



ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

ARH – Educating a community of life-long learners

Writing Policy

Policy Reviewed: September 2024



Writing Policy

Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

Aims

The aim of this policy is to achieve a shared understanding of our school's approach to writing and to achieve consistently high standards in the subject's delivery. In our English curriculum at Alderman Richard Hallam, we strive to provide all children within the school with the skills to become life-long learners and confident writers. Through our Novel-based approach, we are placing high quality writing at the centre of the subject and aim to expose children to a wide range of writing styles, genres and purposes. We aim to weave progressive grammatical skills through the writing sequence with the aim of children becoming confident writers for a variety of purposes and audiences.

Introduction to English

Our intention when teaching the English curriculum is that our pupils acquire the necessary knowledge, skills and understanding to become life-long learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve in school and beyond. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

Our intentions:

- Our aim is to ensure that every child becomes a reader, a writer and confident speaker by the time they leave Alderman Richard Hallam.
- To promote and instil a love for reading, writing and high-quality literature into pupils at all ages.
- To derive an English curriculum that is sequential to develop the acquisition of knowledge and skills.

Responsibilities and Roles

The Headteacher and Governing Body have overall responsibility for English, supported by the English Leaders. The English Leaders are responsible for overseeing the delivery of the English Curriculum through:

- Liaising with the curriculum team.
- Providing regular Inset and staff training.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book scrutinies, alongside planning, to ensure cross-curricular links are optimised and there is clear progression in learning.
- Observing learning and teaching to ensure progress is being made within Writing.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Speaking with the pupils about their learning.

All teaching staff are responsible for:

- Planning and delivering the curriculum on a day-to-day basis and for making cross-curricular links where appropriate.
- Making amendments to planning in order to optimise learning opportunities when they arise.
- Ensuring there is appropriate adaptive teaching strategies in place so all pupils make good progress and can access learning opportunities.
- Ensuring children who require additional interventions are given these in a timely manner and that the impact of these interventions are closely monitored and evaluated so any amendments can be made.
- Using the local area and outdoor learning as much as possible as well as giving writing real-life purposes.
- Ensuring the curriculum is taught in an engaging manner which is in-line with the school ethos.
- Assessing pupil's writing on a regular basis and moderating these judgements across the year group.
- Using the ARH Non-negotiables and Progression Document to inform planning and assessment.

Curriculum Teaching of Writing

The Foundation Stage

Writing in the Foundation Stage is taught throughout the day. The children practise the skills of segmenting words for writing during their Phonics lessons, with children applying these words into captions and sentences. Although there are not explicit writing lessons taught, children are exposed to modelled and guided writing during their topic lessons. Teachers focus on the application of Phonics within sentences and using basic sentence writing skills, such as using finger spaces. The children are given opportunities during the day to access writing activities during their continuous provision. This links back to the work that the class have completed in the direct teaching session and is regularly supported by an adult through adult-led activities. Planning for writing in the Foundation Stage is prepared using the Development Matters statements which are put into a Medium Term plan. Class teachers use these statements to plan for their class' needs and abilities, building planning to support their children's development in each area.

Key Stage 1 and Key Stage 2

Through our Novel-based approach, children are provided with an enriched and fulfilling English curriculum, which enables all pupils to achieve and access high quality texts. Across the academic year, children will read and enjoy five age-appropriate texts and a selection of Non-Fiction texts ranging from a variety of different genres (see Appendix 1). Our Novel-based approach incorporates all aspects of speaking and listening, comprehension, writing and composition through a sequence of well-structured teaching opportunities. Pupils build their knowledge and understanding through a unit of work and incorporate newly-acquired techniques and skills into their independent practice. Each half-term unit has a linked poem. These poems are progressive in complexity and in the ideas that they cover. Poems are linked to topics where possible. The aim of the poems is to expose children to new vocabulary as well as poetic techniques so that they can implement these devices into their writing. Once a year, the school holds a Poetry Week where students are given a poem to perform. The focus during this week is on learning, memorising, rehearsing and performing the year group poem.

