



Discovery Primary Academy



Writing Policy

September 2024 – reviewed annually

Intent

At Discovery Primary Academy, writing is a vital part of our curriculum. All our children from Foundation Stage to Year 6 are provided with a variety of opportunities to develop and apply their writing skills across the curriculum.

Our Aims:

At Discovery Primary Academy we want children to:

- See themselves as a writer and celebrate their success.
- Write with confidence, clarity and imagination.
- Understand and apply their knowledge of phonics and spelling.
- Be able to select appropriate word choice, sentence structure and text form for effect.
- Be able to reflect, edit and publish their own work.
- Understand the relevance of writing to themselves and their lives.
- Understand the purpose, audience and forms of writing.
- Develop resilience as independent writers.

Implementation

At Discovery Primary Academy, we use CUSP writing from Year 1 to Year 6 as the scheme for teaching writing. This ensures a consistent approach to teaching the skills of writing across the academy. Therefore, children know what to expect within all classrooms.

Our writing units are taught as 'blocks' and within each unit, all children are provided with a knowledge organiser, high-quality model text and knowledge notes. Each unit is split into parts: the first part focuses on the skills that are needed to produce a piece of writing in that genre and the following parts children are putting those skills into practice and producing a piece of independent writing. Teachers assess the piece of writing to identify areas that the children will need to be taught specifically within further units.

Throughout the year, pupils will study each text type twice in each year – Block A and Block B. Block A is the first time that pupils will meet the text type and its associated concepts. Block B allows pupils to reflect on what they already know about this form of writing and build on this more independently and more creatively, as their confidence develops.

High-quality models sit absolutely at the heart of the CUSP Writing curriculum. These are used throughout each unit to exemplify key concepts and as a worked example to model the

application of key concepts in context. We know that pupils will be more successful if they have a clear vision and structure to work towards. Pupils are immersed in high-quality models which exemplify each of the concepts that they will learn in context. Teachers zoom into these in each part of their explicit instruction. This means that pupils will be really familiar with the language and structure of the model text before they even think about writing their own.

Furthermore, each writing unit in the CUSP curriculum is expertly designed to allow for the explicit teaching, modelling and rehearsing of core knowledge and skills prior to pupils then applying these through extended writing. This includes the direct, explicit teaching of Grammar, Punctuation and Spelling (GPS) in every writing lesson.

The teaching and learning of writing varies across the age range in school. In the early years, emergent writing is encouraged through the use of different writing materials, including: felt tipped pens, crayons, chalk, sand, magnetic letters, big brushes, water and paint. Within the role-play areas, children will write postcards, menus, invitations, labels etc... Alongside this, children take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible script.

As children progress throughout the school, they are given many opportunities to write independently and to apply the skills they have learnt and practised. Wherever possible, writing is made meaningful by being planned for a specific purpose or in response to a particular experience.

Where needed, writing support is carefully chosen to meet the needs of the children, particularly those who need extra support or challenge. Support may include targeted support, scaffolding, visuals, talking tins for children to verbally record their sentences before writing, handwriting support and the use of technology.

Impact

We strive to ensure that our children's attainment is in line with or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the expectations for each year group. Our intention is that the impact of our English curriculum will enable our pupils to be academically prepared for life beyond primary school and throughout their educational journey. We strive to ensure that pupils work hard to ensure that they will be able to produce written work in all areas of the curriculum.

Handwriting

Purpose

When communicating ideas in writing, it is important that children use a handwriting style which is neat and legible. The importance of handwriting should not be under-estimated. It is vital that children can write quickly, comfortably and legibly as it is a skill needed in many curriculum areas. Children's self-esteem is also heightened when they are able to take pride in their handwriting.

Aims:

- To develop a joined, confident handwriting style that is clear, legible, fluent and consistent throughout Key Stages 1 and 2.
- To instil a positive attitude towards handwriting.
- To present work in a neat and orderly fashion appropriate to the task.

Implementation

Children, from Year 1 through to Year 6, use the 'Nelson' handwriting scheme. Pupils are expected to be taught distinct handwriting lessons 3 times per week, with the lessons lasting no less than 20 minutes.

Children who display specific difficulties with handwriting will have these addressed through such interventions as rubber pencil grips, using alternative writing media etc.

Assessment

Letter joins become more complex, and as children progress through the school.

Children's handwriting is formatively assessed regularly. A joined hand is essential for children to be judged as 'at standard' from Year 3 upwards.

Monitoring, Evaluation and Improvement

Children's handwriting is monitored on a daily basis by the class teacher, who is expected to provide support for children who need it. These children may be struggling with letter formation, joins or legibility. Regular taught handwriting lessons will also have a positive impact on children's letter formation, joins and writing speed.

The Letter Forms

The lower-case alphabet:

a b c d e f g h i j k l m n o p q r s t u v w x y z

The capital letters and numerals:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
1 2 3 4 5 6 7 8 9 0

Joining Groups:

The joining groups divide the letters according to how they will join to other letters.

Group 1

a c d e h i k l m n s t u

Thirteen letters with exit flicks plus s.

Group 2

a c d e g i j m n o p q r s u v w x y

Nineteen letters which start at the top of the x-height.

Group 3

b f h k l t

Six letters which start at the top of the ascender.

Group 4

f o r v w

Five letters which finish at the top of the x-height.

The break letters

b g j p q x y z

Eight letters after which no join is made. Joins are not made to or from the letter z.

The Joins

	Group	Group	
The first join	1	→ 2	in am
The second join	1	→ 3	ab ch
The third join	4	→ 2	oa wo
The fourth join	4	→ 3	wh ob
The break letters			bigger

The Joined Style

The quick brown fox jumps over the lazy dog.

Spelling

The CUSP Spelling curriculum is organised into 2-week blocks, with each block covering a particular set of key concepts, including spelling patterns, etymology and morphology and reasoning about spelling. These blocks are made up of three lessons per week: 2 x 15 minute (minimum) discrete Spelling lessons and 1 x Spelling starter for the final Writing lesson of each week.

Systematic revisiting and incremental progression is inherently written into the long term sequence, both within and across year groups. Years 2-6 have 16 x 2-week blocks, leaving a small number of weeks for flexible content. This could include revisiting, assessment or enrichment. Year 1 has 6 blocks, which can be delivered during the Summer term to begin to build on pupils' strong grasp of phonics at this point.

Each block follows the same structure:

Sequence	Session 1	Session 2	Session 3 (within writing)
Week 1	Teach new concept	Apply new concept	Reasoning and Spelling transfer
Week 2	Etymology focus	Revisit previous concept	Correction Spelling transfer

N.B. Year One pupils are explicitly taught spellings in the Summer Term only. This is to allow for the comprehensive teaching of phonics to take priority.

Policy reviewed September 2024

Next review. September 2027