



Eleanor Palmer Writing Policy

Reviewed by Curriculum Committee 12 09 22

This policy describes our practice in the teaching of writing. Our approach to the teaching of writing is multi-faceted, incorporating oracy, drama, real contexts and high-quality literature. Our aim is for all children to develop the skills to write confidently and effectively for a range of purposes and audiences. Our teaching will equip children with the tools – spelling, grammar, handwriting and punctuation – to allow them to communicate clearly in writing and every child will be empowered to find their individual voice as a writer.

Planning:

Lesson planning covers the aims and objectives of the National Curriculum, drawing on leading literacy consultants and organisations such as the National Literacy Trust and the Centre for Literacy in Primary Education. We have carefully sequenced the content and skills across the school so that units of work build upon learning from previous terms and years, with each core text earning its place as the best inspiration and model for each year group's learning.

Teachers plan cohesive units with a clear audience and purpose in mind. Our writing teaching sequences are enhanced through shared high-quality core texts, drama, class visitors and school trips to inspiring cultural sites.

Wherever possible, writing is linked to the termly class topic, and, therefore, the wider curriculum. Editorial skills needed for writing (spelling, grammar, punctuation and handwriting) are taught within real contexts and teachers plan creative and relevant stimuli for writing - inspired by their class topic (science-, geography- or history-led) and the children's interests. There is a balance between fiction, non-fiction and poetry with an emphasis on whole texts rather than extracts and worksheets.

Models and frameworks are found on the staff shared drive under the 'English' area.

Oracy – learning to talk and learning through talk:

At Eleanor Palmer, we believe that language provides the foundation of thinking and learning and so ensure that all classrooms are language-rich, with children engaged in high-quality dialogue. We create structured opportunities for meaningful conversation, discussion and talk around learning. Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment. Much of our teaching is dialogic, so that children are actively involved in their learning, with a range of strategies used for checking understanding and taking responses such as pick sticks, talk partners and cold-calling. Children are given ample opportunity to orally rehearse their ideas before writing. Through oracy, children learn how other people make sense of the world, how language is used to reason and form opinion, how emotions and identities are expressed, and how to work together to solve problems.

What does oracy look like at Eleanor Palmer?

Across the school:
<ul style="list-style-type: none">• Use of class discussion and talk partners.• Listening to and participating in stories, poems, rhymes and songs.• Use of sentence-stems and chorusing to scaffold oral responses in class.• Questioning across the curriculum.• Reciting and reading aloud.• Drama activities to enliven and enrich children's learning.• Re-telling and role-play.• Opportunities for children to talk about and discuss their reading and writing.• Debating.• Collaborative work and reporting back following group work.• Presenting in front of an audience.

Writing:

At Eleanor Palmer, we strive to create an environment that will promote both reading and writing so that children work towards reading like a writer and writing for a reader. In order to ensure that all pupils learn to be confident writers we encourage children to write creatively whilst teaching key writing skills explicitly and systematically.

As children are immersed in a subject for a term, they study quality books about this topic and learn from related trips and visitors which allow them to develop the knowledge to write with confidence and authority. In class, teachers plan structured shared reading and write model pieces so children understand the characteristics of different genres. Additionally, for each piece, children are taught a suitable grammar concept which helps them to write accurately and learn the correct terminology to discuss writing with precision.

As we use 'Grammar Grove' consistently, *see Appendix 1*, children will encounter the same grammar terms across the school to ensure they have mastered the concepts thoroughly and are introduced to increasingly complex grammar concepts as they progress each year.

Teachers plan sequences of lessons to build towards a longer writing outcome, following the structure below:



What does writing look like at Eleanor Palmer?

