



Hillside Primary School

Writing Policy

Intent

At Hillside we teach children the systems and skills of written communication as these skills form a crucial part of all curriculum areas.

This policy should be read in conjunction with the Handwriting and Spelling Policies.

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling, grammar, punctuation and handwriting)
- composition (articulating ideas and structuring them in speech and writing; writing in a range of fiction and non-fiction text types and genres.)

Children are given opportunities to :-

- develop skills as writers, through working in response to a range of stimuli
- develop writing skills as a vehicle for expressing their ideas
- use a range of writing skills in other curriculum areas
- use IT word-processing packages as well as paper and pencil/pen

Implementation: Teaching and Learning

Throughout the school – from Reception to Year Six

We follow a Mastery approach to English through the programme 'Pathways to Write.' Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

You will find the end of year expectations for writing, reading and spoken language for each of our year groups in the attached documents.

Staff have also been trained in 'Talk for Writing' and over the year teachers will include some aspects of 'Talk for Writing' in their planning.

Impact: Monitoring and Assessment

In order to promote progression the National Curriculum requirements for the year group must be taught but evidence must show that the child has achieved all the objectives at either 'Working Towards', 'Expected' or 'Greater Depth' for them to be assessed as achieving that level.

The 'secure fit' model is statutory.

Children are assessed against the learning objectives

- by progress made in writing targets
- during guided writing sessions
- by observations made by staff
- by spelling, punctuation and grammar tests
- by school and national tests in Years 2, 3, 4, 5, 6

We use the Pathways To Write assessment grids as children progress through the units, assessing them on a final checklist at the end of each unit. These are kept in the children's writing books.

The progress of all children is recorded on the school's management system (Pupil Asset – Results) at the end of each term.

The subject leader will do lesson observations, and planning and work scrutinies to monitor the teaching and learning. The termly data is studied.

To clarify:-

Independent writing

Writing is independent if it:

- *emerges from a text, topic, visit, or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about*
- *enables pupils to use their own ideas and provides them with an element of choice, for example writing from the perspective of a character they have chosen themselves*
- *has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer, or group evaluation*
- *is produced by pupils who have, if required, sought out classroom resources, such as dictionaries or thesauruses, without prompting to do so by the teacher*

Writing is not independent if it has been:

- *modelled or heavily scaffolded*
- *copied or paraphrased*
- *edited as a result of direct intervention by a teacher or other adult, for example when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct*
- *produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text*
- *supported by detailed success criteria that specifically direct pupils as to what to include, or where to include it, in their writing, such as directing them to include specific vocabulary, grammatical features, or punctuation*

From Teacher Assessment Guidance 2018

Year Group overviews

All the elements of the Pathways to Write programme are listed here as writing, reading and spoken language are integral parts of the programme.

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EYFS

Overview of objectives: Writing – EYFS

Give meaning to the marks they draw, write and paint

Begin to break the flow of speech into words

Continue a rhyming string

Hear and say the initial sounds in words

Segment the sounds in simple words and blend them together

Link sounds to letters, naming and sounding the letters of the alphabet

Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence

Write own name and other things such as labels, captions

Attempt to write short sentences in meaningful contexts

Use phonic knowledge to write words in way which match their spoken sounds

Spell some common irregular words

Write simple sentences which can be read by themselves and others

Write phonetically plausible words

Overview of objectives: Phonics development – EYFS

Write CVC words

Apply taught digraphs into writing

Apply taught trigraphs into writing

Write words with adjacent consonants

Use key features of narrative in own writing (EXC)

Have an awareness of a capital letter and full stop when writing a simple sentence

Overview of objectives: Reading – EYFS

Continue a rhyming string

Hear and say the initial sounds in words

Segment the sounds in simple words and blend them together and knows which letters represent some of them

Link sounds to letters, naming and sounding the letters of the alphabet

Begin to read words and simple sentences

Use vocabulary and forms speech that are increasingly influenced by their experiences of books

Enjoy reading an increasing range of books

Know that information can be retrieved from books and computers

Read and understand simple sentences

Use phonic knowledge to decode regular words and read them aloud accurately

Read some common irregular words

Demonstrate understanding when talking with others about what they have read

YEAR ONE

Overview of objectives: Writing – Year 1

Use plural noun suffixes -s and -es

Add suffixes to verbs where no change is needed to the root

Change the meaning of verbs and adjectives by adding the prefix un-

Combine words to make sentences

Leave spaces between words

Join words and clauses using and punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Use a capital letter for names of people, places, the days of the week and the personal pronoun I

Use simple description

Spell words containing phonemes already taught

Spell common exception words

Make phonically plausible attempts to spell words that have not yet been learnt

Say out loud what is going to be written about

Compose a sentence orally before writing it

Sequence sentences to form short narratives

Re-read what they have written to check that it makes sense

Discuss what has been written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher

Overview of objectives: Reading – Year 1

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently

Link what is read or heard to own experiences

Become familiar with key stories, fairy tales and traditional tales

Retell stories and consider their particular characteristics

Recognise and join in with predictable phrases

Learn to appreciate rhymes and poems

Recite some rhymes and poems by heart

Discuss word meanings, linking new meanings to those already known

Understand both the books that can be read accurately and fluently and those listened to

Draw on what they already know

Check that the text makes sense

Correct inaccurate reading

Discuss the significance of the title and events

Make inferences on the basis of what is being said and done

Predict what might have happened on the basis of what has been read so far

Participate in discussion about what has been read to them

Explain clearly understanding of what is read to them

Overview of objectives: Spoken Language – Year 1

Listen and respond

Ask relevant questions

Build vocabulary

Articulate and justify answers

Give well-structured descriptions, explanations and narratives

Maintain attention and participate actively in collaborative conversations

Use spoken language: speculating, hypothesising, imagining and exploring

ideas

Speak audibly and fluently

Use Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates

Gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints

Select and use appropriate registers for effective communication

YEAR TWO

Overview of objectives: Writing – Year 2

Form nouns and adjectives using suffixes

Add -er and -est to adjectives

Add -ly to turn adjectives into adverbs

Use punctuation correctly: full stops, capital letters, exclamation marks, question marks

Use punctuation correctly: commas for lists

Use punctuation correctly: apostrophes for contracted forms

Use punctuation correctly: apostrophes for the possessive (singular)

Write sentences with different forms: statement, questions, exclamation, command

Use expanded noun phrases to describe and specify

Use present and past tenses correctly and consistently

Use the progressive form of verbs in the present and past tense

Use sub-ordination (using when, if, that or because)

Use co-ordination (using or, and so, but)

Use homophones and near homophones

Write narratives about personal experiences and those of others (real or fictional)

Write about real events

Write poetry

Write for different purposes

Plan or say aloud what is going to be written about

Write down ideas, key words, new vocabulary

Encapsulate what is to be written, sentence by sentence

Make simple additions, revisions and corrections

Evaluate writing with the teacher and other pupils

Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently

Proof-read to check for errors in spelling, grammar and punctuation

Read aloud with intonation

Overview of objectives: Reading – Year 2

Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently

Discuss the sequence of events in books and how items of information are related

Become familiar with and retell a wider range of traditional tales

Read non-fiction books that are structured in different ways

Recognise simple recurring literary language

Discuss and clarify the meanings of words

Continue to build up a repertoire of poems learnt by heart

Understand books read independently and those which are listened to

Draw on what is already known or on background information and vocabulary provided by the teacher

Check that the text makes sense

Make inferences on the basis of what is being said and done

Answer and ask questions

Predict what might happen on the basis of what has been read so far

Participate in discussion about books, poems and other works

Explain and discuss understanding of books, poems and other material

Overview of objectives: Spoken Language – Year 2

Listen and respond

Ask relevant questions

Build vocabulary

Articulate and justify answers

Give well-structured descriptions, explanations and narratives

Maintain attention and participate actively in collaborative conversations

Use spoken language: speculating, hypothesising, imagining and exploring ideas

Speak audibly and fluently

Use Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates

Gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints

Select and use appropriate registers for effective communication

YEAR THREE

Overview of objectives: Writing – Year 3

Use adverbs to express time, place and cause

Use prepositions to express time, place and cause

Use conjunctions to express time, place and cause (when, before, after, while, so because)

Use inverted commas to punctuate direct speech

Group related ideas into paragraphs

Use the present perfect form of verbs in contrast to the past tense

Build an increasing range of sentence structures

Form nouns with a range of prefixes

Use a or an according to whether the next word begins with a vowel or consonant

Build a varied and rich vocabulary

In narratives, create settings, characters and plot

In non-narrative, use simple organisational devices, such as headings and sub-headings, to aid presentation

Plan writing by discussing the structure, vocab and grammar of similar writing

Discuss and record ideas

Compose and rehearse sentences orally

Assess the effectiveness of own and others' writing

Propose changes to grammar and vocabulary to improve consistency

Proof-read for spelling and punctuation errors

Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Overview of objectives: Reading – Year 3

Listen to and discuss a wide range of texts

Read for a range of purposes

Use dictionaries to check the meaning of words

Identify themes and conventions

Prepare poems and play scripts to read aloud and to perform

Show understanding through intonation, tone, volume and action

Discuss words and phrases that capture the reader's interest and imagination

Recognise different forms of poetry

Check text makes sense

Explain meaning of words in context

Ask questions to improve understanding of a text

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions

Predict from details stated and implied

Identify main ideas drawn from more than one paragraph and summarise

Identify how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about books

Overview of objectives: Spoken Language – Year 3

Listen and respond

Ask relevant questions

Build vocabulary

Articulate and justify answers

Give well-structured descriptions, explanations and narratives

Maintain attention and participate actively in collaborative conversations

Use spoken language: speculating, hypothesising, imagining and exploring

ideas

Speak audibly and fluently

Use Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates

Gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints

Select and use appropriate registers for effective communication

YEAR FOUR

Overview of objectives: Writing – Year 4

Recognise the grammatical difference between plural and possessive 's'

Use Standard English forms for verb inflections

Extend the range of sentences with more than one clause by using a wider range of conjunctions (including: when, if, because, although)

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases

Use fronted adverbials

Use commas after fronted adverbials

Indicate possession by using the possessive apostrophe with plural nouns

Use inverted commas and other punctuation to punctuate direct speech

Organise paragraphs around a theme

Build a varied and rich vocabulary

Use present and past tenses correctly and consistently, including the progressive form and the present perfect form

Plan writing by discussing the structure, vocab and grammar of similar writing
Discuss and record ideas
Compose and rehearse sentences orally
Build an increasing range of sentence structures
In narratives, create settings, characters and plot
In non-narrative material, use simple organisational devices
Assess the effectiveness of own and others' writing
Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Proof-read for spelling and punctuation errors
Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Overview of objectives: Reading – Year 4

Listen to and discuss a wide range of texts
Read for a range of purposes
Use dictionaries to check the meaning of words
Identify themes and conventions
Prepare poems and play scripts to read aloud and to perform
Show understanding through intonation, tone, volume and action
Recognise different forms of poetry
Discuss words and phrases that capture the reader's interest and imagination
Check text makes sense
Explain meaning of words in context
Ask questions to improve understanding of a text
Draw inferences such as inferring characters' feelings, thoughts and motives

from their actions

Predict from details stated and implied

Identify main ideas from paragraphs

Identify how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about books

Overview of objectives: Spoken Language – Year 4

Listen and respond

Ask relevant questions

Build vocabulary

Articulate and justify answers

Give well-structured descriptions, explanations and narratives

Maintain attention and participate actively in collaborative conversations

Use spoken language: speculating, hypothesising, imagining and exploring ideas

Speak audibly and fluently

Use Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates

Gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints

Select and use appropriate registers for effective communication

YEAR FIVE

Overview of objectives: Writing – Year 5

Use expanded noun phrases to convey complicated information concisely

Use modal verbs or adverbs to indicate degrees of possibility

Use relative clauses beginning with 'who, which, where, when, whose, that' or an omitted relative pronoun

Use devices to build cohesion within a paragraph

Link ideas across paragraphs using adverbials of time, place and number

Link ideas using tense choices

Use commas to clarify meaning or avoid ambiguity in writing

Use brackets, dashes or commas to indicate parenthesis

Variety of verb forms used correctly and consistently including the present perfect form

Use commas after fronted adverbials (Y4)

Organise paragraphs around a theme (Y4)

Use inverted commas and other punctuation to punctuate direct speech (Y4)

Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)

Identify the audience for and purpose of writing

Note and develop initial ideas, drawing on reading and research

Enhance meaning through selecting appropriate grammar and vocabulary

Describe settings, characters and atmosphere

Précis longer passages

Integrate dialogue to convey character and advance the action

Use organisational and presentational devices to structure text

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Use consistent and correct tense

Distinguish between the language of speech and writing

Choose the appropriate register

Proof-read for spelling and punctuation errors

Perform own compositions using appropriate intonation, volume and movement

Overview of objectives: Reading – Year 5

Read and discuss a wide range of texts

Recommend books to peers

Identify and discuss themes and conventions

Make comparisons within and across books

Learn poetry by heart

Prepare poems and plays for performance

Check sense, discuss understanding and explore meaning of words in context

Ask questions to improve understanding

Draw inferences (characters' feelings, thoughts and motives); justify with evidence

Predict from details stated and implied

Summarise main ideas, identifying key details

Identify how language, structure and presentation contribute to meaning

Evaluate authors' language choice

Distinguish between fact and opinion

Retrieve, record and present information from non-fiction

Participate in discussion about books

Explain and discuss understanding of reading

Provide reasoned justifications for views

Overview of objectives: Spoken Language – Year 5

Listen and respond

Ask relevant questions

Build vocabulary

Articulate and justify answers

Give well-structured descriptions, explanations and narratives

Maintain attention and participate actively in collaborative conversations

Use spoken language: speculating, hypothesising, imagining and exploring ideas

Speak audibly and fluently

Use Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates

Gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints

Select and use appropriate registers for effective communication

YEAR SIX

Overview of objectives: Writing – Year 6

Recognise vocabulary and structures for formal speech and writing, including subjunctive forms

Use passive verbs

Use the perfect form of verbs

Use expanded noun phrases to convey complicated information concisely

Link ideas across paragraphs using a wider range of cohesive devices (e.g.

repetition, adverbials, ellipsis)

Use hyphens to avoid ambiguity

Use semi-colons, colons or dashes to mark boundaries between independent clauses

Use a colon to introduce a list and use of semi-colons within lists

Punctuate bullet points consistently

Link ideas across paragraphs using a wide range of cohesive devices (Y5)

Use modal verbs or adverbs to indicate degrees of possibility (Y5)

Use brackets, dashes or commas to indicate parenthesis (Y5)

Use relative clauses beginning with 'who, which, where, when, whose, that' or an omitted relative pronoun (Y5)

Identify the audience for and purpose of writing

Note and develop initial ideas, drawing on reading and research

Enhance meaning through selecting appropriate grammar and vocabulary

Describe settings, characters and atmosphere

Précis longer passages

Integrate dialogue to convey character and advance the action

Use organisational and presentational devices to structure text

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Use consistent and correct tense

Distinguish between the language of speech and writing

Choose the appropriate register

Proof-read for spelling and punctuation errors

Perform own compositions using appropriate intonation, volume and

Movement

Overview of objectives: Reading – Year 6

Read and discuss a wide range of texts

Recommend books to peers

Identify and discuss themes and conventions

Make comparisons within and across books

Learn poetry by heart

Prepare poems and plays for performance

Check sense, discuss understanding and explore meaning of words in context

Ask questions to improve understanding

Draw inferences (characters' feelings, thoughts and motives); justify with evidence

Predict from details stated and implied

Summarise main ideas, identifying key details

Identify how language, structure and presentation contribute to meaning

Evaluate authors' language choice

Distinguish between fact and opinion

Retrieve, record and present information

Participate in discussion about books

Explain and discuss understanding of reading

Provide reasoned justifications for views

Overview of objectives: Spoken Language – Year 6

Listen and respond

Ask relevant questions

Build vocabulary

Articulate and justify answers

Give well-structured descriptions, explanations and narratives

Maintain attention and participate actively in collaborative conversations
Use spoken language: speculating, hypothesising, imagining and exploring ideas

Speak audibly and fluently

Use Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates

Gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints

Select and use appropriate registers for effective communication