

2024 - 2025



HILTON

SPENCER ACADEMY

Writing Policy

Intent

At Hilton Spencer Academy we know that writing underpins all curriculum areas and is an essential skill for children. When children enter our school, we encourage a love of writing and provide as many opportunities for children to become independent writers.

The development of writing is at the heart of our curriculum and we strive to give children ambitious and varied writing opportunities to enhance their writing skills as they move through our school. We ensure that writing is not only taught as a discrete subject but that it is used as method of communication across the curriculum. Our curriculum is centred around the use of high-quality texts, immersing children in vocabulary rich learning opportunities which ensures curriculum expectations and the progression of skills are met. The children at Hilton Spencer Academy will be exposed to broad and diverse stimuli that enhances a language rich, creative and a continuous English curriculum which will not only enable them to become creative writers, who can communicate articulately, but will also develop a love of reading and purposeful speaking and listening.

We want our children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a neat, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

Our aim is to enable our children to be confident, ambitious and creative writers by the time that they leave our school.

Implementation

To ensure we have an agreed whole-school approach to the teaching of writing based on a range of research, we use the teaching sequence as outlined in figure 1 for pupils in KS1 & KS2. This teaching sequence provides a coherent model for linking and combining literacy knowledge and text-types into effective teaching and learning opportunities which in turn leads to meaningful and high-quality written outcomes, with each phase informing and leading into the next.

Teachers plan and teach personalised writing lessons which focus on the particular needs of every child. We recognise that every child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success. Pupils' writing in EYFS is assessed at the end of the year against the Early Learning Goals (see **appendix 1**). In KS1 & KS2, teachers assess writing throughout the year using the Hilton Spencer Academy writing assessment grids (see **appendix 2**). The writing assessment grids for Years 1, 3, 4 and 5 have been developed using the Teacher Assessment Frameworks for Years 2 and 6 to ensure the progressions of skills from KS1 to KS2.

Writing Curriculum Planning

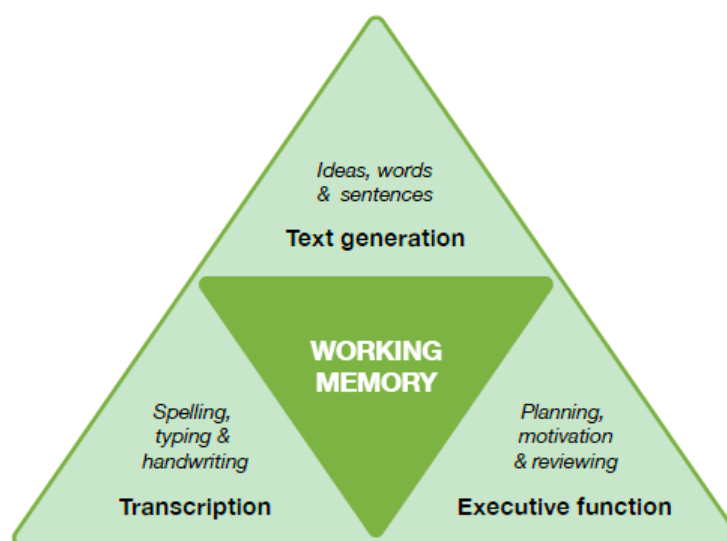
The Simple View of Writing

At Hilton Spencer Academy, teachers understand that a child's capacity to write depends on whether they have enough cognitive resources available. The Simple View of Writing highlights the key groups of skills that work together as children write:

- text generation – which involves thinking of ideas and using oral language skills to put those thoughts into words and sentences;
- transcription skills – which enable the writer to move oral language into written language; and
- executive functions – such as self-regulation (controlling one's own behaviour, thoughts, and emotions), planning, problem-solving, and monitoring writing.

