



## Writing Policy 2022-2023

### The Teaching of Writing at Coppull St. John's

#### Early Years

In the Early Years Foundation Stage, children are developing their fine and gross motor skills, which is a pre-requisite for learning to write. We therefore include a range of opportunities in the provision, for example manipulating playdough, using tweezers, using paintbrushes. At this stage, children are emergent writers who will mark-make, before going on to form letters and words. As children begin to learn phonics, they begin to recognise grapheme-phoneme correspondences and begin to attempt to write letters. As they progress through the year, they learn to hold a pencil with correct grip and start to apply downward pressure on paper in order to begin the first step of writing. Most children should progress rapidly through this process in the Reception Year.

#### Years 1-6

As children progress into Year 1, phonics and English lessons focus teaching on developing letter formation, using phonic knowledge to build words and then on to combining words to form basic sentences. From this point, the writing builds in sophistication, both in terms of language and structural complexity; and of command of spelling, punctuation and grammar; as the children learn to combine sentences into paragraphs, ultimately creating extended written pieces for a range of purposes and audiences by the time the children complete Key Stage 2. The school's **English Scheme of Work** outlines the expectation for the progression of writing skills.

#### Stimuli for writing

The primary stimuli for writing are the increasingly challenging and complex novels and texts that the children study in English lessons; however, all aspects of the curriculum can be stimuli for writing, particularly in non-fiction. For example, studying fossils in science can be used to teach formal writing in a non-chronological report.

## Handwriting

Handwriting is taught in short discrete sessions on a regular basis. It is also practised and reinforced through phonics lessons, as well through writing in all curriculum subjects. Teachers should follow the school's agreed handwriting style and letter joins progression.

## Spelling

Spelling is taught both discretely and through all curriculum subjects. Segmenting is taught through phonics and emphasised throughout all year groups. Specific spelling rules for each year group are taught from the school's spelling progression document. This is matched to the expectations of the National Curriculum Appendix for Spelling.

## Assessment

Assessment is made by teachers at three points per year. Drawing on the evidence from lessons and in the child's work, the teacher will judge whether the child is on track to meet the expected standard for their age and year group. If they are not on track or working at greater depth, the teacher will identify suitable adaptations that may be made in lessons to address these eventualities.

## Moderation

Moderation of teacher judgements will take place internally each term, as well as externally through cluster moderation sessions with local schools. Year 2 and Year 6 teacher assessments are made using the National Teacher Assessment Frameworks set by the Department for Education. The Local Authority carries out official moderation visits approximately every four years.

## Monitoring

The Subject Lead for English monitors progress and attainment in writing through:

- Lesson observations
- Looking at examples of writing across the curriculum
- Discussions with teachers
- Discussions with children
- Analysis of termly data

English Subject Lead: Mr A Peters  
Next Policy Review: September 2023