In Key Stages 1 and 2 teachers create learning opportunities to cover the National Curriculum and give learners opportunities to create writing for a variety of purposes and audiences. The Writing Non-Negotiables and Writing Progression Document detail the progressive nature of writing at A.R.H. and these are used, along with the National Curriculum, to inform planning and teaching.

Planning

We ensure that all objectives in the National Curriculum are covered through English. Our planning process for English is:

- Long term plans are the text type overview, progression document and non-negotiables. These detail how the National Curriculum objectives are covered through text types and writing purposes over an academic year.
- Medium term plans for each topic are called Routeways. These hold the relevant learning and National Curriculum objectives and these highlight the learning to be covered. Teachers use the National Curriculum objectives and discuss how they will translate these into meaningful activities for the children. Using the

Routeway, teachers then consider what will be the best learning sequence for their pupils. Once year groups have decided upon the learning sequence, parents are informed of the upcoming topic through a Parent and Carer Letter. This allows parents and carers to support their children and become involved in their learning.

- Progression Documents and writing Non-negotiables are used to ensure coverage of text types, grammar, punctuation and vocabulary. These also avoid repetition of certain text types across the year groups and provide progression.
- Year Groups meet weekly to plan the subsequent weeks' work from the medium-term plan or Routeway. Each weekly plan is sequential towards an end learning outcome with a clear learning journey displayed. Each learning journey works towards a final piece of writing. Each writing sequence includes a practical writing lesson where children can be creative and talk through their writing. Teachers use a planning sequence which may involve: looking at good examples of writing; understanding the text type and features; explicitly teaching the required grammar and punctuation; creating a draft; editing and improving the writing before publishing a final piece of work. Teachers may also use a 'Boxed Planning Model' (Appendix 2) to ensure all areas of the learning process, which will lead to writing, are considered. Teachers are encouraged to share with their classes a pre-prepared model. This model serves as a consistent and progressive end-point for all learners. Throughout the writing sequence, pupils also have opportunities to engage with quality literary texts. All lessons are clearly adapted to ensure all pupils can access the learning with a clear learning outcome. The ARH Non-negotiables are differentiated so that children can access and succeed within their own ability. Lessons are engaging and taught using high quality resources and are inspired by our Novel-based approach.
- Plans are monitored by SMT and the English Leaders, with a planning audit conducted every half term. Feedback from this is given to staff, year group leaders and SLT. Good practice is then shared and any needs identified are provided with appropriate support; additional monitoring activities may then be required.

Spelling

At Alderman Richard Hallam, we do not set weekly spellings for the children to learn. Every classroom has a spellings' working wall, in which a range of spellings are added throughout the week. This board is continuously referred to in lessons and is frequently changed and updated. The words on the board include the age appropriate spelling rules (taken from Target Tracker) and words relating to English and Topic lessons. The National Curriculum word lists have also been divided into individual year groups to ensure coverage. Photos of the spelling boards may be photographed regularly and uploaded on to Seesaw for parents to see and access. After the words have been discussed over a week and taught in context, some will be removed from the board. The children will then write these words as their spelling test and any which are still being written incorrectly may be returned to the board and practised further.

Handwriting

Handwriting is a basic skill that influences the quality of work throughout the curriculum. Here at Alderman Richard Hallam, we are very proud of our pupil's handwriting and take particular care in our cursive handwriting style. Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. We use and teach Cursive as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum. Across the Foundation Stage, we focus on correct letter formation. In Year 1 children are taught pre-cursive handwriting with the intention of joined cursive handwriting to follow in subsequent years. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

Children in Key Stage 2 are able to achieve a handwriting pen. When a class teacher is confident that a child is using Cursive handwriting across a range of lessons, they will present the child's work to the English Co-ordinators. A pen licence will be given if the child meets the handwriting expectations for a sustained period and is able to present all work, including mistakes, in a neat and consistent format using Cursive handwriting. At the end of Key Stage 2, all pupils should have the ability to produce fluent, cursive handwriting. The expectation is that handwriting will be taught daily in all classrooms, following a consistent handwriting flipchart which has been created. The words chosen for handwriting have been divided up into the terms:

Autumn Term: Alphabet, numbers, months and Phase 3 and 5 phonics sounds.

