



English Policy: Writing including Grammar, Punctuation and Spelling

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Written by: Sarah Brough

Intent

At Intake Farm Primary and Nursery School, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing and we want them to do so clearly, accurately and coherently. We want our children to adapt their writing style and tone to match the genre of writing they are producing. We believe that all pupils should do this whilst taking pride in the presentation of their writing, by using clear, legible cursive handwriting by the time they move to secondary school. We want our pupils to acquire a wide vocabulary, a solid understanding of grammar and punctuation and be able to apply their understanding of spelling patterns to enable them to spell new words. We believe that all good writers are able to refine their writing over time so we want to encourage our children to identify their own areas for improvement in their writing and for them to use this to edit and redraft their writing. We do not want to limit children in their learning as a result we do not hold pre-conceptions about a pupil's ability or progress instead we encourage all pupils to strive to be the best writers they can be when they leave us to move to secondary school.

Aims

At Intake Farm Primary and Nursery School, we aim for our children to:

- To develop a love of writing through a range of genres
- To communicate their ideas using standard English and use grammatical structures to make their ideas easier to understand and enjoy
- To help to recognise that handwriting as a life-long skill and will be a fundamental element of all forms of written communication throughout their lives
- To give our children the confidence to communicate their ideas through writing in real-life situations throughout their lives

Implementation

Teaching and Learning

In order to achieve these aims, the following principles are followed:

Writing Lessons

- Writing is taught through whole class lessons, in single year group classes, so that all children have access to the age-related skills and knowledge that is contained in the National Curriculum. These lessons focus on preparing our children to understand the requirements of a range of specific genres: narratives, setting and character descriptions, non-chronological and chronological reports, instructions, explanations, biographies amongst others. Time is also set aside to explore different types of poetry. All children are given opportunities to develop their own ideas through shared and group writing activities where specific word and sentence levels are focused on. Each week, each child works towards an Extended Writing task which is used to assess each pupil's skills against the agreed success criteria. The stimuli for each writing task are at the discretion of the individual teacher, however they will include texts, media clips (video and sound) and topics.
- Each half term, children should have access to a narrative unit, non-fiction unit and poetry unit and these should align with the curriculum overviews for writing.
- The extension tasks that are provided are at the discretion of individual teachers and the task that the children are expected to carry out however these may include opportunities for children to develop their use of vocabulary and showing greater control in the purpose of their writing.

Spelling

- Spellings lessons are introduced to our Foundation Stage 2 children at the beginning of the Spring Term 2 and are taught from September in Years 1 – 6 through weekly sessions that last for 20-30 minutes. During these lessons the children are introduced to spelling patterns which are age-appropriate as set out in Appendix 1 of the National Curriculum. Children in Year 1 – 6 also receive weekly spelling lists which are issued on a weekly basis for the children to learn at home. The children are then tested on these in school the following week. In Year 2, spelling is linked with Phase 6 Phonics. In Key Stage 2, the children are also actively encouraged to independently access school dictionaries to support them with their spellings.

Grammar Knowledge Lessons

- Grammar and Punctuation knowledge is taught through whole class lessons, in single year group classes, so that all children have access to the age-related skills and knowledge that is contained in the National Curriculum.

Grammar for Writing Lessons

In order to promote Grammar for Writing, children are given 'Rainbow Grammar' sessions (see scheme). These lessons are taught through whole class lessons, in single year group classes, so that all children have access to the age-related skills and knowledge that is contained in the National Curriculum. There needs to

be a weekly Rainbow Grammar lesson planned into each narrative and non-fiction unit of work. Appendix 1 sets out the progression of Rainbow Grammar from Foundation to Year 6.

Planning

- English Writing is a core subject in the 2014 Primary Curriculum.
- All English Writing planning should incorporate the required objectives that have been set out in the 2014 National Curriculum for the given year group.
- Planning should be produced using the writing planning proforma and SMART Notebook or PowerPoint presentations should be used to support the teaching and learning. Each lesson should be evaluated.
- Planning should be linked to a core text, media or topic and it should incorporate a weekly grammar session.
- All classes are expected to write at length weekly and one piece at the end of the writing units needs to be evidenced in the children's Extended Writing books. This piece of writing should include feedback as set out in the school's feedback policy.

Handwriting Progression

The progression of writing (including grammar and punctuation) from the Foundation Stage to Year 6 is set out by the National Curriculum. For further details, refer to the handwriting and presentation policy.

