



Writing Policy

Document Management

This document was adopted by the Governing Body / SLT: July 2024

This document is subject to annual review in: July 2025

Document Control

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Reference	Description	Date
Rebecca Le Besque	Reviewed by SLT	October 2021
Abbi Greene	Reviewed by SLT	November 2021
Rebecca Le Besque & Abbi Greene	Reviewed by SLT	April 2023
Laura Smith & Rebecca Arnold	Reviewed by SLT	March 2024
Laura Smith, Rebecca Arnold & Abbi Greene	Reviewed by SLT	July 2024

For clarity throughout this policy the words Franche Community Primary School, school and/or setting refer to all childcare services provided on the Franche Community Primary School site. Including: Children's Centre, TOTS@Franchise, Holiday Club and Breakfast/After School Club.



Our vision for writing is that children leave Franche secondary ready, writing coherently and establishing strong identities as writers.

Intent

All writing at Franche is taught through the use of high-quality texts, for a purpose and is at the core of each of our cross-curricular topics. We find this not only motivates pupils but also gives them a recognisable audience and this leads to higher standards of work. This purpose might be to persuade (letter writing to request ingredients and materials to make items to sell to raise money for the local foodbank), to inform (creating information leaflets to encourage people to save water) or to entertain by creating a poem or storybook (for an audience of children or adults within the community). At Franche, we are passionate about developing fluent transcription skills as well as exploring the composition of the children's writing.

Implementation

Our writing model is taught through a specific writing journey, beginning with sharing a 'WAGOLL' (What A Good One Looks Like) text with the children. This text could be an extract from a book or one written by the teacher. We ensure that there is a wide range of texts used to celebrate diversity and inclusivity as well as promoting emotional well-being.





**See Appendix 1 for our writing cycle*

Whilst immersing ourselves in the WAGOLL, we look at what makes the text effective, pull out key features and examine the language. The Word Aware approach is used to understand and embed any new language and the 'Vocab Lab' is used to explore this vocabulary further. Following on from this, the children are given an opportunity to plan their own writing. Shared generation of ambitious sentences/word types, visual representations, note taking and word banks are all used to form the planning process. When appropriate, children are provided with planning templates to choose from to support this part of the writing cycle. Explicit teaching of skills is then incorporated into the next few lessons in which the children will produce the specific genre of writing. A slow-writing technique is employed to help give children a structure but also to produce high quality work on a daily basis. Within this sequence, the teacher models writing similar texts whilst identifying spelling strategies, grammar and punctuation, ambitious word types and sentence structures. By the end of the teaching sequence, the children will have written their version of the text, which shows evidence that they have applied all of their newly acquired skills. This culminates with what we like to call a Franche Write, whereby the children are given the task of independently writing another version of the text but with a different stimulus. The children are encouraged to use the classroom environments, word banks and the application of their own knowledge during the Franche Write. The final part of our writing cycle is the editing and re-drafting stage before the writing is shared with an audience. At Franche, we use PALS (Peer Assisted Learning Strategies) as a purposeful tool for editing. PALS allows the children to have time to assess their peers' work through coach marking and target setting. This helps pupils to provide focused feedback, develop interpersonal skills, understand their individual targets and also to have a secure understanding of how, and what, to edit. Following the coach marking and target setting process, the children then edit their own work leading to greater outcomes.







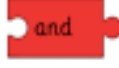






**See Appendix 2 for our PALS crib sheets*

Please note the approach to writing in Early Years is slightly different. More information about early writing at Franche can be found in our Early Years Policy.

