



Hobletts Manor Junior School Writing Policy

‘Learning and Achieving Together’

Our aims

At Hobletts Manor Junior School, we aim to inspire confidence, positivity and creativity in our children, giving them the tools to write for a range of purposes and audiences.

- We teach children that writing is an important part of everyday life and how important it is when communicating with others, both in our community and further afield
- We understand the importance of the writing process, from letting the children draft their own ideas to seeing their writing celebrated as a finished piece
- We help our pupils to enjoy writing in various genres, including fiction, non-fiction and poetry, using what they have already experienced around them
- We ensure that all children have the tools to build on their knowledge of phonics, and apply their spellings, allowing time to edit any errors
- We encourage children to use what they have learnt, and adapt what they know, across all curriculum subjects
- We support the children to write using what they have learnt from exploring texts, and encourage the accurate use of vocabulary, grammar and punctuation

“Attitude is the mind's paintbrush; it can colour any situation.”
Barbara Johnson

Teaching and Learning

At Hobletts, we love to write at every opportunity and aim for our children to develop a passion for writing, letting their imaginations take over for a while.

Shared Writing

- English modules provide children with the opportunity to study many genres using key texts, leading them to write in the same genre
- Teachers model writing, and focus on the use of sentence structure, punctuation and vocabulary
- Grammar is taught throughout each module to improve the accuracy of children's writing
- Regular spelling lessons teach sequences, allowing time for children to consolidate their learning
- Sessions have a specific focus and all abilities are encouraged to take part in discussions with differentiated questioning
- Challenge is provided through careful planning and with the use of steps to success when appropriate

Paired writing

- Children gain a deeper understanding of specific text types, through discussion and analysis
- They have the opportunity develop teamwork and support their peers with positive reinforcements

Independent Writing

- Children are given the opportunity to write with their peers and gain confidence to practise their writing skills independently
- They are given the opportunity to re-read for their work and allowed time to edit and improve what they have written
- We encourage encouraged children to use and apply independent strategies for spelling, including the use of a dictionary or word list

Structure

- Daily timetabled English lessons give children the opportunity to build on their prior knowledge and practise their skills
- Sessions focus on class needs, such as sentence structure, punctuation and vocabulary
- Children practise their spellings daily, using a range of independent strategies

The Wider Curriculum

- Class readers and key texts are used in many curriculum based subjects to inspire writing in fiction and non-fiction
- We aim to write in all subjects, pulling our skills together to and applying what we have learnt in different ways

"The first draft is just you telling yourself the story."
Terry Pratchett

The National Curriculum

Years 3 and 4 programme of study

Writing – transcription

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing – composition

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing 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 their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Years 5 and 6 programme of study

Writing – transcription

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task.

Writing – composition

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précisising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others’ writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Assessment for Learning

At Hobletts, marking and feedback is an important part of celebrating individual successes and giving children the tools to feel confident and make progress.

Spelling

- Teachers use spelling miscues to analyse specific gaps in spelling, where needed
- Half-termly assessments are carried out to monitor class strengths and weaknesses, allowing teachers to plan for support and challenge
- Dictation is used to assess what the children already know and to celebrate individual progress
- Children are challenged to use their spellings accurately, and in context, to consolidate their understanding

Handwriting and Presentation

- We encourage children to write freely when making notes and drafting their writing
- When writing for an audience, we encourage children to write fluently and with increasing speed
- A joined and cursive script is encouraged, helping children to remember spelling patterns

Composition

- We allow children time to plan their writing, for a specific audience, using what they already know about a genre and from what they have previously read
- Time to draft gives the children time to select the grammar and vocabulary appropriate to the genre, and to organise their writing effectively
- Regular editing gives them the opportunity to read and evaluate their own work, and make further changes to their punctuation and spelling

Vocabulary, Grammar and Punctuation

- We want to see children recognising and applying the vocabulary and structures they have come across when exploring particular genres
- Children are encouraged to use grammatical features best suited to the text type and those that are a focus for the genre and from previous learning
- High expectations are given to the accurate use of punctuation, including the use of skills from earlier learning

An Individual Approach

- We have a whole school approach to individual assessment, using the Herts for Learning Teacher Assessment Frameworks
- Regular assessments are used to guide the progress of individual pupils against key objectives
- Teachers can ensure that teaching is bespoke to each class and to each individual
- Writing is always a focus at termly pupil progress meetings, where we can identify individuals who might need extra provision or challenge
- Both verbal and written feedback celebrates children's work and suggests steps for further progression
- More able pupils are encouraged to take on extra challenges to enrich their learning and deepen their thinking
- Intervention programmes will be devised, based on the needs of individual pupils where necessary, and in consultation with our INCO
- Disadvantaged children are supported further with additional golden mark writing sessions

"The moment you doubt whether you can fly, you cease forever to be able to do it."

JM Barrie

Our Writing Community

At Hobletts, we know that children observe the way writing is used in their everyday lives, how important it is for them to share it with the people around them, and the vital role parents and carers play.

The School Environment

- Weekly assemblies celebrate the children's achievements in writing
- We celebrate writing, both individually and in shared writing, where writing is displayed on working walls, from generating vocabulary to finished pieces of extended writing
- Regular opportunities allow parents time to see what their children have been learning
- We use our school website to showcase the children's achievements in the wider community

At Home

- At home, we encourage all children to practise the skills they have learnt in school
- We ensure writing is a focus of our parent consultations, which run twice each year, and support parents with next steps
- Yearly written reports allow parents and carers to see an overview of key writing objectives, where they have been met or where they remain to be an area for development

"There is something delicious about writing the first words of a story. You never quite know where they'll take you."
Beatrix Potter