Across the school:

- A purpose and audience for each piece of writing is decided from the outset.
- Children and adults have a shared understanding of what success will look like for each genre/outcome, developing a 'Writer's Toolkit' collaboratively with their teacher. *See Appendix 2.*
- We provide stimulating first hand experiences, e.g. trips, storytellers and drama.
- Shared reading exposes children to high quality models of writing.
- Writing is taught as a carefully sequenced activity.
- Teachers provide regular helpful feedback through marking.
- Time is planned into lessons for children to respond to literacy marking and feedback.
- Writing is, in the main, linked to class topics to promote engagement.
- We ensure progression in knowledge, complexity of tasks and expectations year on year.
- Genres are chosen to match the writing expectations from the National Curriculum and build on prior learning.
- We build stamina for writing by providing opportunities to write independently and for extended periods.
- Editing and reviewing form a large part of lesson time – with age-appropriate strategies for green-pen response marking used across the school.
- Peer marking is encouraged as an additional way for children to respond to writing.
- Children write with a clear sense of purpose and audience.
- Writing is displayed and celebrated all over the school.

Grammar

An understanding of how to use grammar correctly, use relevant meta-language and identify word classes and sentence types is taught both in the context of a piece of writing and explicitly in whole class work. Linked to the National Curriculum guidelines for year groups, grammar is taught and planned to fit in with relevant genres of writing.

What does grammar teaching look like at Eleanor Palmer?

Across the school:

- We start with the basics of sentence construction including full stops and capital letters.
- Children begin to identify word classes early on (noun, verb, adjective and adverb) and use this understanding in their writing.
- We have created 'Grammar Grove' with grammar related characters (Nicky Noun, Anita Adverb...) to hook children into the language of grammar. This is embedded and displayed across the school, develops in complexity and is shared with parents and carers at the start of the academic year. *See Appendix 1*
- We follow the 2014 National Curriculum as guidance as to what is taught in each year group and, from this, have devised a specific structure for our school detailing expectations year by year.

Spelling:

Understanding how to spell correctly is important in supporting children to organise their thinking around language. Knowing how to apply spelling rules and recognising key words is empowering for children. Spelling plays a significant part of standardised assessment and is taught throughout the school. We use the 2014 National Curriculum as a guideline as to which spellings should be taught in which year group, supported by the Little Wandle Letters and Sounds progression and the No Nonsense Spelling Scheme.

What does spelling look like at Eleanor Palmer?

The teaching of spelling in EYFS and KS1:

- From Nursery, children are introduced to the concept that words are broken down into sounds.
- In Nursery and Reception, Little Wandle Letters and Sounds visuals are available on tables showing images to remind children of trickier digraphs they want to write. Children learn sounds and letters rigorously through the Little Wandle Letters and Sounds progression, which supports sounding out, segmenting and blending.
- Children having a go at writing by sounding out words and recording the sounds they hear.
- Classes have a 'sound table' for young children to add things to beginning with the sound of the day or week.
- From Year 1, children are actively encouraged and taught to proofread their writing for spelling errors.

The teaching of spelling in Y2-6:

- From the Spring term of Year 2 onwards, our spelling lessons are based on the No Nonsense Spelling units that follow clear patterns to aid understanding.
- Throughout KS2, a spelling rule or new letter sounds are introduced weekly and relevant spellings are taught in class before being practised at home for a weekly test.
- Phonic strategies continue to be taught and referred to by school adults - encouraging children to sound out to check spelling.
- Key word banks, high frequency words, dictionaries and word pattern visuals scaffold children as necessary.
- When writing, children are encouraged to 'wiggle' underline words they are not sure of to check in a word bank or dictionary to avoid interrupting the flow of their writing.
- Spellings are identified by adults using the EP Editing Code (*See Appendix 2*) and children practise spelling corrections in their literacy books as part of their response to marked work.
- Where additional spelling support is needed, children work in small groups with an adult to reinforce spelling patterns, alongside their whole-class word lists.

Handwriting

Handwriting is empowering for children, enabling them to write clearly and at length. Having a fluent, comfortable handwriting style is crucial for children to develop writing stamina and feel proud of their work. In EYFS, we place emphasis upon fine motor skills and we use a range of resources to practise these basic skills. This moves into correct letter formation with a focus on both upper and lower case letters.