Our Teaching and Learning policy forms the structure of all lessons at Franche:

 <p>My turn The teacher explains</p> <ul style="list-style-type: none"> • Share L.O. • Link to previous learning and the 'Big Picture' • Model new learning including S.T.S. • Model using the learning environment • Share W.A.G.O.L.L. 	 <p>Our turn Practise together</p> <ul style="list-style-type: none"> • Explore W.A.G.O.L.L. or W.A.B.O.L.L. • Generate steps to success together • Practise the new learning with your teacher and talk partner • Ask B.A.M. questions – teacher and children • Use the 4Bs • Use the IWBs, notebooks and materials (Show me) 	 <p>Your turn Independent work</p> <ul style="list-style-type: none"> • Growth mindset / High expectations • Use the steps to success • Ask questions • Use the 4Bs • Choose your chilli challenge • Know what to do when you're finished • Group(s) will be guided during this time 	 <p>Check Throughout the lesson</p> <ul style="list-style-type: none"> • Mini plenaries • B.A.M. questions • Self assessment against steps to success • Peer assessment using marking code • Improvement time: purple polishing pens • Think about / discuss next steps
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At the start of each writing cycle, the children will have a marking ladder, which highlights the learning objective and different levels of challenge within that piece of writing. Where possible, visual representations are used to support all learners.

PA or SA	<u>LO: to write a setting description.</u> [I] [GW] [S] [1:1] [CI] Verbal feedback	
	A	   
	Q	A range of verbs.
		
		SOPS
	N.E.W. Can you use more interesting vocabulary?	
		  adjective adjective noun
<hr/> <hr/> <hr/> <hr/>		

Our marking and feedback policy encourages children to assess, edit and improve their writing. This is used by adults working with the children during the writing cycle and also by the children themselves during the PALS session.

**See Appendix 3 the marking and feedback policy*

**See Appendix 4 for the editing codes*



Transcription Time

Transcription Time has been created as a new element to our spelling lessons. It is at the heart of writing as it enables the children to develop fluency when transcribing – this could include transcribing graphemes, words or key topic vocabulary dependant on the individual child. Once they have developed this fluency in forming letters and words, the children are able to free up their working memory to focus on composing and then reviewing their writing (spelling, sentence structure and maybe adding a little creativity). Not only does Transcription Time develop children’s fluency in writing but it also supports their automaticity, accuracy, natural handwriting style and their self-confidence. We begin Transcription Time sessions in Reception to embed these natural writing styles from the very start of their writing journey. As the children move through the school, the focus and expectation of Transcription Time develops. An overview of these expectations can be found in our ‘Transcription Time Overview’ document. The progression of these skills enables this knowledge and fluency to be transferred to the children’s long-term memory.

From Year 1-Year 6, Transcription Time is completed in the back of the children’s writing journals to ensure there is consistency with the handwriting lines used for their writing lessons.

**See Appendix 5 for the Transcription Time overview*

Spelling

Spelling is vital to communicating in school and in public life. The ability to write clearly and with accurate spelling is a very important skill that children need to acquire and, as such, it is important to help and encourage children to develop as confident, competent spellers. At Franche Community Primary School, it is our aim to promote the development of confident writers, who can use their spelling skills competently in all areas of the curriculum.

Each week, the children will have a new spelling focus. The new spelling patterns and rules will always begin with an investigation by pupils. This engages the children in their learning and helps them to spot patterns and be involved in identifying the spelling rules being learnt during the week. After this initial investigation, the spelling rule will be taught and explained by the teacher. Following on from this, there will be review spelling sessions throughout the week where the children have the opportunity to play spelling games and take part in different activities to consolidate their understanding of the spelling rule. Pupils can further explore spelling patterns and rules using their spelling journal ‘Spoodle books’. Another tool used for learning spellings is the use of mnemonics. At Franche, we start learning mnemonics for trickier spellings in reception and these same mnemonics are used throughout the school.

**See Appendix 6 for the mnemonics used at Franche*

This year, year 2 have started to follow the Little Wandle spelling programme. This builds upon the Little Wandle phonics programme followed in reception and year 1. There are 4 spelling sessions per week where children take part in a variety of different activities to help them to learn their spellings. The programme covers all the spelling rules and patterns the children need to learn, as well as introducing some homophones and ‘prickly’ words (those that can’t be spelled phonetically).