Resources and writing materials

- Children are given experience of a variety of writing tools. Pens (handwriting pens up to Year 4 and handwriting pens or biros for those children in Year 5 and 6) should be used by those who have achieved a consistent, cursive style. All children should write in black ink. Guidelines should be used when writing on plain paper.
- We use age-appropriate dictionaries and thesauruses to help the children to become independent learners. All classrooms have a selection of fiction and non-fiction texts. The school is a subscriber to the Education Library Service. Classes have access to the internet through an interactive whiteboard. Audio aids are also available in classrooms. The library contains a range of books to support children's individual research.

Pupils with special educational needs or disabilities

- At our school we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the 2014 Primary Curriculum allows us to consider each child's attainment and progress.

- When progress falls significantly outside the expected range, the child is monitored very closely. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child’s needs.
- We enable pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom, for example, a theatre trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- Within lessons, teachers plan to meet the requirements of **all pupils** regardless of their academic level. This may involve additional support and scaffolding through the aid of word mats / word banks, further modelling and writing toolkits and checklists for any pupils who need further support regardless of their academic ability and or extension tasks yet again for any pupil who may require these.

Teachers are expected to:

- Model the correct use of standard English through their speaking and writing across the curriculum
- Display modelled work on their English Working Wall and Rainbow Grammar display boards
- Ensure that classrooms are well equipped with the essential tools that will assist pupils to create work with a high presentational standard
- Organise the classroom in such a way that materials and resources are easily accessible and systems for their return and maintenance are robust

(self- service classroom)

- Ensure that children look after resources and materials so that they learn to respect equipment and good value for money is assured

Feedback

All written work needs to be read and acknowledged with a tick in green pen by the teacher. Each piece of work should have the objectives RAG rated based on the children’s level of success in the lesson. When providing feedback, teachers should complete live feedback where possible alongside the pupil in lessons and feedback should align with the National Curriculum Writing (including grammar and punctuation) requirements for the year groups they are working with or to the known ability of individual children. Teachers are required to provide quality feedback for Extended Writing pieces which have been completed at the end of the writing units. Further details for this have been set out in the school’s feedback policy.

Assessment

Writing

Writing summative assessments are entered into ScholarPack termly. Teachers use the TAFs for specific year groups that are used across the collaboration alongside their professional judgements to determine whether a child is working within the expected age-range, above or below. These judgements are based on the quality of the extended writing pieces which are produced weekly. Teachers in across the school will refer to the writing assessment checklists for their appropriate year groups. Teachers in Years 2 and 6 will refer to the ‘Teacher assessment frameworks at the end of key stage 1’ and ‘Teacher assessment frameworks at the end of key stage 2’ documentation. There are assessment checklists for Years 1, 3, 4 and 5 to guide teachers when making their judgements.

Grammar and Punctuation

Grammar and Punctuation (including spelling) assessments are completed by children in years 1 -6. Teachers are required to use these to determine summative data for each child in their class and to highlight where additional support is needed for each child.

Monitoring of Assessments and the teaching and learning of English Writing, Grammar and Punctuation

Internal writing moderation is carried out for all year groups termly by members from the Senior Leadership Team. The outcomes of these are then shared with individual class teachers.

The subject leader (and or a member of SLT) will monitor English skills, Extended Writing and books across the curriculum to against key aims set out in the School Improvement Plan. Alongside this, lesson observation and lesson studies may be carried out to ascertain the standards of teaching and learning across school.

Impact

Policy Success Criteria

We know Intake Farm Primary and Nursery School's Writing including Grammar and Punctuation Policy is effective if:

- More pupils are attaining at the expected standard by the time they leave Y6
- All pupils are able to make progress in writing with more pupils making at least the expected level of progress
- Pupils know how they can adapt their writing based on the purpose and audience
- Pupils have a good understanding of grammar and will be able to use this to ensure meaning within their writing is not lost
- The % of pupils working at ARE within each year group are at least in line with national averages.
- The % of pupils working at Greater Depth within each year group are at least in line with national averages
- There are no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

Equality Statement

Intake Farm Primary and Nursery School provides a broad and balanced curriculum that meets the needs of all pupils, and promotes their spiritual, moral, social and cultural development. The school is committed to equality and reflects and values diversity.

Monitoring and Review

This policy is monitored by the writing coordinator and Head teacher within the processes of school self-evaluation. The Governing Body will monitor the implementation of the policy. The policy will be reviewed every 3 years or sooner should National Policy change.

Appendices: Appendix 1

Year	Sentences & Clauses			Words & Phrases				Creative Grammar	Vocabulary
	Sentence Structure	Organisers	Punctuation	Nouns & Pronouns	Adjectives & Determiners	Adverbs & Prepositions	Verbs		
F2	Simple: Subject predicate stop Coordination: to join single words and simple phrases	Prepositions: behind, in, in front of, next to, on, off, under, with Coordinating conjunctions: and	. to complete a sentence Simple noun phrases	Understand noun as a <i>naming word</i> Coordination of nouns using <i>and</i> Simple noun phrases	Understand adjective as a <i>describing word</i> 1 adjective before a noun Coordination of adjectives using <i>and</i>	Prepositions of place (where) Understand verb as a <i>doing word</i>		capital letter, describing word, doing word, full stop, joining word, letter, naming phrase, naming word, phrase, sentence, where word, word	
1	Simple: Subject predicate stop Adverbials (time and place): Fronted adverbial subject predicate stop Coordination: Subject predicate ³ stop Subject ² predicate stop	Prepositions: above, after, against, at, before, below, between, inside, near, outside Coordinating conjunctions: and, but	A to start a sentence for proper nouns (people) for personal pronoun I . to complete a sentence ! to indicate an exclamation ? to complete a question ' for omission	Understand noun as a <i>naming word for a person, place or thing</i> Singular and plural nouns Proper nouns: people Expansion before the noun	The determiners <i>the</i> and <i>a</i> Numerical determiners Understand adjective as a <i>word that describes a noun</i> Adjectives of size, colour and character Comparative and superlative forms <i>-er</i> and <i>-est</i>	Understand preposition as a <i>where or when word</i> Prepositions and adverbials of place (where) Prepositions and adverbials of time (when) Understand fronted adverbials as <i>where</i> and <i>when</i> openers Fronted adverbials of time (when) and place (where)	Alliteration Rhyme	adjective, consonant, exclamation mark, noun, noun phrase, plural, punctuation, question mark, singular, vowel, when opener, when phrase, where opener, where phrase	
2	Adverbials (manner): Fronted adverbial subject predicate stop Coordination: Subject predicate subject predicate stop Subordination: Subject predicate adverbial clause stop Adverbial clause subject predicate stop Dialogue: Speech subject predicate stop	Prepositions: across, along, around, down, from, into, onto, over, past, through, to, up Coordinating conjunctions: or, so Subordinating conjunctions: because, if, when	A for proper nouns (places) . in a noun list ' in an adjective list ' to mark singular possession	Proper nouns: places Understand pronoun as a <i>word that replaces a noun or noun phrase</i> Subjective and objective pronouns Simple expansion after the noun Interrogative words to form questions	Adjectives of shape and touch 2 adjectives before a noun Singular possession Ordinal determiners	Prepositions and adverbials of direction (where) Adverbs of manner (how) Fronted adverbials of manner (how)	Understand auxiliary verb as a <i>helper verb</i> Progressive tense to form actions in progress using the auxiliary verb <i>to be</i> Consistent use of past or present tense throughout writing Imperative verb form for commands	Mirrored see-saw Onomatopoeia Imagery: sight	adverb, apostrophe, comma, command, compound, exclamation, helper verb, how opener, inverted commas, past tense, present tense, pronoun, question, speech marks, statement, suffix, verb, verb chain
3	Adverbials (duration): Fronted adverbial, subject predicate stop Connecting adverb: Connecting adverb, subject predicate stop Coordination: Subject predicate ³ stop Subordination: Non-finite verb (-ing), subject predicate stop Dialogue: Speech subject predicate stop	Prepositions: among, beneath, beside, beyond, by, during, for, like, throughout, until Connecting adverbs: next, now, soon, then Subordinating conjunctions: after, although, as, before, while	** to indicate dialogue . in a verb list ' after a fronted adverbial ' after a fronted subordinate clause ' to mark plural possession	Precise nouns Possessive pronouns	Adjectives of sound, taste and smell Correct use of the determiners <i>a</i> and <i>an</i> Quantifying determiners Possessive determiners Plural possession	Prepositions and adverbials of duration (when) Fronted adverbials of duration (when)	Auxiliary verb <i>will</i> to indicate future tense Auxiliary verb <i>to have</i> to form the present perfect tense Reporting verbs Present participle	Mirrored bridge Imagery: sound, touch Simile	adverbial, adverbial clause, adverbial phrase, clause, conjunction, coordination, determiner, direct speech, edingto clause, future tense, possessive pronoun, predicale preposition, subject, subordination, subordinate clause

