KINGS HILL SCHOOL
PRIMARY & NURSERY

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Writing Policy

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WRITING POLICY

Introduction

At Kings Hill School & Nursery, we are committed to providing a high-quality education in writing. This will provide a foundation for children to communicate their ideas and emotions to others confidently, allow them to appreciate the beauty of the written word and to have a sense of enjoyment and curiosity about a range of subjects.

Curriculum Intentions

The school's curriculum is the body of knowledge pupils learn while at Kings Hill School.

1. **Intent**: What writing skills should children know by the time they leave Kings Hill School?
2. **Implementation:** How do we teach our writing curriculum?
3. **Impact**: How do we know how well pupils are able to write?

Intent

At Kings Hill School and Nursery, we intend for all pupils to be confident and competent writers by equipping them with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

In writing we ensure that all pupils:

- acquire a wide vocabulary and can make rich connections across the curriculum.
- use discussion in order to learn; influencing their writing.
- have an understanding of grammar and knowledge of linguistic conventions and apply this knowledge to their writing.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their style for a range of contexts, purposes and audiences.
- master fluent, legible handwriting – joining this from Year 2
- have the stamina to write at length.
- know how to plan, edit and improve their writing.

Curriculum Design

Our Writing curriculum is ambitious. There is regular opportunity for retention, whilst also securing the necessary skills to become successful independent and expert writers. It builds on the school's strengths including well-developed SMSC provision, embedded school and British values, outdoor learning and enrichment. The writing curriculum is designed to ensure that it is relevant and contextual both locally and globally to develop a deep understanding of the changing world and community that we live in. It takes into consideration the specific cohort of children to ensure that writing opportunities are purposeful.

Learner Profiles

We have developed six learner profiles that fundamentally underpin our curriculum aims and design. These profiles encompass our values-based ethos, reflect the strengths of the school and are responsive to the needs of our community and the ever-changing wider world around us. They are embedded within our writing curriculum:

- **I am a good communicator.**
  I can talk about my writing.
- **I am knowledgeable.**
  I know how to apply the writing skills.
- **I am an innovator.**
  I am a creative writer.
- **I am an individual.**
  I can express my individuality through my writing.
- **I am a good citizen.**
  I am supportive of others.
- **I am emotionally intelligent.**
  I can use emotive language within my writing.

Values – Based Education

The school has six core values developed by staff, pupils, parents and Governors. These six values represent the basis of values-based education at Kings Hill School and all other values are linked to them throughout the year such as compassion, loyalty, happiness, humility and trust. Our school values draw attention to key behaviours needed for children to become excellent learners and citizens. These are specifically taught through our curriculum and assembly programme.

Implementation

Our coherently planned Writing Curriculum is underpinned by our learner profiles and uses the EYFS or National Curriculum (DfE 2014) as the basis for content and expectations. The implementation of our curriculum is informed by educational research into effective teaching practices and cognitive science on how knowledge is attained and understanding occurs.

Transcription (Handwriting)

Early handwriting is taught using the **Little Wandle** programme. This scheme of work is taught in EYFS and Year 1. Children are taught an un-joined script. This allows for the correct physical development of the child's hand before a joined script is introduced. Children are taught to form their letters using **Little Wandle** rhymes. In these younger years, the children use pencils when writing. Handwriting is taught regularly throughout the week.
In Year 1 (from term 2), children are introduced to the un-joined script, with lead-in lines (Little Wandle Rhymes).

EYFS – un-joined script (Little Wandle Rhymes)
Year 1 – un-joined script, with lead-in lines (Little Wandle Rhymes)
Year 2 – joined handwriting (Nelson Handwriting Scheme)

Example of letter formation

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
d	duck	Put your tongue to the top and front of your mouth and make a quick **d** sound **d d d**	Round the duck's body, up to its head and down to its feet.
g	goat	Give me a big smile that shows your teeth. Press the middle of your tongue to the top and back of your mouth and push your tongue down and forward to make the sound **g g g**	Round the goat's face, up to his ear; down and curl under his chin.
o	octopus	Make your mouth into round shape and say **o o o**	All around the octopus.

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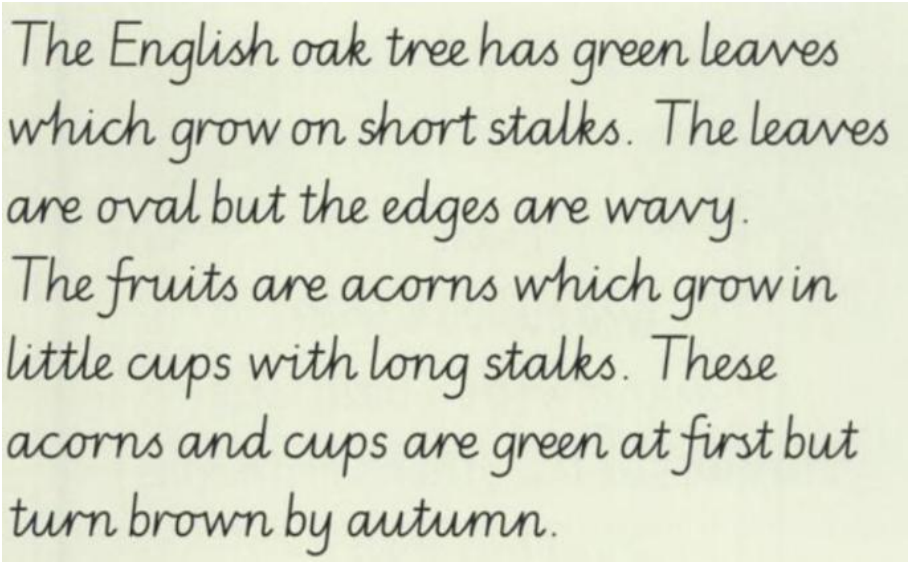
From Year 2, children are taught to join their handwriting. We use the Nelson Handwriting Scheme to teach joined script. This is taught regularly in Years 2, 3 and 4; children are expected to be able to write fluently and at speed in the upper years. From Year 3 onwards, children use handwriting pens when writing.

Example of joined handwriting



Nelson Handwriting Scheme

Handwriting Progression of Skills

EYFS:
Use a pencil, and hold it effectively to form recognisable letters, most of which are correctly formed.

Year One:
Write all letters, correctly formed and orientated, using a comfortable and efficient pencil grip.

Write with spaces between words accurately

Children who are ready to start joining their letters in a cursive style may begin to do so in the summer term.

Year Two:
Children to start learning how to join their writing in the school's cursive style.

Write legibly, using upper and lower-case letters appropriately and correct spacing within and between words

KS2
Children to write in the school's cursive style, making sure all letters are correctly formed and orientated.

Composition (creativity and structure)

At Kings Hill School & Nursery, we plan Writing using the National Curriculum 2014 and the EYFS statutory framework. Our medium and long term planning is informed by these documents, which map out the Writing curriculum for each year group.

We use a range of key texts to inform our writing. Books are carefully selected for their literary content, including ambitious vocabulary, diversity and SMSC values (Social, Morale, Spiritual, Cultural). A key text is mostly used for the whole term and children write several pieces for a range of purposes.

We have developed a writing cycle to ensure that children are able to discuss, plan, draft, edit, write and evaluate what they have written.

Children are exposed to Tier 2 and Tier 3 vocabulary and use **Talk Together Learning** to discuss and explore the words; they start to generate ideas for their writing tasks. Children are explicitly taught how to plan a piece of writing and individuality is encouraged – children choose from a range of planning resources. In KS1, children often plan using pictures or story boards and are guided by the adults.

WAGOLLs (What A Good One Looks Like) are introduced so that children know the expected outcome. These will include key punctuation and grammar skills that the children will be learning.

Teachers 'think aloud' when modelling writing on the board and **Talk Together Learning** is used to create a shared writing model before children commence their writing independently.

At Kings Hill School & Nursery, we enjoy themed writing weeks, events and competitions to inspire our young writers. We encourage 'writing for pleasure'. In the early years, children practice their writing organically. The role-play area has opportunities for writing: children can take orders in the café, write prescriptions at the vets, or write a shopping list. **Talk Together Learning** supports and encourages children's language and vocabulary.

Children have opportunities for extended writing across all subjects. Disciplinary writing is taught so that children are able to write as scientists, as geographers, as historians and so on, understanding how their writing style will differ depending on the subject discipline.

Learning Environment

Our Writing curriculum is supported by a rich learning environment. Both verbal and written vocabulary is a priority within the classroom and adults model appropriate use of Standard English. Working walls support children's learning in every classroom for writing, across all subjects. There is an inclusive culture of shared ambition and opportunity for success for all children.

- Writing working walls are in constant use throughout individual lessons and build to show how the learning is developing throughout the week.
- Tier 2 and Tier 3 vocabulary is displayed in detail.
- WAGOLLs are annotated and displayed.
- Shared, modelled writing is evident.
- Writing is celebrated within the classroom.
- Dictionaries and thesauri are used in every class.
- Writing prompts and manipulatives are accessible for all children to support their learning.