At Franche in years 3-6, we use Spelling Shed to plan the weekly spelling lessons to ensure full coverage of the spelling rules and patterns for the year band. Spelling Shed is also used as a tool for children to learn their spellings at home.

Home learning

- Spellings will be taken from the relevant N.C. spelling list and sent home with different strategies to learn e.g .pyramid, block, rainbow.
- Number of spellings to be sent home: Emerging: 5, Developing: 7, Secure: 9
- Spelling lists will also be set on Spelling Shed each week for the children to learn at home.
- Year bands set up challenges and 'Hub Games' on Spelling Shed for the children to play in school and at home. This promotes the use of Spelling Shed for year band word lists and spelling patterns.
- Each week a class in reception, years 1-3 and years 4-6 is given the Spelling Shed Bee or a trophy in assembly to celebrate the class with the highest score on Spelling Shed.

Assessment of spelling

- Pupils are actively encouraged to follow the BOSH spelling strategies when writing unknown words.
- Pupils will be encouraged to self-assess at the point of writing, using Spoodle books to 'have a go'.
- Following the school editing code, a misspelled word will be identified by a wiggly line in pink underneath the word.
- Half termly, teachers will test the children on their year band's statutory word list for years 3-6, while reception tests tricky words, year 1 high frequency words and year 2 the common exception words.
- Teachers then record each child's score on a tracking document. This data will then be analysed by class teachers and monitored by the lead for spelling half-termly. This analysis will identify pupils in need of extra support in spelling and year groups in need of specific support. This could be team teaching to share ideas or support with planning.
- Please see the tracking document on Shared Network - English - Spelling - Spelling Tracker

**See Appendix 7 for the BOSH spelling strategy poster*

The Learning Environment

- Dictionaries and word mats will be made available at all times.
- Word banks will be generated by pupils on working walls, alongside the spelling focus and/or rule for the week.
- New Exciting Word displays will encourage ambitious vocabulary, accurate spelling and vocabulary development.

Marking of incorrect spellings



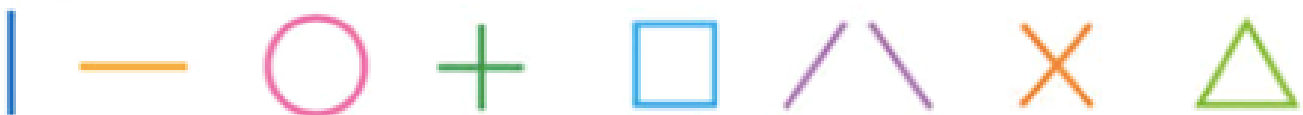
- In Early Years and KS1, tricky words (common exception words) will be identified as misspelled in guided learning groups and underlined with a pink wiggly line. For phonetically plausible words, sound buttons are drawn for pupils to then complete.
- For non-assessed pieces of writing, KS2 misspelled words will be identified with a pink wiggly line. If it is a spelling that is easily accessible for the children to find in their book, on the working wall or they could use their phonics to sound it out, it is pupils' responsibility to find the correct spelling using resources provided. If it is a trickier spelling, the teacher can write the spelling for the child to copy out into their book. In Years 5-6, the children are encouraged to use dictionaries to correct any incorrect spelling identified by the teacher.

Handwriting

At Franche Community Primary School we recognise that handwriting is an important skill and children's ability to write fluently for the rest of their lives depends on a good foundation of taught handwriting in the early years of their education. A flexible, fluent and legible handwriting style empowers children to write with confidence and creativity. At Franche, the handwriting journey starts in Nursery and is continued all the way through to Year 6 where the children leave with a fluent, natural and personal style of handwriting. From Reception to Year 6, handwriting is taught through our Transcription Time lessons. We believe that handwriting is a developmental process with its own distinctive stages of progression from readiness for handwriting, through to letter joins, practicing speed and fluency and higher presentation skills.

Foundation Stage

To support our handwriting aims, the process of learning how to form shapes begins in Nursery. This is done by focusing on the development of four key areas: the children's development of their gross motor control, fine motor control, visual control (hand-eye coordination) and spatial control. This is all done through a play-based approach, both indoors and outdoors. In addition to this, we experiment with mark making and teach the formation of the 'pre-writing shapes'.