When writing, pupils must co-ordinate these processes in their working memory. The model places working memory in the centre, emphasising how it plays a role in enabling each of these skills to operate. Working memory has a limited capacity so many children find this challenging. However, with extensive practice, explicit instruction and encouragement, pupils can become more adept at using these three overarching elements of writing and co-ordinating them in working memory can become less effortful. Therefore, teachers at Hilton Spencer Academy promote the basic skills of writing – skills that need to become increasingly automatic so that pupils can concentrate on writing composition

The simple view of writing by
Beringer et al (2002)



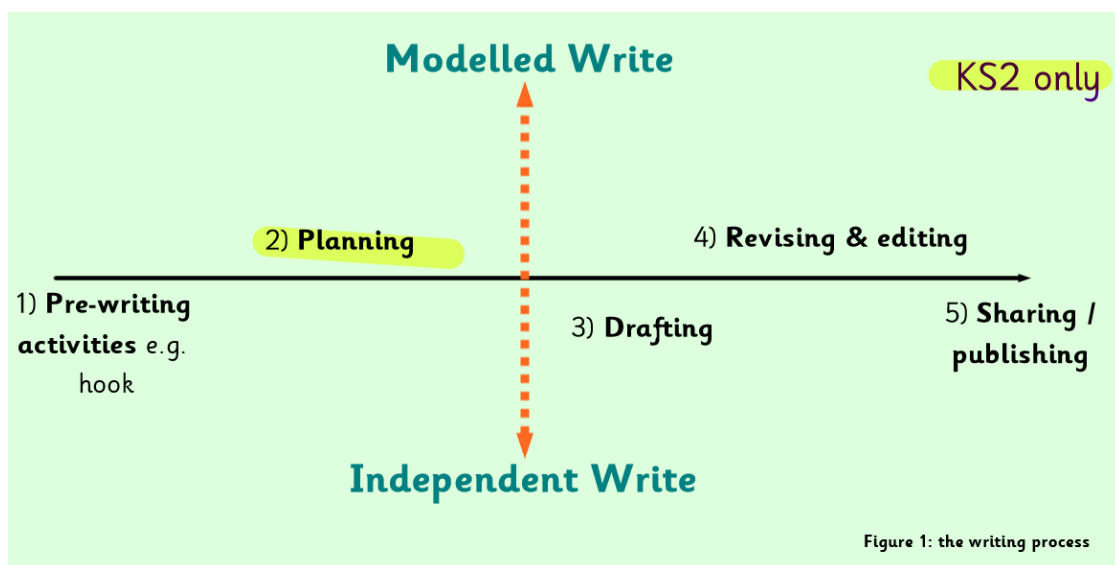
Writing in EYFS

The Foundation Stage Writing forms a central part of the *Communication and Language* and *Literacy* areas of development. We believe the foundation for writing is built on children's oral work and children are encouraged to express their ideas at every opportunity throughout each of the area of learning. Staff model the use of language and create opportunities for children to develop their talk in every lesson. Weekly and medium-term planning clearly demonstrates this focus and includes lots of opportunities for talking and storytelling.

In addition, specific writing objectives are planned in order to begin giving children the skills they will need as writers. A wide range of writing materials are always available to children inside and outside of the classroom (such as felt tipped pens, crayons, chalk, sand, magnetic letters, paints, water and iPads), along with a variety of role play areas: a familiar 'home corner', a seasonal role play that complements the topic and a deconstructed role play which can be changed by the children to suit their interests. Writing stations provide many opportunities for the development of writing and language such as postcards, menus, signs and labels. Activities are carefully planned to develop the children's fine and gross motor skills, necessary for acquiring the skills needed to write legibly. We recognise both the importance of the teacher acting as scribe on occasions, in order to create stories and the importance of children writing freely as emergent writers.

Phonics is taught daily, with children grouped according to ability. There is a strong focus on accurate spelling of high frequency words and sounds as well as the skill of sounding out new phonemes. There is careful planning to ensure that the children write in phonics sessions and children are given opportunities to rehearse the letter sounds they're learning and recognise them in written form.

