



GHS English Policy

Key Document Details

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Writing at Gorse Hill School

At Gorse Hill School we want children to:

- See themselves as a writer and celebrate their success
- Be able to reflect, edit and publish their own work
- Be able to select appropriate word choice, sentence structure and text form for effect
- Understand the relevance of writing to themselves and their lives
- Understand the purpose, audience and forms of writing
- Develop resilience as independent writers.

EYFS Writing:

Children in Early Years should have experience of and be taught writing through:

- Modelled writing
- Shared writing
- Guided writing
- Independent writing
- Writing throughout the environment (mark making)
- Phonic rich curriculum/environment

Children are encouraged to attempt to develop their own emergent writing and their efforts are valued and celebrated. As their phonic knowledge increases, so does their ability to write independently. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing.

A wide variety of opportunities are provided for children to engage in mark making and writing activities and independently apply their phonics skills through role play, creative activities and the outdoor area.

'The Three Phase Approach'

Our curriculum for the teaching of writing is based on a three phase approach. Termly texts and end of unit genres are mapped out to ensure progression within and across year groups, and ensure texts are high quality texts, diverse and are linked with the overarching theme of the term. If there isn't a high quality, age appropriate text that links with the topic, then a stand alone, high quality text has been chosen.

At Gorse Hill, teachers follow the three phase approach: Immersion, Skills and Main Outcome. The Three Phase Approach begins in Term 5 of Year 1 and continues into Year 2 and all the way through KS2. The teachers plan a 3 phase overview for each unit of writing includes an exemplar model write, spellings to consider, objectives being taught and written outcomes. In Phase one and two there will be skills taught and written outcomes to practise these skills. Phase one you will see speaking and listening activities integrated in using drama activities to support the children's understanding and learning.

Phases in Writing:

Phase 1 – Immersion and Skills	Speaking and listening activities Vocabulary work Immersing in text type and text chosen 1-2 skills 1-2 written outcomes
Phase 2 – Skills and Planning	1-2 skills 1-2 written outcomes Planning for Main Outcome
Phase 3 – Main Written Outcome, editing and revising	Main Outcome Write Edit and revise CUPS – Capitalisation, Usage, Punctuation, Spelling ARMS – Add a word or phrase, Remove a word or phrase, Move sentences or words, Substitute words and sentences

Writing Assessments


Teachers will complete writing assessment for each child that will be updated regularly to inform the next steps for the child and for the whole class in the next three phases.

Handwriting:

- **Pencil Grip:** Pupils at Gorse Hill School are taught to use the tripod grip.
- The school follow **letter-join** for handwriting scripts and teaching, which is also in line with **Little Wandle phonics**.

Rec+Y1

Letter-join Print Plus



Printed Plus font Selected

Y2 (moving onto joining with children are ready)


Letter-join Air



Lead-in lines enabled, unjoined font Selected

Y3-6

Letter-join Plus



Lead-in lines enabled, joined font Selected

SEND NB: Children with individual provision maps will work towards their own milestones/goals.

Pen Licence:

Pen licences can only be awarded to pupils in Key Stage 2 whose writing consistently demonstrates the following:

- Consistent in size (sizing to be of an acceptable standard e.g. not too small or too big)
- Correct placement of ascenders and descenders
- Accurate use of spacing between letters, words and punctuation taught
- Consistently joined and legible across all subjects

In Year 5 and 6, all pupils are expected to write in pen, unless in exceptional circumstances. For example, pupils with an additional learning need may benefit from writing in pencil if this is identified as a supportive measure for them.

Once a child has received their pen license, they have to continue adhering to the above criteria. Constructive feedback may be given if the standards are not continually being met however licences must not be taken off the child (if this needs to be the case, this will be reviewed on an individual basis with the teacher and phase leader).

Reading at Gorse Hill School

Children will take part in daily whole class teaching sessions. Whole class sessions begin in Term 5 of Year 1 and continues into Year 2 and all the way through KS2.

At Gorse Hill, teachers plan their reading unit to complement their writing unit, using the main text or supplementary texts. Each session each week has the same format but specific weeks are timetabled in for fiction, non-fiction, poetry and playscripts.

Pre-Phase 1

At the beginning of a unit, there will be a pre-phase week to prepare the children for their new main text. These sessions will look at a specific theme or background knowledge that the children will need to access the main text. There will be a range of opportunities for active learning, speaking and listening activities. This phase is all about immersion, providing the children with what they need to know prior to exploring the main text in depth.

Session 1	I do, We do reading To develop an understanding of vocabulary related to a text Word of the Week
Session 2	I do, We do reading To develop retrieval skills through scanning
Session 3	I do, We do reading To teach year group Reading objectives, such as prediction and Inference.
Session 4	I do, We do reading To teach year group Reading objectives, Such as prediction and Inference.

1:1 readers

EYFS and KS1 – [Please see Early Reading Policy](#)

KS2 - Children in KS2 have 1:1 teaching of reading regularly with an adult.

Class novel

EYFS and KS1 – [Please see Early Reading Policy](#)

KS2 - Children have a class novel which the teacher will read to the class.

The children also have fortnightly visits to our school library and also have a class library within their classroom.

Reading Assessments

Teachers will complete reading assessments for each child that will be updated regularly to inform the next steps for the child and for the whole class in the next term. Pupils will complete a Headstart reading paper to support with judgements.

Phonics and Spelling at Gorse Hill School

- At Gorse Hill School, Nursery and Reception follow SSP Little Wandle. [\(see Early Reading Policy\)](#)
- Year 1 plan their spellings alongside the phonics phase that they are learning. They ensure that the National Curriculum PoS is used. Common Exception Words must be taught throughout the year using a range of strategies and activities. [\(see Early Reading Policy\)](#)
- At Gorse Hill School, Spelling is taught using the National Curriculum and with the support of The No Nonsense spelling scheme once all the phonics phases have been taught from years 2-6.

Spelling

- Segmenting and blending words
- Sound out individual sounds
- Splitting a word into its syllables
- Spelling voice

Spelling assessments

Children will be assessed on year group spelling at the end of each term.

Year group spelling words will be expected to be spelt correctly in all work books including reading, writing and topic.

Classroom Environment:

1. Three Phase Writing Working Wall

In every classroom, a phase working wall is displayed (Y1 – Y6). This working wall should show:

- Text being used
- The skills taught in each phase
- Vocabulary support
- On Phase 3, an ARE example of the text type (WAGOLL)

Reading working wall

In every classroom, a working wall is displayed (Y2-Y6). This working wall should show:

- Text being used
- Key Vocabulary
- Key Questions
- Retrieval

It is vital that working walls show not only writing work from specific writing lessons but also spelling, punctuation, grammar, word level and reading work that has helped build the pupils' understanding of the text.

2. Dictionaries and Thesauruses

Dictionaries and Thesauruses should be freely available to pupils to use independently when needed (Y2 – Y6).

3, Phonics/spellings displayed

With current work and gaps displayed.

4. Word mats and spelling mats

Readily available to the children.