What does handwriting look like at Eleanor Palmer?

Across the school:

- We use the Letter-Join handwriting scheme as a basis for our teaching, which builds a consistent style across the school.
- We take the view that handwriting should be taught little and often – daily in Key Stage One, twice a week in Lower Key Stage Two and at least once every week in Key Stage Two with focussed groups for children in need of extra support.
- Our end goal for all children is to have a fluent cursive script and so we encourage children to join their writing as soon as they are forming their letters correctly from Year 2.
- We award handwriting marks out of 10 for every piece of writing (out of 5 at Key Stage 1) so that children are constantly focussed on developing the habit of neat writing.
- Specific feedback is given orally so that children can improve their cursive script.
- Handwriting support groups are complemented by OT support for specific children as needed.

Letter-join 

Assessment

We firmly believe in the power of immediate, personalised feedback, so much marking is done 'pen-in-hand' by teachers during lessons. Being next to a child and having a conversation *in the moment* about their work has far more impact than lengthy written feedback in many instances, so adults create classrooms where this dialogue is possible and powerful. Regular written feedback is still given, following the EP marking policy, after extended pieces of writing. See *Assessment Policy* for more information on whole school monitoring and evaluation, tracking and work sampling.

Writing Assessment	
Formative Assessment	Summative Assessment
<ul style="list-style-type: none"> • First and foremost, pen-in-hand immediate marking takes place throughout lessons to move children's learning on. • Children also refer to the 'Writer's Toolkit' that they can use to help them reflect on the structure and language features of their own writing. • At the end of a piece of extended writing, the teacher marks each child's work according to the learning objective. The teacher highlights two sentences in yellow where the child has been successful. • The teacher identifies one or two areas of improvement for the whole class, which are shared in the final editing lesson. Children work with a green pen at this time, improving their own work and focussing specifically on the weakness identified by the class teacher. 	<ul style="list-style-type: none"> • 'Show what you know' unaided writing takes place at the end of each unit, where children demonstrate the skills learnt so far in a short piece of unscaffolded work. • 'Big Write' opportunities take place termly. This is an unaided writing task for Years 1-6 based on a short video or picture prompt. Teachers assess these against the 'Writer Can' statements for their year group and set next step targets for each child. • Writing at the end of KS1 and KS2 is teacher assessed. There is no external assessment of composition, however we routinely ask our Local Authority consultant to moderate our levels. As we do termly assessments, these, along with the children's literacy books, help to form a profile for final teacher assessments at the end of Year 2 and 6. • Teachers from Year 3 to 6 set regular SPaG tests using SPaG.com. • Externally set and assessed Spelling, Punctuation and Grammar ('SPAG') tests take place in Year 2 and 6.



Appendix 1 – GRAMMAR GROVE

At Eleanor Palmer, we have devised a set of characters to help all children to understand the basics of grammar more easily, all beautifully illustrated by past EP parent Kellie Strom. You may well have heard your child talking about these characters at home. This document will help you to learn a little more about Grammar Grove and the characters that your child is learning about. Of course there is much to build on in grammar once the basics (below) are established and progression and complexity then builds through the school. Once rules are learnt, the children will see how to experiment and play with them (even break them!) to make their writing more engaging for their reader!

Grammar Granny

Grammar Granny is the matriarch of Grammar Grove and she loves grammar! When children impress her with their grammar knowledge, she grabs her handbag and says, “Ooh, get you!”

Nicky Noun

Nicky Noun is a toddler who likes pointing at and naming things. Nouns are often called naming words because they name people, places and things. Nouns can be classified in many different ways, for example as common/abstract (boy/love), proper (Spain, Wednesday) countable or non-countable (sausages/water) or collective (a herd/a flock).