The Writing Process (KS1 & KS2)



Writing can be thought of as a task made up of 5 components as outlined in Figure 1. Pupils are taught each of these components and underlying strategies. A writing strategy is a series of actions that writers use to achieve their goals and may support one or more components of the writing process. Over time, pupils should take increasing responsibility for selecting and using strategies. To achieve this, the components and underlying strategies are carefully modelled and practised.

At Hilton Spencer Academy, writing is not seen as a single event. Providing children with a range of writing activities that support the organisation and development of their ideas is a positive way to engage children in writing tasks. Understanding writing as a repetitive process, developing understanding about how to improve their work, is key to developing as writers.

The 5 writing components and underlying strategies are explicitly taught using the 'gradual release of responsibility' model. Teachers will introduce each component by describing how and when to use it. These components are then modelled allowing teachers to 'think aloud' and share their thought process for each component with pupils. Pupils will then be given an opportunity to write independently showcasing the skills they have acquired through modelled write sessions.

1) Pre-writing activities

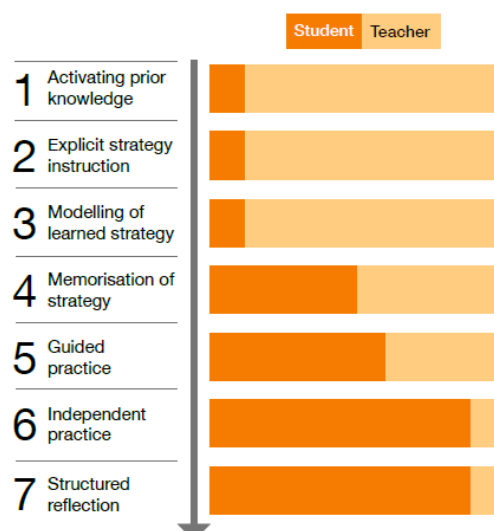
Teachers can provide children with a 'hook'; this links to the class text being shared and builds towards something real. The hook might include a drama activity, video, object, letter, photograph, or experience – anything the children would be excited and motivated to write about. Their ideas and interests are considered when devising the 'hook'.

- Teachers also provide children with a range of appropriate experiences to fully understand the context and acquire the background knowledge they need.
- A model is introduced here to exemplify the finished piece that the children are aiming to produce.
- Identifying the purpose and audience for the piece is vital at this stage. This might include the use of drama with opportunities for practise and performance.

2) Planning (KS2 only)

During the planning stage in KS2, children will set goals and generate ideas before they begin writing. Teachers may ask pupils to write down goals/ideas to refer back to as they write. This stage of the writing process may also involve gathering information, activating prior knowledge and reading exemplar texts to identify key features (if this hasn't already been done) and considering the writing style used.

Example strategy: *using a graphic organiser, such as a Venn diagram, to generate ideas for a balanced Argument in KS2*
A story board to structure a narrative.



Modelled and Independent Writes

Once children have been exposed to pre-writing activities and planned their goals, writing is then taught in four ways: Modelled Write, Guided Write, Independent Write and Assessed Write.

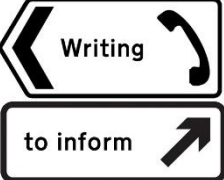
During 'Modelled Write' sessions, the writing process is modelled 'live' to the children, showcasing the writer's inner thoughts and editing process. Teachers model how to use year group specific grammar and spelling, along with correct letter formation / joined handwriting. Modelled writing is used as a way to teach and re-visit specific grammar objectives, where the focus is on using grammar correctly and children then write their own version of the modelled write.

During 'Guided Writes' children will be exposed to writing stimulus, but this will be supported by the teacher. This could be in the form of the doing a piece of shared writing or there are scaffolds in place to support the children to develop their composition of writing.

During 'Independent Write' sessions, no modelling takes place. Teachers support the children to generate their own ideas e.g. through drama & talk. It is expected that children apply the sentence structures/grammar features/ spellings learned through the Modelled Write sessions to their Independent Write. Children build up to a completed piece of writing over a series of independent write sessions.

Independent writing is assessed using Year Group Writing Grids. Children complete an extended piece of independent writing every 2-3 weeks. Children are also given opportunities to write for pleasure and across the curriculum.

Writing of fiction and non-fiction are categorised into purposes for writing and teachers have the freedom to choose when to teach these types of writing throughout the year.

Purposes for Writing			
Write to entertain Providing the reader with interest and enjoyment  Writing to entertain	Write to persuade Convincing the reader to agree with your viewpoint  Writing to persuade	Write to inform Informing the audience of the facts  to inform	Write to discuss Adapting writing to suit audience and purpose  Writing to discuss

Throughout a child's journey (see **appendix 3**) at Hilton Spencer Academy, they will be exposed to all 4 purposes – as outlined in the writing genre progression table below. Children will look at the similarities [and differences] between the 4 'purposes of writing and find common features e.g. similar punctuation content, formality etc.

By the end of KS2, children should recognise that text types such as newspaper articles could actually fall under any or all of the 4 headings: they're not a distinct type in themselves. Teachers explicitly state what we are writing to do and to make comparisons between the last time we wrote using this purpose.

Hilton Spencer Academy's Writing Genre Progression				
	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
EYFS	<i>e.g.</i> Story – retelling orally Poetry - rhyming	<i>e.g.</i> Discuss and label pictures Verbalise instructions in order Recount events in own life		
Key Stage 1	Story (including retelling) Description Poetry	Recount Letter Instruction (Year 2) Explanation	(Year 2) Advert	
Lower Key Stage 2	Narrative Description Poetry	Explanation Recount Letter Biography Newspaper article	Advert Poster Letter	
Upper Key Stage 2	Narrative Description Poetry	Reports Letter Biography Newspaper article	Advertising Letter Speech Campaign	Argument Newspaper article Review

3) Drafting

During drafting sessions, children will set out a logical order for points to be covered and write out a draft of each section. To develop resilience, the teachers 'chunk' the drafting process into manageable sections with each part building towards the final piece. Children will draft regardless if they are doing a modelled write or independent write. Although accurate spelling, grammar and handwriting are important, **at this stage they are not the main focus.**

4) Revising & Editing

Revising is where children make changes to the content of writing in light of feedback and self-evaluation. Pupils are supported to re-read their writing to check whether it makes sense and whether their writing goals have been achieved. Ideas or drafts are also shared with peers or adults for feedback.

Editing is where children make changes to ensure the text is accurate and coherent. At this stage, spelling and grammar assume greater importance and pupils will need to recognise that their work will need to be accurate if readers are to engage with it and extract the intended information from it.

5) Sharing & Publishing

In KS1, children are given opportunities to share, read and edit other's work.

In KS2, children present their work so that others can read it. This may not be the outcome for all pieces of writing but when used appropriately, it can provide a strong incentive for pupils to produce high quality writing and encourage them to carefully revise and edit.

Spelling

The systematic teaching of phonics in EYFS and KS1 using Little Wandle ensures that children are given strategies they require to spell. Children are taught together as a whole class, with those who need additional support involved in interventions. Children in EYFS are encouraged to listen to the sounds they can hear in words and use sound mats to support them when writing the graphemes.

Children are taught and expected to use the correct spelling of words as laid out in the national curriculum for each year group. Year groups follow the Spelling Shed spelling scheme which ensures all spelling rule/patterns are taught and revisited as the children progress through the school. Children are taught how to use checklists, word banks, dictionaries and thesauruses to support the correct spelling of all words. *See separate spelling statement for further information.*

All children in KS1 & KS2, have a Spelling Shed login to access an online spelling program. This is used to practise and apply spellings learnt in school, following the Spelling Shed Scheme of work.

Handwriting

The school follows the Cambridge Penpals scheme. *See separate handwriting statement for further information.*

Impact

We are ambitious for all our children and strive to ensure that we provide all children with the skills needed for them to become successful writers, no matter what their starting point, background or additional needs.