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Spring Term: Words are taken from Target Tracker for each year group focusing on the spelling patterns being taught.

Summer Term: Individual year group spelling lists taken from the National Curriculum.

Handwriting Inclusion

Children who find handwriting challenging, either due to special educational needs or difficulties with fine motor skills, will be given additional support. Additional resources may also be used (i.e. a writing slant), handwriting whiteboard or pencil grip.

Handwriting in the Foundation Stage

For children in the Foundation Stage, we teach children basic letter formation. Once children have mastered letter formation we progress to introducing pre-cursive handwriting in Key Stage One. Handwriting is taught in the Foundation Stage in a variety of ways, such as:

- Movements to enhance gross motor skills such as air-writing, patternmaking, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, sand trays, tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the school ethos. It is hoped that this approach will motivate and support children's learning at all levels including the More Able and Talented, EAL and children identified with a Special Educational Need. Some of the interventions that are in place to support children are:

- Phonics
- TRUGS
- Nessy
- Handwriting
- Clicker
- Precision Teach
- In class interventions, such as TA support, guided groups and pupil conferencing

These interventions take place in addition to quality first teaching, in class support and adaptations to the lesson. EAL pupils are supported through word mats, visual aids and sentence stems. We also have several dual language books and dictionaries as well as support for pupils on iPads. We also encourage EAL pupils to develop writing in their first language. GAT pupils are challenged through the purpose and audience of a text type to promote a mastery approach to writing. Staff may also use the Expert Initiative to extend the learning of GAT pupils.

School Closure

In the event of a school closure, Teachers will continue to provide planning and engaging learning for pupils using Seesaw. Through Seesaw, Teachers will convert their lesson flipcharts to make them accessible from home as well as setting work to be completed. Pupils will then follow the lesson and complete the required work and submit this for feedback using their Seesaw account. Pupils who do not have access to the Internet at home will be provided with high-quality workbooks to continue their study of the National Curriculum. Individual children who are absent from school for a sustained period will be set the following tasks daily for English: writing activity, reading activity, weekly spellings that have been identified during lessons and displayed on the vocabulary working wall in classrooms and a virtual reading journal.

Upon school reopening following a school closure, year groups will provide a Recovery Curriculum which is tailored to the needs of the pupils in their classes. This will firstly focus on the social, emotional and behavioural needs of the class followed by an assessment of the pupils' academic needs. This will then inform planning so that all pupils can catch up any lost learning. This may mean that pupils will be placed into intervention groups that are necessary, such as phonics or a small group in order for pupils to make accelerated progress. It may also be necessary for

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Teaching Assistants to work with the child 1-1 in the afternoon to assist with any lost learning. Teachers will use assessment for learning approaches to gauge the needs of the class and adjust planning and teaching as necessary.

For further information regarding the provision of writing during a period of school closure, please consult the Remote Learning Policy.

Assessment

At Alderman Richard Hallam Primary School we recognise that assessment for learning lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective assessment depends crucially on using the assessment information gained, therefore teachers will adapt planning accordingly. Teachers will carry out assessment through questioning the children and marking work against the learning objective. Pupils' work should be marked in line with the Feedback and Assessment Policy. We encourage teachers to use verbal feedback and in-the-moment feedback to help all children achieve the learning objective. At the start of each new Novel Study Unit, children will set themselves a target, based on the ARH Non-Negotiables for writing. At the end of each unit, teachers will assess whether the children have achieved their target. Children will also be given opportunities to self and peer-assess throughout a learning sequence; these may be supported by checklists or a success criteria.