During the Reception year, handwriting is taught in Transcription Time lessons. During these sessions, we make use of the kinaesthetic learning to help children internalise the letter shapes that correspond to the phonemes. The children are taught how to form letters using the Little Wandle Letters and Sounds Reviewed letter formation phrases. Once the children demonstrate good pencil control, they begin to write on wide lined paper. To support the understanding of spatial awareness when writing (and understanding ascenders/descenders), we have created our own handwriting strips so the children can clearly identify where ascenders and descenders are positioned on the line. These handwriting strips follow the same colours and spacing that is used in writing books from Year 1 onwards to support clear and consistent progression. It is expected that most children will be forming each letter correctly by the end of Reception



Please see the Early Years Policy for further guidance about writing in Early Years.

Key Stage 1

Year 1

Pupils continue to practise forming letters using the Little Wandle Letters and Sounds Revised formation phrases. When the children begin Year 1, they will move to practising their handwriting (as part of Transcription Time) in the back of their writing book to support consistency when writing. As the children will now be forming letters with more control and fluency, the lines in their writing books are thinner than the handwriting strips used in Reception.

Year 2

The main aim during this year is for children to begin to develop a natural, consistent and clear handwriting style which can become fluent and automatic. Some children working at a greater depth level will be introduced to diagonal and horizontal joins (both to letters with and without ascenders).

As this year progresses, pupils will be able to write with a reasonable degree of accuracy. This would include understanding;

- (a) Where each letter starts
- (b) Where the individual letter stands with regard to the baseline;
- (c) Ascenders and descenders;
- (d) Spacing and finger space between words;
- (e) Consistent writing size;
- (f) Capital letters and their appropriate use.

Key Stage 2

Year 3

In Year 3, all pupils will be introduced to diagonal and horizontal joins (both to letters with and without ascenders). They will have an understanding of letter breaks (letters that do not join to or from). Staff will follow the Franche handwriting guide to ensure letters are joined correctly.

**See Appendix 8 for the Franche handwriting guide*

The introduction of handwriting pens will begin in Year 3 through children being awarded 'pen licenses': a special award given to pupils who demonstrate a clear, joined and legible style. It is our aim that the majority of Year 3 have been taught the whole range of joins and will be developing a degree of accuracy and fluency by the end of the year. We expect the children to refine their handwriting, ensure that the size and proportion of all letters are correct and consider the spaces between letters and words (being consistent and even).

Year 4



Formation of capitals, lower case letters and the two basic join types (diagonal and horizontal) should now be familiar and secure. The majority of children should be able to use joined-up writing for most of their work. Whilst there is continued emphasis on using the movements of handwriting to support spelling through the revision of common letter patterns, they will also be given opportunities to develop speed and accuracy.

Years 5 and 6

It is now expected that most children will be writing fluently and consistently joining their writing. The emphasis is on increasing speed, developing presentation skills and learning how to use different styles for different purposes.