Impact

Our writing curriculum is of a high quality and ensures there is a clear progression. To measure the impact, we gather a variety of data to ensure learning has occurred and progress has been made. This information directly informs future planning and learning opportunities, allowing us to be responsive to the needs of our learners. We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes.
- Children can understand and apply the fundamental principles of spelling, grammar and punctuation in their writing.
- Children can edit and improve their writing.
- Children are responsible, competent, confident and creative writers.

Our curriculum has an ambition for high achievement for all pupils irrespective of background or starting point.

I am a good communicator.

Our pupils are secondary ready as motivated learners and able to communicate in writing to others clearly and articulately. They can listen to others and use the views of others to inform their own and can reflect this appropriately within their writing. Their writing is influenced by their love of reading and literature with a well-developed vocabulary.

I am knowledgeable.

Our pupils are knowledgeable about writing. They are inquisitive and keen to expand and deepen their learning further. They can confidently share their writing with others and explain the purpose of their writing. The majority of children will have achieved the expected standard in writing and some will be able to write at a greater depth.

I am an innovator

Our pupils have well-developed enquiry and investigative skills. They are creative, imaginative and resourceful when writing. They select the most effective medium when writing across disciplines, including the use of modern technology. For example, Microsoft word or Microsoft Excel.

I am an individual

Our pupils can express their individuality and views when writing. They can talk about their writing confidently and explain their reasoning.

I am a global citizen

Our pupils are global citizens with a well-informed understanding of the world around them, the importance of community and topical issues that affect everyone's lives such as climate change. They know their role and responsibility within our community and respect the rights of everyone. They are able to embed this into their writing to demonstrate their understanding.

I am emotionally intelligent

Our pupils understand that writing has a purpose. They have the stamina to write at length and are resilient and supportive when writing.

Equal Opportunities

All children have equal access to the writing curriculum. The SLT, Class Teachers and TAs at Kings Hill School & Nursery are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole

curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. Pupils who are more able, will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

Parental Involvement

We involve parents fully in their child's learning. The school's curriculum is published on the school website (www.kingshillschool.org.uk) in accordance with DfE guidelines. All parents are given a copy of the end of year writing expectations so that they have a good understanding of that year's curriculum and expectations to further strengthen parental involvement. Curriculum maps are shared at the beginning of each term and are available on the school's website. Parental workshops are held throughout the year to support the parents in understanding different aspects of the curriculum or of new developments and initiatives. Parents evenings, open afternoons and pupil progress reports inform parents of their child's progress towards the expectations of their year group curriculum.

Home learning focuses on the basic skills for writing (SPaG) and enables parents to support their child's learning at home.

Monitoring the Curriculum

The English Leads, alongside the SLT, has responsibility for the leadership of the writing curriculum and for monitoring its provision. They have the responsibility for developing and updating the curriculum as necessary.

The English Leads are responsible for ensuring the content and delivery of the subject, for monitoring provision, keeping up-to-date with curriculum developments, providing support, guidance and INSET where necessary, providing efficient resource management, monitoring children's progress and ensuring that there is appropriate challenge, support and intervention.

Class teachers ensure that the writing curriculum is well-planned and taught and that learning objectives are met. They evaluate and review their medium and short term planning.

The Governors monitor the success of the curriculum at Governing Body meetings through the Head Teacher's report and direct feedback from leaders.

We regularly review how well our curriculum intent enables consistent high achievement and impact by considering the following:

High Quality Outcomes

- How well are children learning the content outlined in the curriculum?
- Is there evidence that pupils are making connections between 'old' knowledge and 'new' knowledge and between knowledge acquired across the curriculum?
- Are teaching expectations high enough?
- Are pupils challenged to think and evaluate their learning?
- Is assessment purposeful, efficient and used to shape learning?

Curriculum content is coherent

- Are pupils able to make horizontal, vertical and diagonal connections?
- Do teachers respond to educational research?
- Is learning adapted to reflect current affairs and pupils' needs?
- Does assessment enable teachers to check that children have built the knowledge they need for subsequent learning?

Mastery for all

- Is the curriculum sufficiently challenging and appropriate for all?
- Are there high expectations for all?
- Does pupil's work show that tasks are rich and allow pupils to show higher standards?
- Is teaching sequenced so that pupils master the fundamentals and then acquire more detailed knowledge and skills?

Embedding knowledge and skills

- Does planning allow pupils opportunities to build long-term knowledge and understanding so that they can they apply cognitive skills?
- What knowledge & skills have pupils gained against expectations?
- Is writing given integrity and taught systematically and progressively?
- Are there coherent links that increasingly challenge and embed knowledge and skills?

Being part of a community

- Are the rich resources within the local community and environment maximised?
- Do pupils learn from others?
- Do pupils engage with the local community, and national and global issues?
- Are pupils able to relate their values and experiences to British Values?

Review

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment data
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires