

# Writing Policy



**Cranbrook**  
Primary School

*Our Children Today,  
Our Future Tomorrow*



## **Our School Vision**

Ensure equity for all to address social disadvantage

## **Our Mission Statement**

An ambitious, inclusive and broad curriculum that develops essential skills and knowledge for lifelong essential skills and knowledge to achieve academic and personal success

## **Our School Values**

Equality, Respect, Resilience and Kindness

These values are regularly referred to in discussion with our pupils and validated through the Art curriculum. By doing this we aim to create an ethos and culture that nurtures talent and encourages our pupils and staff to aim high for themselves and each other.

## **Curriculum Drivers**

These drivers underpin our teaching across the curriculum and prepare children for the challenges and opportunities of the modern world.

### **Widening Horizons**

Aspirations  
Ambition  
Curriculum enrichment  
Cultural capital

### **Global Identity and Responsibility**

Race and equity  
British values  
Global, local community issues  
Decolonisation of learning

### **Confident Communicators**

Articulate speakers  
Passionate readers  
Social skills  
High level vocabulary



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## Writing at Cranbrook Primary

*'If you don't see the book you want on the shelf, write it,' Beverly Cleary*

### **INTENT**

At Cranbrook Primary School, we strive to develop a love for the English language in its written and spoken forms. We encourage children to develop the skills to **communicate confidently** and effectively in speech and writing, to listen with understanding and to be responsive, enthusiastic and knowledgeable readers and reflective readers. We aim to provide an environment for rich language development and written work, which is motivating and purposeful and is characterised by high expectations of success. We want to develop **resilience** in our children in the face of adversity, so that they are not afraid to make mistakes so the **fullest potential of each individual child may be realised**.

#### ***We recognise that:***

- Writing is a pre-requisite for educational and social progress.
- Writing is enhanced by our reading and **broadens our horizons** and opens doors to **new possibilities**.
- Writing empowers pupils to communicate both **creatively** and **imaginatively**.
- Writing is **essential** for independent thinking and learning. It develops our ability to reflect and refine our composition.
- The mastery of writing is an essential life skill.

#### **Aims:**

- To ensure no opportunity is missed to foster an enjoyment of writing amongst pupils and a recognition of its value.
- To develop children, who are imaginative, creative, independent, inquisitive, inquiring and confident writers.  
We want:
  - Writing to be seen as purposeful and pleasurable.
  - Writing to be developed across a range of meaningful contexts, purposes and audiences.
  - Our broad curriculum to offer the full spectrum of writing purposes.
  - Each child to develop the necessary writing skills to be a competent writer with a secure understanding of the fundamentals – spelling, grammar, handwriting and punctuation.
  - Writing to be seen as an essential life skill.

## Implementation

### Teaching of Writing at Cranbrook Primary

At Cranbrook Primary School, our English Lessons are underpinned by the 2014 National Curriculum for English. We incorporate Pie Corbett Talk for Writing and Storytelling techniques throughout the school as a model with which to teach writing. Research has shown that teaching oracy is instrumental to better reading and writing. In developmental terms, humans acquire oral language first -- a prerequisite for literacy.

Studies have shown that shared reading with parents and pre-schoolers has a positive impact on a range of outcome measures such as language growth, emergent literacy and reading attainment (Bus et al.,1995). Talk for writing takes this principle of shared dialogue about reading and uses it as a framework for developing talking as a writer – identifying authorial intent and understanding text structure.

The principle of oracy underpinning writing is embedded through both fiction and non-fiction units and involves techniques such as story maps, boxing up ideas into paragraphs as well as literacy games to develop tier 2 (***high frequency in written texts e.g. gregarious, beneficial, required, maintain***) and tier 3 (***subject specific, academic language e.g. osmosis, trigonometry, onomatopoeia***) vocabulary. All classes follow the structure of immersion, imitation, innovation and invention through independent writing with all units of work to ensure progression.