Impact: Moderation and Assessment

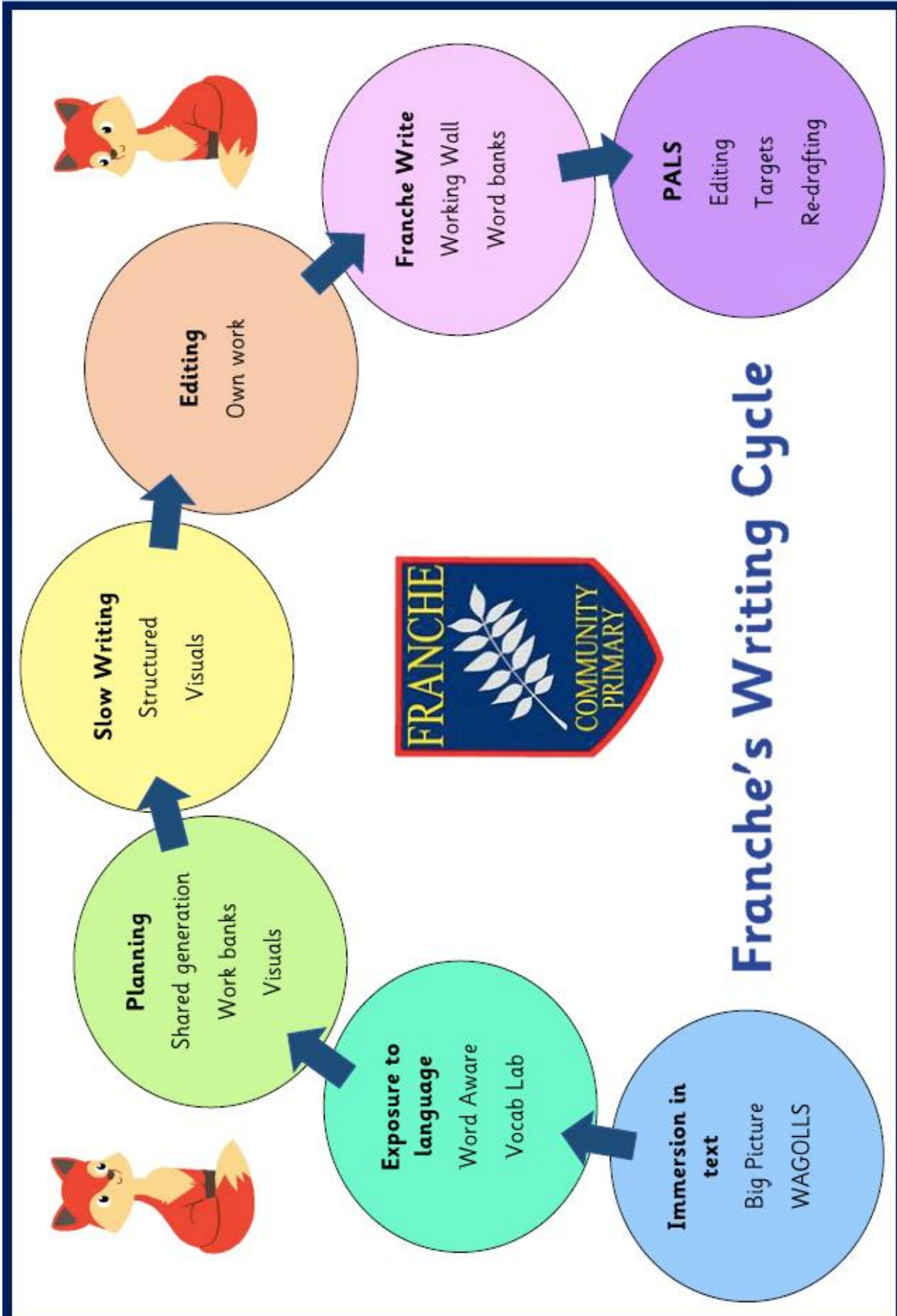
- Year bands work towards producing two independent pieces of writing per half term, following a writing sequence. Half termly, teachers will moderate within year groups and across phases.
- Only independent pieces of writing (Franché Writes) will be assessed. These are then used as evidence for certain writing standards, which support judgements as well as inform teacher planning.
- End of Key stage Statutory frameworks to be used to assess for Reception, Year 2 and Year 6.
- Franche Teacher Assessment Framework (devised using TAFs **and** key Educator objectives) to be used to assess for Years 1, 2, 3, 4 and 5.
- Franche Write assessment sheets (tick sheets) are shared with the children to ensure that are aware of their next steps and targets.
- Examples of a developing, secure and greater depth pieces of writing to be collected for each year band's writing portfolio. Standards file to contain exemplification material to support teacher judgements.
- Teachers will be part of regular Pupil Progress meetings to discuss children's progress in writing, identify needs, discuss intervention and focus on the next phase of learning.
- Independent writing helps to develop the children's sense of ownerships, self-expression and resilience.
- Moderation supports teachers with making consistent and accurate judgements. Assessment judgements made for any pupil are then correct, fair and comparable to other pupils within the year.
- Writing Team to support and monitor the moderation process from R-6.

Please see our Phonics Policy and our Reading Policy for guidance on the teaching and learning of phonics and reading at Franche Community Primary School.

Date of last review: July 2024

Date of next review: July 2025

Appendix 1 – Franche’s Writing Cycle



Appendix 2 – PALS KS1 Crib Sheet



KS1 PALS for Editing Writing

1 - Partner Reading

1. Put work between you and your PAL

2. Get a...



3. Pick a 1st reader and 2nd reader



4. 1st reader to read their work using a little voice. Point to each word as you say it.



He has a coat on.



5. 2nd reader to say 'check it' if errors are made whilst reading.



2 – Coach Marking

The 2nd reader is now the coach.

You need to ask some questions about your PALS work and mark using your pink colouring pencil.



^ Have you missed a word?

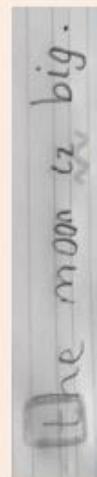
o Is there a more exciting word for...?

↑ Could you extend this sentence using a conjunction?

△ Have you used the correct punctuation?

□ Did you remember a capital letter?

Can you check this spelling? Try using your segmenting fingers or the working wall.



3 – Coach Target Setting

Coach to refer to the marking ladder to leave a green for great comment and pink for think target.

■ What has your learning partner done well?

■ What could they do to improve?

Finally, swap roles and allow the other person to be the coach!



Appendix 2 – PALS KS2 Crib Sheet

KS2 PALS for Editing Writing








1 - Partner Reading

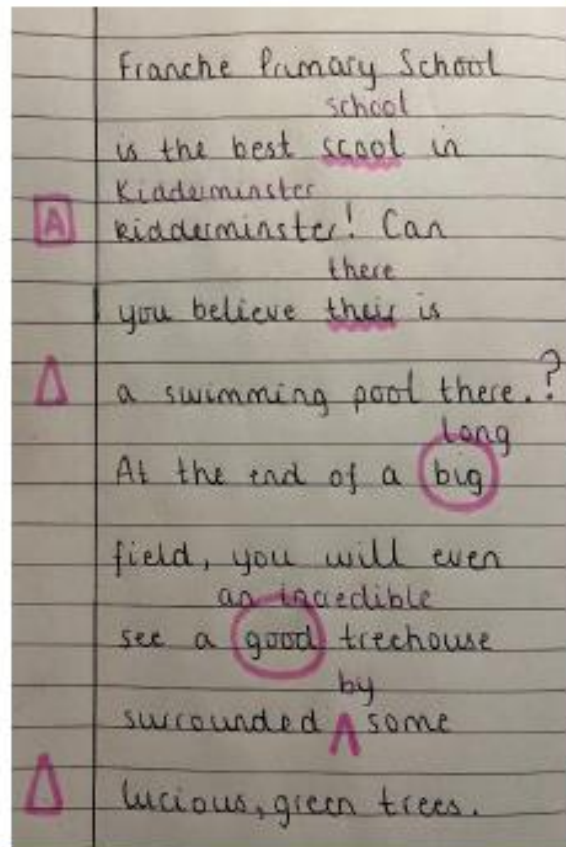
1. Place the written work between you and your PAL.
2. Ensure you have a purple pen and a pink and green colouring pencil.
3. Nominate a 1st and 2nd reader.
4. 1st reader to read your own work aloud using a 'whispering voice', pointing to each word as you say it.
5. 2nd reader to say 'check it' if the 1st reader makes errors whilst they are reading their work.



2 - Coach Marking



The 2nd reader is now the coach. Coach re-reads the work aloud, asks some of following questions and uses the marking policy to mark PAL's work with a pink colouring pencil. Put your marking symbols in the margin.