By the end of KS2 we expect our children to:

- Enjoy writing and view themselves as effective, competent writers.
- Have a good understanding of the 4 purposes of writing and can write effectively for a range of purposes and audiences.
- Have a wide vocabulary that they use within their writing.

- Leave primary school being able to effectively apply spelling rules and patterns they have been taught.

We aim to meet the expectations of the Early Learning Goals and the National Curriculum and when possible, exceed these and ensure that children make good progress in writing during their time at Hilton Spencer Academy.

Therefore, we aim to achieve:

- Outcomes at the end of EYFS are at least in line with or above national averages for children meeting the expected level of development in writing
- Outcomes at the end of KS1 in writing that are at least in line with or above national averages for attainment at both standards (EXS & GDS).
- Outcomes at the end of KS2 in writing that are at least in line with national or above averages for attainment at both standards and progress (EXS & GDS).
- The % of pupils working at Age Related Expectations in writing within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth in writing within each year group will be at least in line with national averages.

Appendices

Appendix 1 – EYFS Assessment

Early Learning Goals (for writing)

Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Appendix 2 – KS1 & KS2 Assessment

Hilton Spencer Academy Writing Assessment Grids

Year 1 to Year 6



Year 1: Writing Checklist – Year 1 Secure

Name: _____

Date: _____ By: _____

The pupil can, after discussion with the teacher:						
Write sentences in order to create short narratives and non-fiction texts						
Reread their writing to check that it makes sense and make suggested changes						
Use adjectives to describe						
Use simple sentence structures						
Use the joining word (conjunction) 'and' to link ideas and sentences						
Can sometimes use...	Capital letters for names, places, the days of the week					
	The personal pronoun 'I'					
	Finger spaces					
	Full stops to end sentences					
	Question marks					
	Exclamation marks					
Spell most words containing previously taught phonemes and GPCs accurately (phase 2/3)						
Spell most words containing Year 1 taught phonemes and GPCs accurately (phase 4/5)						
Spell most Y1 common exception words and days of the week accurately (from English Appendix 1)						
Add 'ed' to create past tense verbs						
Use the suffix s and es to make nouns plural						
Use the prefix 'un'						
Add the suffixes <u>-ing</u> , <u>-ed</u> , <u>-er</u> and <u>-est</u> to root words (with no change to the root word)						
Write most lower case and capital letters in the correct direction, starting and finishing in the right place						



Year 6: Writing Checklist – Year 6 Expected

Name: _____ Date: _____ By: _____

The pupil can:						
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)						
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately <i>Indicators of this objective are listed as examples only.</i>	Vocabulary chosen for effect and used appropriately					
	e.g. using contracted forms in dialogues in narrative					
	e.g. using passive verbs to affect how information is presented					
	e.g. using modal verbs to suggest degrees of possibility					
use a range of devices to build cohesion (e.g.) within and across paragraphs <i>Indicators of this objective are listed as examples only.</i>	e.g. coordinating conjunctions					
	e.g. subordinating conjunctions					
	e.g. adverbials of time and place					
	e.g. pronouns					
	e.g. synonyms					
In narratives, describe settings, characters and atmosphere using a range of descriptive techniques e.g. expanded noun phrases, similes, metaphors, personification and alliteration						
Integrate dialogue in narratives to convey character and advance the action						
use verb tenses consistently and correctly throughout their writing						
use the range of punctuation taught at key stage 2 mostly correctly^ <i>Indicators of this objective are listed as examples only.</i>	e.g. inverted commas including correct punctuation.					
	Commas to clarify meaning and avoid ambiguity					
	Brackets, dashes and commas for parenthesis.					
	Apostrophes for omission and possession.					
All punctuation on working towards <u>list CL</u> . ? , ' !						
Spell correctly most words from the year 5 / year 6 spelling <u>list*</u> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary						
Maintain legibility in joined handwriting when writing at speed (2)						