Detective Adjective

Detective Adjective uses her magnifying glass to find more details to describe. We sometimes say that adjectives are ‘describing words’ e.g. the shiny, red ball. However, adverbs *describe* verbs and other types of words can also be descriptive so we have to be specific and learn that **adjectives describe nouns!**

Victor Verb

Victor Verb is always busy **doing things**. He is very sporty and you might spot him riding on his bike or running! Verbs are doing or being words (He stirred the chocolate mix, The teacher was happy). For a sentence to make sense, it must contain a verb!, Critical learning is how to write in a consistent tense and to make sure the subject and verb agrees (he was, she is, they are etc.).

Aneeta Adverb

Aneeta Adverb is Victor Verb’s girlfriend. She **describes how, when or where the verb is performed** (He ran slowly, He moved suddenly, He was outside). We begin with adverbs which describe how a verb is performed – these are often –ly words. In the Juniors, children then learn about adverbial phrases (With her heart beating, she stepped forward).

Chris Conjunction

Chris Conjunction is a joiner by trade! He loves joining two sentences together and extending sentences. There are two main types of conjunction:

- Co-ordinating conjunctions link words or phrases as an equal pair (James bought a bat and a ball).
- Subordinating conjunctions are used when one part of a sentence relies on another for meaning (Joe can’t go outside because it’s raining).

Princess Pronoun

Princess Pronoun is very self-obsessed! She’s all ‘me, me, me!’ You use pronouns in place of a noun. She, him, they, them are all examples of pronouns.

Preposition Puppy

Preposition puppy is so full of energy! She is always moving under, over and next to things. Prepositions describe locations or directions.

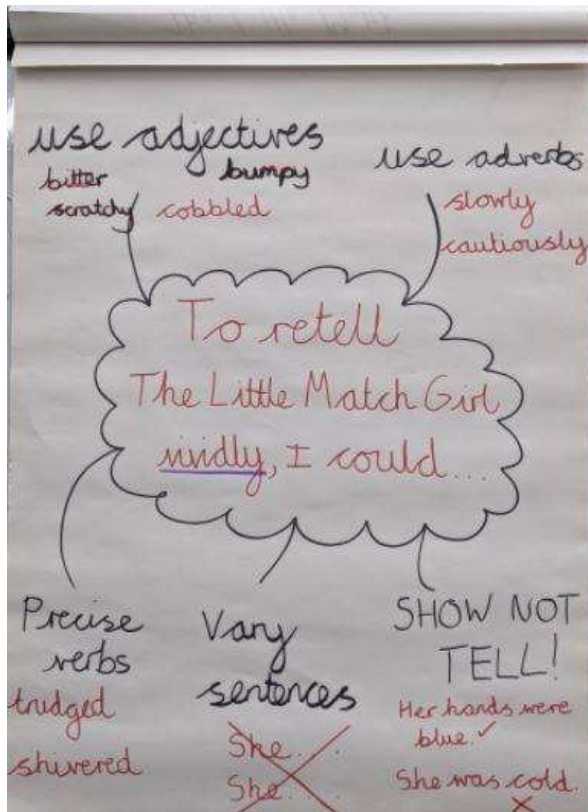
Santa Clause and Subordinate Elf (Clause)

Santa Clause is the main clause in a sentence and Subordinate Elf (Clause) is the subordinate clause in a sentence; they work together. The subordinate clause in a sentence relies on the main clause to make sense, and adds information about the main clause (Deep in the woods, the trees whispered. The main clause in this sentence is The trees whispered and the subordinate clause is deep in the woods).

Mary Mechanic

A key character in Grammar Grove, Mary works hard to check, spot, repair and fix any problems. Missing punctuation? The wrong tense? Mary’s on hand to do any vital repairs.

Appendix 2 – Writer's Toolkit



Appendix 3 – Editing Code



EP Editing Code



sp	Spelling mistake in this line	Find and correct in green pen
C	Capital letter mistake in this line	
P	Punctuation mistake in this line	
^	Word or words missing here	Re-read aloud and correct in green pen.
?	This doesn't make sense!	
//	Paragraphs needed.	
✓	Great word choice	Feel proud!
✓✓	FANTASTIC word choice!	