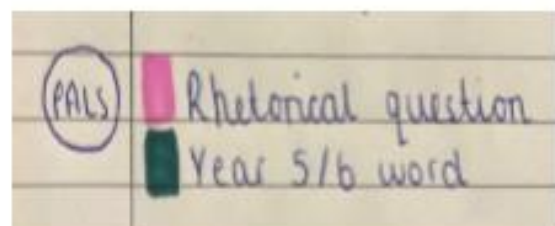
-  Have you missed a word? What could that word be?
-  Is this word appropriate? Can you use a more exciting word or better word choice?
-  What punctuation mark would work best?
-  Could this sentence be extended to include more detail or explanation?
-  Have you used a capital letter correctly or is there one missing?
Can you check this spelling in a dictionary using the first 3 letters or can you find it on a word mat or working wall?



3 - Coach Target Setting

The coach refers to the marking ladder or Franche Write tick sheet to leave a green for great comment and pink for think target.

-  What has your learning partner done well?
-  What could they do to improve?






Finally, swap roles and allow the other person to be the coach.

Appendix 3 – Marking & Feedback Policy



Marking and Feedback Policy

Chilli template to be stuck in pupils' books *before* they begin their work:

PA or SA	Date:	
	<u>LO:</u>	[I] [GW] [S] [1:1] [CI] Verbal feedback given
		
		
		
Key vocabulary:		
<div style="border: 1px solid black; padding: 5px; display: inline-block;">dog</div>		

- Date to be written by the children and the handwritten spelling word to be practised at the bottom of the template.
- Learning Objective (LO) to be typed onto template.
- A 'focus' word for the lesson to be handwritten spelling/handwriting practice.
- Teacher to indicate whether work is Independent (I), Guided Work (GW), Supported (S), 1 to1 (1:1) or Child Initiated (CI) and highlight if **verbal feedback is given**









Comments:

Green for Great	Pink for Think
<ul style="list-style-type: none"> If a child has achieved the objective, then the LO can be highlighted green, along with whichever chilli challenge they have achieved. If a child has partially achieved the objective, then the LO can be dashed green. If a child has not achieved the objective, then a pink dot is placed to the left of the LO. Work must be initialled by staff if they are not the class teacher, next to the LO. Comments are not required, but if deemed necessary they should refer to the L.O/chilli challenge. 	<ul style="list-style-type: none"> Pupils should be encouraged to SA (self-assess) and sometimes PA (peer assess) by ticking to the left of the chilli challenge statements. Where verbal feedback not given, next step comment can be an open question or statement that will give direction e.g. "When does a solid become a liquid?" Children must respond to the pink or edit and improve their own work using a purple polishing pen. Children must respond by putting their initials in the highlighted pink E. Staff must tick against the response to acknowledge the improvement made E. <p style="text-align: center;">✓</p>

Appendix 4– Editing Codes



Marking and Feedback Policy

Editing Codes:			
 Capital letter	 Finger space	 Check spelling	 extend sentence
 Uplevel or change the word	 add a word here	 Punctuation	 New paragraph
<p>Sentence of Perfect Spelling (to be written in the margin and highlighted in green, when achieved)</p> <p>S O P S</p>		<p>Paragraph of Perfect Spelling (to be written in the margin and highlighted in green, when achieved)</p> <p>P O P S</p>	

Appendix 5– Transcription Time Overview



Transcription Time Progression Overview

	Nursery	Reception	Year 1 / Year 2	Year 3 – Year 6
Transcription Expectation	<p>Pre-writing symbols – transcribe in various textures and with a wide variety of resources.</p> <p>Transcribe simple, step-by-step pictures using pre-writing symbols (sun, face etc).</p> <p><i>* Focusing on the skill of looking, retaining then doing</i></p>	<p>Autumn Term – Individual graphemes</p> <p>Spring Term – Individual graphemes</p> <p>Summer Term – Little Wandle Phase 2-4 tricky words</p>	<p>Autumn Term – Tricky words in line with phonics teaching and key topic vocabulary.</p> <p>Spring Term – Tricky words in line with phonics teaching and key topic vocabulary.</p> <p>Summer Term – Short, simple phrases (no pressure on complex sentences)</p>	<p>Key topic vocabulary</p> <p>Year band word lists</p> <p>Weekly spellings</p>

Resources

Handwriting Repeater website - [Handwriting Repeater \(edu-tools.github.io\)](https://edu-tools.github.io)

Word lists (master saved here - V:\ENGLISH\English 2023-24\Spelling)



Appendix 6 – Mnemonics used at Franche

Phase 2	
I	I draw my body, hat and shoes
the	T H E spells the
go	G O lets go
to	T O to the shop
no	N O spells no
into	i-n-to, into <u>into</u> <u>into</u>
he, she, we, me, be	He, she, we, me, be all end with an E
of	That spells of... o and f???
Phase 3	
was	was is <u>wos</u>
you	Y O U spells you
they	the with a Y spells they
my, by	my and by end with a Y
all	A double L, that spells all
are	March in the dark with an elephant
Phase 4	
said	I said, silly ant is dancing
so	S O, spells so
have	H A V and add the E
like	I L-I-K-E like you
some, come	On My Elephant (slide on elephant, climb on my elephant)
love	I L-O-V-E love you
do	D and O spells do, do <u>do</u> <u>do</u> <u>do</u> <u>do</u> (must dance)
were	W E R E were (point backwards)
here	H E R E here (point down)
there	<u>th</u> E R E there (point over there)
when	w with a hen spells when



what	w with a hat spells what
one	O N E one, two, three
Phase 5	
people	P-E- <u>ople</u>
oh	O-help!
your	You with an R spells your
could, would, should	Oh You Lucky Duck
house, mouse	Oh You Silly Elephant
again	There's a tail in the rain again
where	W H E R E where are we? (sign for where at the same time)
school	<u>s</u> . <u>ch</u> . <u>ool</u> that's my school
call	c and all, that spells call
because	Big Elephants Can Always Understand Small Elephants
beautiful	Be-A- <u>utiful</u>

Appendix 7 – BOSH spelling strategies



If you don't know how to spell a word, think of:

BOSH!

Break it down!
How many syllables can you hear?
What is the root word?
Are there any prefixes or suffixes?

Other similar words?
Are there any other words with the same spelling pattern that you already know?

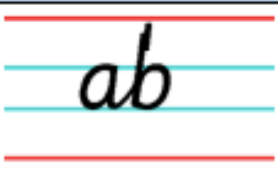
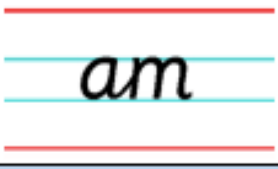
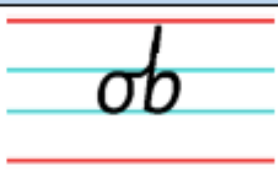
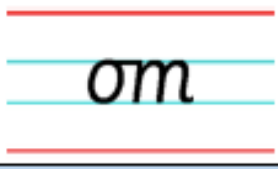
Say a mnemonic!
because = Big Elephants Can Always Understand Small Elephants

Have a go!
Can you write it in your spoodle book? Does it look right, or do you need to check on a word mat or in a dictionary?

Appendix 8 – Franche Handwriting Guide



Joining Letters Sets

Diagonal Join			
To an ascender		These letters... a b c d e h i k l m n p s t u	to these letters... b f h k l t
To primary letters and descenders		These letters... a b c d e h i j l m n p q s t u	to these letters... e i j m n p r u v w y * a c d g o q s
Horizontal Join			
To an ascender		These letters... f o r v w	to these letters... b f h k l t
To primary letters and descenders		These letters... f o r v w	to these letters... e i j m n p r u v w y * a c d g o q s
Break Letters			
These letters do not join g j y		These letters to not join yet x z	

* anticlockwise letters