At Alderman Richard Hallam, staff use Target Tracker to assess and monitor the progress of English. Children's work is assessed as an ongoing collection of pieces. Ongoing assessment takes place through sentence level work, whiteboard work as well as writing opportunities across the curriculum. To ensure consistency within the assessment of writing, teachers regularly meet for moderation, within a year group and across the school, to ensure progression and to standardise assessment judgements.

Nationally Standardised Summative Assessment

Early Years Foundation Stage

At the end of the EYFS, children are assessed as to whether they have achieved a Good Level of Development across the curriculum; this includes writing.

National Key Stage Two Assessments

At the end of Year 6, pupils will be given teacher assessment standards in Writing. Pupils will be assessed against criteria under the following headings:

- Writing – working below the expected standard, working at the expected standard and working at greater depth within the expected standard.

The pupils will also sit tests which will consist of:

- English grammar, punctuation and spelling Paper 1 – short answer questions
- English grammar, punctuation and spelling Paper 2 – spelling

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Improvement Plan and the Curriculum Action Plan.

- The English Leaders carry out book scrutinies twice a year, giving constructive feedback to year groups to help develop practice across the school. This is shared with SLT and identified support is put in place as required.
- Planning is 'spot-checked' on a half termly basis, ensuring that writing is being taught to a good standard in line with the expectations set out by this policy.
- English Leaders will regularly liaise with Year Group Leaders to discuss how writing moderation and the other assessment methods used within school are supporting their year groups.

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- Progress within the subject is frequently checked against the action plan and English Leaders will update this according to their findings from various monitoring methods.

To be reviewed September 2025

Appendix 1: Novel Based Study Text Overview

Curriculum Overview 2023-2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Transition All About Me and My Community	Terrific Tales	Beasts and Wild Things	Come Outside	Off to Neverland	Jolly Holiday
F2	Journey About Me, My Family and Where I live	Seasons of Change	What's Your Emergency?	On the High Street	People of the World	Traditional Tales
1	Twisted Tales (Once Upon a Wild Wood)	Inspirational Occupations (Little People, Big Dreams)	Best of Leicester (Non-fiction)	Weird and Wonderful Weather (Cloudy with a Chance of Meatballs)	Marvellous Makers (Izzy Gizmo)	World Explorers (Miranda the Explorer)
2	Captivating Capitals (The Spectacular City)	Terrible Tudors (Non-fiction / The Actor, The Rebel and the Wrinkled Queen)	Food Glorious Food (George's Marvellous Medicine)	Magnificent Materials (The Most Magnificent Thing)	Into the Woods (The Enchanted Wood)	Tales from Around the World (Illustrated Stories Around the World)
3	Energised Earth (Dear Greenpeace & How Did That Get in my Lunchbox?)	Smashing Saxons (Beowulf)	Ancient China (Non-fiction)	Kapow! (Traction Man)	Rock n' Roll (Town is by the Sea & Jasmine Toguchi Drummer Girl)	The Wizarding World of Harry Potter (Harry Potter)
4	Willy Wonka's Wonderful World of Chocolate (Charlie & the Chocolate Factory)	Rockin' Rainforest (The Explorer & The Wonder Garden)	Shocking Mysteries (The Mysteries of Harris Burdick)	Rotten Romans (Non-fiction)	Adventures Around Europe (The Boy at the Back of the Class)	Groovy Greeks (Mark of the Cyclops)
5	Invaders & Traders (Viking Boy)	Narnia (The Lion, the Witch and the Wardrobe)	Wonders of the Universe (Hidden Figures)	Ancient Egypt (Non-fiction)	Human Body (Pig Heart Boy)	Innovative Inventions (Operation Gadget Man)
6	Voyagers (The Story of Jemmy Button)	Vile Victorians (Street Child)	Amazing Australia (Trash)	Extinct? (Non-fiction)	Over the Top (Private Peaceful)	Survival! (We are Authors)

