typed using a cursive font.
- Teachers marking and feedback mirrors the expectations of the children using joined handwriting.
- Teachers follow a handwriting plan which is practised by the children 3x a week, then completed once a week as a focus activity in handwriting books.

3. Procedures

Teaching

In Foundation Stage we will provide:

- Daily physical development opportunities, vital to progression in writing, across all areas of provision.
- Recognition and value of early forms of mark-making.
- Formal handwriting and writing sessions beginning in FS2.
- Daily opportunities for writing that can be accessed by all children in provision areas.

In Key Stage 1 we will provide:

- A continuation of daily physical development opportunities across all areas of provision.
- A continuation of taught handwriting sessions, including joined script.
- Opportunities for shared, guided and independent writing.
- Opportunities for extended writing, based on experiences and prior skills.

In Key Stage 2 we will provide:

- Opportunities for applying writing skills in areas other than Literacy sessions.
- Develop different styles of handwriting as children progress through KS2.
- Opportunities for extended writing based on topics and experiences.

3.2 Assessment and monitoring

All staff will provide writing levels each term based on the Year Group Expectation KPIs, entering data through Educater. On a weekly basis, teachers will input formative assessment onto the system, highlighting gaps in learning. The English Coordinator will also look for evidence of the progressive and challenging teaching of writing, resulting in pupil progress, through book looks, learning walks and lesson observations. Constructive feedback will then be provided to all members of staff. Writing will be moderated in mixed year groups, led by the English Coordinator on a half termly basis. We aim to develop moderation of physical development and writing skills in the Foundation Stage through the Early Years Partnership.

3.3 Identification of children who are not making progress

This identification comes from three sources: the class teacher, the English Coordinator and / or the SENCO. In any instance, a discussion will take place in the form of Pupil Progress Meetings to determine any reason for that pupil failing to make sufficient progress and what measures can be put in place to help that pupil / a group of pupils. Any intervention will be monitored and evaluated on Edukey for their effectiveness. Please see also the policy for Special Education Needs.

4. Parental Partnership

CGPS is committed to developing its links with parents and carers, and see these people as an important part of a child's education. Therefore, parents and carers will be regularly informed of what teaching and learning takes place throughout the school year. This will be done through sending letters home, informal discussions at the end of the school day and during formal termly parents meetings.

5. Support for staff

All staff at CGPS are entitled to support in understanding the theory and good practice of delivering high quality teaching in writing and handwriting for their pupils. Class teachers will provide informal training to teaching assistants and other adults, whilst the English Coordinator is responsible for finding out suitable courses and / or providing in-house training for all staff. We will also work closely with the Local Authority to ensure that the school moves forward in line with current thinking and good practice.

This policy will be reviewed bi-annually and will develop through discussion with staff, pupils, parents and the Local Authority.

October 2018