



## **Calder Primary School Writing Policy and Progression** **January 2023**

### **Intent**

At Calder Primary, it is our intent that every child will learn to write independently, regardless of their background, needs or abilities and that by the time pupils leave at the end of Key Stage 2, they will have acquired the writing knowledge and skills needed for the next phase of their education.

We recognize writing as a multifaceted process involving spelling, grammar, handwriting, cohesion, planning, editing and motivation. By securing these key skills and the ability to apply them independently, pupils will be able to embed their knowledge and display their skills through a variety of opportunities across the curriculum. Pupils at Calder Primary are supported from EYFS to KS2 to develop the ability to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. Pupils write for a variety of purposes every day, for example, they may write imaginatively in English, present factual information in Topic, explain their reasoning in Maths and annotate designs in Art all with the intention that they will become confident with writing for a range of purposes and develop this vital life skill.

### **Implementation**

#### ➤ Phonics

Acquisition of early writing skills begins in Reception with Phonics lessons that follow the Read Write Inc programme and teach pupils phoneme/grapheme recognition and the ability to segment sounds to spell words. The spelling of common exception words is also taught as part of the programme as well as an understanding of basic punctuation to support early independent writing. EYFS and KS1 pupils will continue to develop their knowledge of graphemes and phonemes, their segmenting skills and their recognition of common exception words as they move through and complete the RWI scheme. Most pupils will reach the end of the scheme by the end of the Autumn Term in Year 2, however any pupils that would benefit from further consolidation beyond this point will continue to access RWI resources and support, either those used in EYFS /KS1 or 'Fresh Start' resources that are designed to be more suitable for KS2 pupils. A full detailed breakdown of how the RWI programme is followed and taught in school can be found in the Calder Primary Phonics Progression document (Appendix 2).

#### ➤ Continuous Provision

Pupils in Class R are encouraged to mark make and write independently every day. Their classroom has a Writing Area that is stocked with writing materials and other activities are



provided in other areas including outdoors that allow pupils to show their knowledge and skills and to develop confidence.

➤ Spelling

Pupils in Reception and Year 1 learn spellings, spelling rules and common exception words that correspond to their Phonic knowledge and point within the RWI scheme and are decided upon by their class teacher. From Year 2 onwards, pupils follow the 'Shakespeare and More' spelling scheme which was recommended at an English CVC event and is used by other local schools, thereby providing a consistent approach and opportunities for teachers in small rural schools to support each other as well as moderate work, attainment and achievement. Spellings are taught in school rather than lists being learned at home and time for this is timetabled, words and rules currently being learned are displayed in classrooms, words and rules previously learned are revisited throughout the year to embed them into long-term memory. Spelling tests are carried out every Friday where ten words are chosen at random by the class teacher and pupils do not have prior knowledge of which words will be on the test. See the Primary Phase English Curriculum Progression Plan, Appendix 1, for full details of how Spelling is taught and pupils' knowledge is built upon from Year 2 to Year 6.

➤ Punctuation and Grammar

Pupils from Year 2 to Year 6 use resources from Classroom Secrets for this area of their learning. Again, these resources were recommended at an English CVC event and are used by other local schools, thereby providing a consistent approach and opportunities for teachers in small rural schools to support each other as well as moderate work, attainment and achievement. These resources include termly tests to check pupil progress and understanding.

➤ Power of Reading

From Year 2 to Year 6, pupils' English lessons are text-based and are inspired by Power of Reading planning and teaching. Quality texts are chosen that pupils' lessons will be based around for at least half a term (sometimes slightly less for younger pupils in Year 2) and the learning tasks are either taken directly from or inspired by Power of Reading resources. This format allows for each text to be studied by pupils slowly and in detail so they have time to become fully immersed in the characters, plot and setting. This then provides many opportunities for pupils to produce quality writing across a range of genres and for different purposes. The texts provide inspiration and are a model for pupils' own writing as well as supporting pupils' development of vocabulary.

➤ Range of Genres

A range of genres are taught, modelled, practised, consolidated and developed throughout pupils' time in Key Stage 1 and Key Stage 2. Many genres are revisited so that early skills can be built upon and become embedded whilst pupils' knowledge of the features and purposes of varying genres strengthens, thereby allowing them to become accomplished independent writers who are able to write for a variety of purposes and audiences. Genres include fiction, non-fiction and poetry and examples can be found from across the



curriculum as pupils use and develop their independent writing in a range of subjects, not just English. See the Primary Phase English Curriculum Progression Plan, Appendix 1, for full details of the genres taught throughout school and their progression.

➤ Supporting Pupils to Become Accomplished, Independent Writers Across The Curriculum

Opportunities to produce quality writing are provided across the curriculum not just in English lessons. This allows pupils to apply their knowledge and skills to different subjects, topics, styles of writing and audiences. Pupils are taught how to adapt their writing style for different purposes and to use subject or topic specific vocabulary in their writing, for example, when writing about an investigation they have carried out in Science or producing some non-fiction writing about a historical event in Topic.

➤ Handwriting and Presentation

A cursive style of handwriting is taught to pupils from Key Stage 1 and this is consolidated and reinforced throughout Key Stage 2. Pupils are shown how to form and join letters correctly and are given opportunities to practice and perfect this using handwriting books with guide lines to support with letter size, ascenders and descenders. Each Key Stage 1 and Key Stage 2 classroom also displays a Primary version of the PRIDE poster developed in Secondary to remind pupils about the importance of presentation and how to present their work correctly.

➤ Three-step Process

Pupils are taught to approach writing as a three-step process involving planning before beginning to write and editing afterwards. In Key Stage 2, pupils are taught different ways to plan their written work and develop a range of methods to do this. They are also shown how to edit their work in order to correct mistakes and improve the quality of their written work. These planning and editing skills are begun in Key Stage 1 and built upon as pupils move through Key Stage 2.

**Impact**

Adults in school carry out both formative and summative assessments on pupils' writing throughout the year and the marking policy allows staff to provide positive feedback to pupils, clearly set out next steps or areas to improve upon and scaffold pupils when identifying and correcting spelling mistakes. Teachers assess a number of pieces of written work throughout the year using resources developed and supplied by the Local Authority and the data from these assessments is used to formulate strategies that will support all pupils to continue their development and, when required, accelerate progress. These strategies may include changes to whole class planning or timetabling, small group interventions to address specific needs or increased parental intervention among other things. Leaders and external visitors including Governors, regularly moderate data and teacher assessments to ensure all pupils are making at least expected progress from their individual starting point and that where pupils are not doing this, effective and impactful strategies are put in place in a timely manner.



The combined impact of all strategies implemented throughout school from Reception to Year 6, means that Calder Primary pupils finish Key Stage 2 with the skills and confidence needed in order for them to succeed in the next stage of their education and to support them in their future adult life.