



Tuition, Medical and Behaviour Support Service Curriculum Policy - Primary

Writing

Harlescott Education Centre

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Contents

AIMS AND PRINCIPLES	Page 3
PURPOSE OF STUDY	Page 3
TMBSS PRIMARY LITERACY OFFER	Page 3
CURRICULUM PLANNING	Page 4
PLANNING FOR GRAMMAR AND PUNCTUATION	Page 5
PLANNING FOR SPELLING	Page 5
HANDWRITING	Page 5
MARKING WORK	Page 6
ASSESSMENT and RECORDING	Page 6
MONITORING AND EVALUATION	Page 6
<u>APPENDICES</u>	
Appendix 1- Year 1 Programme of Study	Page 7
Appendix 2- Year 2 Programme of Study	Page 10
Appendix 3- Year 3 and 4 Programme of Study	Page 12
Appendix 4- Year 5 and 6 Programme of Study	Page 14

AIMS AND PRINCIPLES

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Aspects of the national curriculum for English relevant to writing are:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

PURPOSE OF STUDY

In addition to composition and transcription, students should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

TMBSS Literacy Offer

Shared Placement Offer

Students attending with the Shared Placement Offer, attend TMBSS for either a morning or an afternoon placement for four sessions each week alongside a partner school. Shared placements are 16 weeks in length. As students only spend 40 % of their education time at TMBSS the literacy curriculum is not covered in the same depth as if a student accessing fulltime mainstream/ specialist school.

Literacy lessons are timetabled in the morning session for a minimum of 1 small group session per week and 1 small group session during the afternoon session. Students also engage in daily, bespoke interventions to develop their mathematical skills. These are identified on the teacher's weekly planning.

Six Day Provision

Students may attend TMBSS following a Permanent Exclusion and take up a Six Day Provision place. This type of placement is to ensure a student has access to education whilst waiting for a new mainstream placement through the Fair Access Panel. The length of this placement is approximately 13 weeks.

Curriculum Planning

The programmes of study for writing at key stages (KS) 1 and 2 are structured as;

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)
- Vocabulary, grammar and punctuation

The curriculum is planned in both Key Stages so that children meet a genre of writing twice a year, this gives children the opportunity to build on previous learning. At the beginning of a unit the children are asked to produce a piece of writing to show what they know of the features of the genre, this write is relatively unprepared for and is termed a 'Cold Write'.

In the final week of a genre children are again given the opportunity to write to show what they know of the features of the genre. This second write which will have been prepared for over the course of the unit is termed the 'Hot Write'.

This will enable staff to identify progress if students have made progress and give next steps to share with their partner school.

Children in Key Stage 1 study the following areas of literacy;

Autumn A	Spring A	Summer A
Fiction: Traditional tales/fable- The Tortoise and the Hare Poetry: Autumn senses, bonfire night, remembrance	Fiction: Traditional tales/ fables-The Lion and the Mouse	Fiction: Stories about dragons
Non Fiction: Information texts- Night time animals	Non Fiction: Information Texts Instructions-Cooking Poetry: Poems With an Element of Fantasy or Humour	Non- Fiction: Information page- Pets Poetry: Acrostic

Autumn B	Spring B	Summer B
Fiction: Traditional tales-The Three Little Pigs Poetry: Autumn senses, bonfire night, remembrance	Fiction: Traditional tales-Goldilocks and the Three Bears Non Fiction: Information Texts Big Machines Poetry: Poems With an Element of Fantasy or Humour	Fiction: Fantasy: Quest Stories
Non Fiction: Information texts: Cooking	Non Fiction: Information Texts Big Machines Poetry: Poems With an Element of Fantasy or Humour	Non Fiction: Instructions-Incredible Animals Poetry: Acrostic

Children in Key Stage 2 study the following areas of literacy;

Autumn A and B	Spring A and B	Summer A and B
Non-Fiction: Reports - Wolves	Fiction: Greek Myths	Fiction: Stories That Raise Issues
Fiction: Alternative Fairy Tales	Non-Fiction: Instructions – Art	Poetry: Roald Dahl

Six Day Provision Offer

Autumn A	Spring A	Summer A
Autumn 1: Fiction: Gorilla by Anthony Brown Non-Fiction: Big Blue Whale Autumn 2: Non-Fiction: Non-chronological reports Poetry: Performance poetry	Spring 1: Historical Fiction: Escape from Pompeii Non-Fiction: Nobody Owns the Sky Spring 2: Non-Fiction: The Rhythm of the Rain Fiction: Fairy tales/traditional stories	Summer 1: Historical Fiction: Escape from Pompeii Poetry: Similes and metaphors Summer 2: Non-Fiction: Last – The Story of a White Rhino Poetry: Haiku and Kennings
Autumn B	Autumn B	Autumn C
Autumn 1: Non-Fiction: Big Blue Whale (1 week) Fiction: Gorilla by Anthony Brown Autumn 2: Fiction: Leon and the Place Between Poetry: Performance poetry	Spring 1: Non-Fiction: The Rhythm of the Rain Poetry: Haiku, Kennings Spring 2: Historical Fiction: Stone Age Boy Non-Fiction: Nobody Owns the Sky	Summer 1: Historical Fiction: Escape from Pompeii Poetry: Similes and metaphors Summer 2: Non-Fiction: Last – The Story of a White Rhino

Planning for Grammar and Punctuation

There are medium term plans consisting of differentiated learning objectives, example activities and terminology.

- Key Stage 1
- The Key Stage 2 planning is structured as upper and lower Key Stage 2.

Teachers move between the three planning documents as appropriate to the needs of their teaching groups. Teachers choose areas of grammar that fit with the genre of text they are studying.

Teachers will teach a combination of discreet grammar lessons and lessons where the grammar focus is taught within the context of the wider literacy focus. Knowledge and skills taught discreetly will then be embedded within further literacy teaching.

Planning for Spelling

Children at the very early stages of spelling are taught to use 'Fred Fingers', in line with the Read Write Inc. scheme, to help them to hear and write the sounds for phonetically plausible words. (Fred Fingers—hold up the number of fingers to match the number of sounds in the word. Hold each finger as the sounds are clearly articulated in turn).

A baseline 'Spelling Placement Assessment' is administered to ascertain the spelling stage a child is at. Results of this assessment will indicate where a child needs to be taught ranging from Vowel – Consonant words through Sets 1, 2 and 3 Read Write Inc. sounds to National Curriculum Years 5 & 6 spelling rules.

Staff teach children the 'Look Cover Spell Check' method for learning spellings and, as appropriate to the child's physical and emotional needs, they introduce kinaesthetic methods to support written practice.

Handwriting

Children in KS1 are taught handwriting using kinaesthetic methods e.g. They will be taught the Read Write Inc. 'rhyme' to support formation of a letter they may then practice formation by writing in shaving foam, writing in sand and using 'big writing' methods.

Children practice letters in family groups (coadgq, rmnhpb) as part of their daily arrival task lists.

Children in KS2 practice handwriting as part of their arrival task lists. Kinaesthetic approaches are used based on individual needs.

Where children are joining or ready to join letters this is taught as part of their handwriting practice.

Where children find pencil grip challenging, they are supported through interventions such as threading, tweezers, pegs in a board and pattern blocks to improve their fine motor skills.

MARKING WORK

The purpose of marking is to move children forward in their learning.

Feedback and marking should be part of a process in which children need to have some involvement. Written or verbal comments made by the teacher should not only link back to the learning objectives, but should also give advice/suggestions/clues on how to "close the gap". It should set the next steps for learning on how to improve their work or provide reinforcement where a child is assessed to be insecure in the learning. This reinforcement may provide an opportunity to achieve understanding in an alternative way e.g. through use of different language or the support of a kinaesthetic approach.

'Next step' or 'close the gap' comments should be made at least twice in a half term for literacy and this will relate to a piece of written work.

For further guidance and detail on marking, please refer to TMBSS Marking and Feedback Policy.

Learning objectives are highlighted if they have been met.

Each student shows how they feel they have understood the learning objective by drawing a smiley face, straight face or sad face.

If there has been a misconception from a student in the lesson, teachers will aim to clear up the misconception in the lesson.

The progress made will be highlighted on a speech bubble post-it note to highlight the child's achievements.

ASSESSMENT and RECORDING

This is achieved through:

- Discussion with students;
- Observation of students;
- Termly Diagnostic Spelling Test;
- Placement Spelling Assessment.

TMBSS will formatively assess and track progress during a term through day-to-day observation, marking and feedback.

Formal termly assessments will be recorded and progress tracked allowing teachers to plan targeted literacy interventions or to adjust planning accordingly.

MONITORING AND EVALUATION

This is achieved by the English coordinator and the Assistant Head (Primary Phase) through;

- monitoring and evaluation of students' work;
- lesson observations;
- lesson 'Drop-ins';
- monitoring of planning;
- staff collaborative scrutiny of books.

APPENDIX 1

Year 1 programme of study (Statutory requirements)

WRITING—transcription

Spelling (see [English Appendix 1](#))

Students should be taught to:

spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- *name the letters of the alphabet:*
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

apply simple spelling rules and guidance, as listed in [English Appendix 1](#)

- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

Students should be taught to:

- sit correctly at a table, holding a 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
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing—composition

Students should be taught to:

write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other students
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing—vocabulary, grammar and punctuation

Students should be taught to:

develop their understanding of the concepts set out in [English Appendix 2](#) by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing

APPENDIX 2

Year 2 programme of study (statutory requirements)

Writing—transcription

Spelling (see [English Appendix 1](#))

Students should be taught to:

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly
- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

Students should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing—composition

Students should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other students
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Writing—vocabulary, grammar and punctuation

Students should be taught to:

develop their understanding of the concepts set out in [English Appendix 2](#) by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Years 3—4 programme of study (statutory requirements)

Writing—transcription

Spelling (see [English Appendix 1](#))

Students 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

Students 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

Students 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

Students 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 terminology in English Appendix 2 accurately and reading.

Years 5 – 6 programme of study (statutory requirements)

Writing—transcription

Spelling (see [English Appendix 1](#))

Students 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

Writing – handwriting and presentation

Students 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

Students 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 students 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
- précising 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]

Writing—composition - continued

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

Students 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.