Year	Sentences & Clauses			Words & Phrases				Figurative & Poetic	Vocabulary
	Sentence Structure	Organisers	Punctuation	Nouns & Pronouns	Adjectives & Determiners	Adverbs & Prepositions	Verbs		
4	Coordination: Subject ¹ predicate ² stop Subject predicate subject, predicate subject Predicate Stop Subordination: Non-finite verb (-ed), subject predicate stop Dialogue: "Speech," subject predicate stop	Prepositions: adjacent, despite, except, of, opposite, since, toward, upon, within, without Connecting adverbs: also, finally, however, meanwhile Coordinating conjunctions: yet Subordinating conjunctions: as soon as, by the time, even though, just as, so that	A to begin dialogue for proper nouns (brands & titles) ?! to conclude dialogue . between coordinated sentences Expansion after the noun using adjective phrases	Proper nouns: brands & titles Appropriate choice of nouns and pronouns to avoid ambiguity and repetition Expansion after the noun using adjective phrases	Adjectives of age, origin and material Understand determiner as a word that limits a noun Demonstrative determiners	Fronted adverbials of manner Stacking adverbials of time and place	Verb synonyms for precision and to create shades of meaning Common Irregular verb forms Non-finite verbs ending -ed Placement of auxiliary verbs before the subject to form questions	'How 2' fronted adverbial Double see-saw Double -ed opener Comparative adverbial Question, question, question Imagery: taste & smell	adjective phrase, common noun, determiner, fronted adverbial, progressive verb, proper noun
5	Coordination: Subject predicate; subject predicate stop Subordination: Subject predicate, non-finite clause stop Non-finite clause, subject predicate stop Subject predicate, relative clause stop Subject, relative clause, predicate stop Dialogue: "Speech," subject predicate stop "Speech,"	Connecting adverbs: besides, for example, in fact, similarly, still, therefore Subordinating conjunctions: as, now that, unless, until, whenever, wherever Relative pronouns: that, which, when, where, who, whose	. to demarcate question tags for final and embedded clauses ... to show incompleteness : between coordinated sentences () for parenthesis - (dash) for parenthesis * to demarcate a list	Abstract nouns Collective nouns Indefinite pronouns Relative pronouns	Adjective order Avoid tautology when using adjectives and adverbs	Adverbs of probability (how likely) Adverbs of frequency (how often) Adverbial order	Modal verbs Auxiliary verb pairs to form question tags Infinitive verb form	'How but How' fronted adverbial Triple see-saw Double -er sentence The more... The more... Adjective opener Initial Coordinating Conjunction Metaphor Personification	abstract noun, ambiguity, bracket, buffer points, cohesion, collective noun, dash, ellipsis, embedded clause, modal verb, parenthesis, question tag, relative clause, relative pronoun, semi-colon
6	Coordination: Subject predicate; connecting adverb, subject predicate stop Subordination: Subject, adverbial clause, predicate stop Subject, non-finite clause, predicate stop Dialogue: "Speech," subject predicate, "speech." Subject predicate reported speech.	Connecting adverbs: consequently, furthermore, instead, nonetheless, overall, subsequently Subordinating conjunctions: In case, once, provided that, since, whereas	. to replace 'and' - (hyphen) to avoid ambiguity : in a complex list ; in a bulleted list : to introduce a list : to introduce a clause that expands or illustrates Abc for internal thoughts	Omitted relative pronouns in relative clauses Relative pronouns to introduce reported speech essential and non-essential relative clauses	Compound adjectives	Adverbs of degree (how much) to describe adjectives, adverbs and verbs	Passive voice Hide the agent using the passive voice Formal use of subjunctive Informal use of phrasal verbs	'Triple Time' fronted adverbial 'Zoom-out' fronted adverbial Triple -ing sentence Double bridge Sentence Inversion Consonance for effect Assonance for effect Hyperbole	active, agent, antonym, colon, hyphen, object, passive, phrasal verb, recipient, reported speech, subjunctive, synonym

