



Writing Policy

Aims

In order that our pupils are able to achieve their full writing potential we must ensure that all children:

- Develop the ability to use writing as a means of developing, organising and communicating ideas.
- Write in different contexts, for a range of purposes using a variety of styles.
- Develop the ability to use spelling, punctuation and grammar accurately and with confidence.
- Find purpose and enjoyment in writing.

Year 1	
Sentence structure	<ul style="list-style-type: none"> • Learn how words combine to make sentences. • Join sentences together with the word 'and'.
Text structure	<ul style="list-style-type: none"> • Sequence sentences to form short narratives.
Punctuation	<ul style="list-style-type: none"> • Separate words with spaces. • Are introduced to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Use capital letters for names and the pronoun 'I'.
Spelling	<ul style="list-style-type: none"> • Spell using strategies taught through RWI Programme including learning tricky words.
Composition	<ul style="list-style-type: none"> • Plan writing by saying out loud what they are going to write about. • Compose a sentence orally before writing. • Sequence sentences to provide meaning to writing. • Re-read writing to check for sense. • Discuss their writing with other pupils and the teacher. • Read aloud their writing to the class and the teacher.
Handwriting	<ul style="list-style-type: none"> • Children are taught to sit correctly at their table, holding their pencil comfortably and correctly. • Begin to form lower case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9. • 'Letterjoin' pre-cursive handwriting style will be taught.

Year 2	
Sentence structure	<ul style="list-style-type: none"> • Use of when, if, that, because (subordination). • Using 'and' or 'but' (co-ordination). • Expanded noun phrases e.g. the blue butterfly for description. • How grammatical patterns can indicate the function of a sentence...statement, question, exclamation or command.
Text structure	<ul style="list-style-type: none"> • Consistent use of past and present tense when writing.
Punctuation	<ul style="list-style-type: none"> • Capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Commas to separate items in a list. • Apostrophes to mark where letters are missing in spelling.
Spelling	<ul style="list-style-type: none"> • Spell using strategies taught through RWI Programme including learning tricky words.
Composition	<ul style="list-style-type: none"> • Plan or say out loud what they are going to write about. • Write an idea/key words including new vocabulary. • Check what they want to say sentence by sentence. • Evaluate their writing with the teacher/peers and check writing for errors in spelling, grammar and punctuation. • Re-read for sense and to check that time verbs are used correctly. • Read aloud their writing to the class and the teacher.
Handwriting	<ul style="list-style-type: none"> • Form lower case letters of the correct size relative to one another. • Begin to use some of the diagonal and horizontal strokes needed to join letters. • Write capital letters of the correct size and orientation. • Use spacing between words which reflects the size of the letters. • Write digits of the correct size and orientation. • 'Letterjoin' cursive handwriting style will be taught.

Year 3	
Sentence structure	<ul style="list-style-type: none"> Express time, place and cause using conjunctions (when, so, before, after, while, because), adverbs (then, next, soon, therefore) or prepositions (before, after, during, in, because).
Text structure	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material. Use headings/sub-headings to aid presentation. Begin to use the present perfect form of verbs instead of the simple past. (He has gone out to play instead of He went out to play).
Punctuation	<ul style="list-style-type: none"> Consistently use punctuation taught in KS1. Introduction to inverted commas to punctuate direct speech.
Spelling	<ul style="list-style-type: none"> Spelling taught through SPAG programme.
Composition	<ul style="list-style-type: none"> Discuss writing which is similar to that which they are planning to write. Discuss and record ideas. Compose and rehearse sentences orally progressively building in rich vocabulary and increasing the range of sentence structures. Organise paragraphs around a theme. Create settings, characters and plot in narrative writing. Use headings/sub-headings to organise nonfiction writing. Assess effectiveness of their own and other's writing and suggest improvements. Check for spelling and punctuation errors. Read writing aloud to the class using appropriate intonation so that the meaning is clear.
Handwriting	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of handwriting. Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 'Letterjoin' cursive handwriting style will be taught.

Year 4	
Sentence structure	<ul style="list-style-type: none"> • Noun phrases expanded by modifying adjectives, nouns and preposition phrases (The teacherThe strict maths teacher with the curly hair). • Fronted adverbials....Later that day I heard bad news.
Text structure	<ul style="list-style-type: none"> • Use paragraphs to organise ideas around a theme. • Appropriate choice of pronoun and noun to aid meaning and avoid repetition.
Punctuation	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech. • Apostrophes to mark singular and plural possession. • Use of commas after fronted adverbials.
Spelling	<ul style="list-style-type: none"> • Spelling taught through SPAG programme.
Composition	<ul style="list-style-type: none"> • Discuss writing which is similar to that which they are planning to write. • Discuss and record ideas. • Compose and rehearse sentences orally progressively building in rich vocabulary and increasing the range of sentence structures. • Organise paragraphs around a theme. • Create settings, characters and plot in narrative writing. • Use headings/sub-headings to organise nonfiction writing. • Assess effectiveness of their own and other's writing and suggest improvements. • Check for spelling and punctuation errors. • Read writing aloud to the class using appropriate intonation so that the meaning is clear.
Handwriting	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of handwriting. Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. • 'Letterjoin' cursive handwriting style will be taught.

Year 5	
Sentence structure	<ul style="list-style-type: none"> Relative clauses beginning with who, which, where, why, whose etc. Begin to indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must).
Text structure	<ul style="list-style-type: none"> Use devices to build cohesion within a paragraph (then, after that, this, firstly). Link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly).
Punctuation	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis (an insertion offering explanation or afterthought added to writing which is already grammatically complete). Use of commas to clarify meaning or to avoid ambiguity.
Spelling	<ul style="list-style-type: none"> Spelling taught through SPAG programme.
Composition	<ul style="list-style-type: none"> Plan by identifying audience and purpose, selecting appropriate form and using other similar writing as a model. Make notes and develop ideas including research. Select appropriate grammar and vocabulary understanding how choices enhance meaning. Use a range of devices to build cohesion within and across paragraphs. Describe settings, characters and atmosphere in narrative writing and include dialogue. Assess effectiveness of their own and others writing. Suggest changes to grammar, vocab and punctuation to enhance effects. Ensure consistent use of correct tense. Proof read for errors in spelling and punctuation. Perform their own compositions audibly and with the correct intonation so that the meaning is clear.
Handwriting	<ul style="list-style-type: none"> Write legibly, fluently, with increasing speed and personal style by choosing which shape of letter to use when given choices and deciding where or not to join specific letters. Choose the writing implement that is best suited for the task. 'Letterjoin' cursive handwriting style will be taught.

Year 6	
Sentence structure	<ul style="list-style-type: none"> • Use of the passive voice to affect the presentation of information in a sentence.
Text structure	<ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of devices....repetition of word or phrase, adverbials such as 'on the other hand' or 'in contrast 'and ellipsis. • Layout devices such as headings, sub-headings, columns, bullets, tables etc to structure texts.
Punctuation	<ul style="list-style-type: none"> • Use of semi-colon, colon and dash to mark boundary between independent clauses. • Use of colon to introduce a list. • Punctuation of bullet points to list information.
Spelling	<ul style="list-style-type: none"> • Spelling taught through SPAG programme.
Composition	<ul style="list-style-type: none"> • Plan by identifying audience and purpose, selecting appropriate form and using other similar writing as a model. • Make notes and develop ideas including research. • Select appropriate grammar and vocabulary understanding how choices enhance meaning. • Use a range of devices to build cohesion within and across paragraphs. • Describe settings, characters and atmosphere in narrative writing and include dialogue. • Assess effectiveness of their own and others writing. • Suggest changes to grammar, vocab and punctuation to enhance effects. • Ensure consistent use of correct tense. • Proof read for errors in spelling and punctuation. • Perform their own compositions audibly and with the correct intonation so that the meaning is clear.
Handwriting	<ul style="list-style-type: none"> • Write legibly, fluently, with increasing speed and personal style by choosing which shape of letter to use when given choices and deciding where or not to join specific letters. • Choose the writing implement that is best suited for the task. • 'Letterjoin' cursive handwriting style will be taught.