### EYFS

Writing forms a central part of the Communication and Language and Literacy areas of development. We believe the foundation for writing is built on children's oracy and children are encouraged to express their ideas at every opportunity through all areas of learning. Staff model use of spoken language and create opportunities for children to develop their oracy skills in every lesson. Daily, weekly and medium-term planning clearly demonstrates this focus and include early Talk for Writing techniques and storytelling such as ongoing imitation of texts through repetition of oral storytelling.

In addition to cross-curricular opportunities, specific writing objectives are planned in order to begin giving children the skills they will need as writers. A wide range of writing materials are always available to children in the continuous provision and a role play area complements the termly topic, which is used to provide a real purpose for children's early writing and mark-making. Teachers provide opportunities to work with children on a 1:1 basis to develop their writing, with the teacher annotating work where appropriate, in order to give meaning to the marks made by pupils and create stories and the importance of children writing freely as emergent writers.

To support our EYFS pupils in developing the skills needed for writing, there is much emphasis placed on the development of both fine and gross motor skills. Research shows

that the development of fine motor skills depends on the development of gross motor skills and that a joined-up approach to physical development is important. Young children need many opportunities to develop fine motor skills alongside gross motor skills so they can become confident to explore the world around them. We endeavour to include daily activities, such as physical development, outdoor learning, weaving and dough modelling, with a focus on developing both fine and gross motor skills to support children in creating a secure foundation upon which handwriting skills can then be developed.

## **Key Stage 1**

We continue to provide a wide range of planned and incidental opportunities for children to develop their writing skills. We ensure that activities are purposeful and linked to other curriculum areas which provide contexts for children to apply their skills, endeavouring to ensure real audiences as often as possible. Our learning objectives are taken from the English National Curriculum which we use in conjunction with Talk for Writing techniques to support our planning of the teaching sequence; ensuring children develop their writing skills across a wide range of forms.

Through the Talk for Writing techniques, an emphasis is placed on children developing their oracy skills as a prerequisite to writing and a wide range of speaking and listening and drama techniques are used to provide children with opportunities to explore and extend their talk as a preparation for writing.

We make clear links with children's reading skills and high-quality texts are used as a basis for developing writing skills, with reading and writing objectives being clearly linked in teacher's planning. Children take part in text analysis activities in order to imitate the work of others before attempting work of their own.

A range of techniques are used to teach writing. Teachers plan for modelled writing activities (using the teacher as a model and a scribe for the pupils' ideas), independent writing through fortnightly creative writing opportunities and a range of writing scaffolds and frameworks to support children in developing independence.

At KS1, Children are involved in a daily phonics lesson to aid the development of spelling throughout KS1 which also feeds into English sessions. Grammar content is also embedded through the daily English sessions and frequently revisited through daily memory tasks and lesson starters to ensure good coverage and secure recall of the grammar objectives taught at each year group.

In KS1, daily handwriting sessions are also carried out to support children with the development of letter formation. Cranbrook Primary School follows the Nelson scheme of handwriting across the school to ensure consistency in formation and letter joins as children progress towards using a continuous cursive style.

## Key Stage 2

Key Stage 2 also use the English National Curriculum, split into upper and lower KS2, alongside our long-term plan and Talk For Writing as a basis for planning. This guides us in the variety of genres we need to ensure children have access to. It also provides a model for the sequence of teaching whilst enabling us to achieve equal coverage across the key stage. Whilst focussing on developing key skills, teachers' planning also aims to make links across the curriculum and uses topic themes, as well as educational visits and special events to provide real contexts for writing for real audiences. We recognise that where children see a purpose they will be motivated and the quality of their writing will be enhanced.

In order to maintain rigour and precision within children's writing and satisfy the demands of the new curriculum, children also have specific focused lessons on grammar skills. Children are involved in a Spelling, Punctuation and Grammar (SPaG) lesson each day to aid the development of spelling, grammar and punctuation throughout KS2 which also feeds into English sessions. In addition, where appropriate for the need of the children they are grouped by phonics stage and given additional phonics instruction to support in the development of spelling skills.

Handwriting sessions will continue three times weekly for lower Key Stage 2 and twice weekly for upper Key Stage 2 times a week to support children in developing secure letter formation and understanding the joins needs to develop neat, legible cursive handwriting, as stated in the national curriculum. These sessions will often link with weekly spelling foci to aid retention.

### **New Arrivals with English as an Additional Language (EAL)**

Any new EAL pupils arriving at Cranbrook will spend their first weeks at the school settling in. There can be great diversity in the English proficiency of new arrivals, ranging from New to English to Fluent. As soon as children attend our school, the class teacher will spend time reading 1-1 with the child and carrying out a 'New arrival' phonics assessment. Support is provided immediately for new EAL arrivals through class support, language translator apps, dual language resources and targeted phonics interventions. Staff liaise with parents to encourage them to enjoy bilingual books with their children, asking questions and discussing the book in their home language or in English, supporting their enjoyment of books and their acquisition of English. It is our priority to ensure that these pupils work their way towards developing fluency in reading in order to support them in developing a secure understanding of the written word.

### **Assessment**

Assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.



In the EYFS, assessment is ongoing and we assess through observations, meaningful and purposeful activities and quality interactions. All EYFS staff use Assessment for Learning (AfL) techniques and formative assessment occurs daily.

In KS1 and KS2 continuous assessments of writing progress are made throughout the year using Assessment for Learning (AfL) techniques and formative assessment. Children utilise success criteria and marking ladders to assess their own writing and peer marking provides opportunities for pupils to reflect on each other's achievements and identifying areas for improvement. Teachers also mark against the success criteria and provide a mixture of live, oral and written feedback to develop children's writing.

Teachers track pupil progress using Target Tracker software. This allows staff to identify emerging trends for individuals and groups of pupils and adapt and adjust planning as necessary. Pupil progress meetings, between class teachers and phase leaders, take place regularly, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps. The English team monitor and evaluate the teaching and learning of writing across the school and provide feedback to colleagues as necessary for next steps.

## **Inclusion**

Planning at all levels ensures that the interests of boys and girls are taken into account. Pupils are flexibly grouped – sometimes working in ability or mixed ability groups, according to the task. Pupils are given opportunities to learn as individuals, in pairs, small groups and as a whole class, both independently and with support from teachers and teaching assistants. Intervention programmes at a range of levels are run for individuals and groups of children throughout the year. This is overseen by the subject leader and Special Educational Needs Coordinator (SENCO).

Class teachers, with support from the English team and SENCO, will differentiate activities based on the needs of individual children, to ensure that all pupils can access the learning and achieve their full potential.

Further intervention groups may be implemented in conjunction with the SENCO and English team to further support identified children, such as phonics and Lexia to aid spelling and reading, fine motor skills to aid handwriting, Colourful Semantics to develop sentence structure and social skills groups to support oracy.

## **Impact**

Writing at Cranbrook Primary School is progressive, challenging and planned to meet the needs of our children. Our pupils perform above the national average in writing at both KS1 and KS2. Our SPaG results at the end of KS2 exceed national averages in both the percentages at the expected standard and exceeding the expected standard. We are ambitious and we strive for the best possible outcomes in writing for our children.






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Pupil feedback tells us that our children are enthusiastic, independent and reflective writers across a wide range of genres. Assessments are carried out regularly enabling us to measure and monitor the impact of our writing curriculum provision in a timely manner. Regular, rigorous Pupil Progress meetings have also resulted in children who are on track to being further challenged; and for those where this is not the case interventions have been put in place more promptly to ensure opportunities for progress.



## Appendix 1: Marking ladders

### Year 1:

	Marking ladder- Year 1 Biography - Hot task	Symbol	
<b>Pupil</b>	<b>Success Criteria</b>		<b>Teacher</b>
	1. Write on the lines.	<u>CCCCCCC</u>	Year 2
	2. Finger spaces		Year 3:
	3. Capital letters.	<b>ABC</b>	Year 4
	4. Full stops.	•	
	5. Adjectives	<b>(describing words)</b>	
	6 Conjunctions.	<b>'and' 'because'</b>	
What could I do to improve my writing next time?			

### Year 2

Marking Ladder – Adventure Story	SA	TA
I can use subordinating conjunctions: because; when; if		
I can use co-ordinating conjunctions: so; and; but; or		
I can use the past tense		
I can use an exclamation mark and question mark.		
I can use a suffix ending: ly, ment, ful, less		



### Year 3:

<b>Information Text – How to survive the Stone Age? ***</b>		
	SA	TA
I can use structural devices – <b>title, introduction, headings and subheadings</b>		
I can organise paragraphs around a theme		
I can extend sentences using more than one clause		
I can create new words using <b>prefixes</b> e.g super, anti, mega, auto, dis, mis, un,		
I can improve my work by improving vocabulary from tier 2 and tier 1		
I can proof read my work and <b>edit</b> by , <ul style="list-style-type: none"><li>• improving spellings,</li><li>• propose changes to grammar</li><li>• proposing changes to punctuation ,</li></ul>		

### Year 4

<b>Grammar features-Year 4 - Newspaper Article</b>	SA	TA
I can include a headline.		
I can give facts using the 5Ws ( who, what, when, where, and why)		
I can include inverted commas and other punctuation to indicate direct speech (Quotes).		
I can use fronted adverbials followed by a comma.		
I can use pronouns and nouns to avoid words being repeated.		
I can write in past tense and use the correct verb inflection (was/were).		
I can use some of the diagonal and horizontal strokes I need to join letters.		



## Year 5

<b>Adventure Story</b>	<b>SA</b>	<b>TA</b>
I can use dialogue to show a character's personality and mood and to move the story forward.		
I can include adverbials and conjunctions to link ideas.		
I can include time and place adverbials to link paragraphs chronologically.		
I can add relative clauses to give extra detail to a description.		
I use brackets, dashes and commas for parenthesis.		

## Year 6

<b><u>Marking Ladder for Narrative</u></b>	<b>SA</b>	<b>TA</b>
I have described my setting and created atmosphere		
I have described my character's appearance, thoughts and emotions using 'show, not tell'.		
I have used expanded noun phrases for detailed descriptions.		
I have used figurative language for detailed descriptions.		
I have used conjunctions and adverbials for cohesion.		
I have included accurately punctuated dialogue to convey character and move the story forward.		
I can use appropriate synonyms to improve my vocabulary choices.		



## Appendix 2 – Grammar overview per year group

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word</b>	<p>Regular <b>plural noun suffixes</b> – <i>s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix</b> <i>un-</i> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing. untie the boat</i>]</p>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i></p> <p>(A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-, anti-, auto-</i>]</p> <p>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i>]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>	<p>The grammatical difference between <b>plural</b> and <b>possessive</b> –<i>s</i></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i>]</p> <p><b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i>]</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>



<p style="text-align: center;"><b>Sentence</b></p>	<p>How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p>	<p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p><b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</p>	<p><b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>] or <b>modal verbs</b> [for example, <i>might, should, will, must</i>]</p>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me).</i>]</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>
<p style="text-align: center;"><b>Text</b></p>	<p>Sequencing <b>sentences</b> to form short narratives</p>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</p>	<p>Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>



<p><b>Punctuation</b></p>	<p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal <b>pronoun I</b></p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>	<p>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after <b>fronted adverbials</b></p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
<p><b>Terminology for pupils</b></p>	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter</p> <p>vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>
<p><b>Spelling</b></p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</a></p>					

Please also see the National Curriculum English glossary:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/244216/English\\_Glossary.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf)