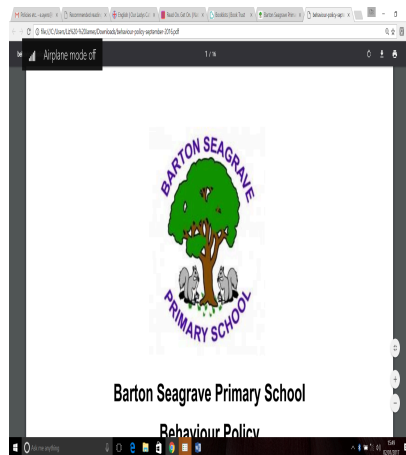




Barton Seagrave Primary School

English Policy for Writing, Spelling and Handwriting.

Date: June 2026

Review date: June 2027

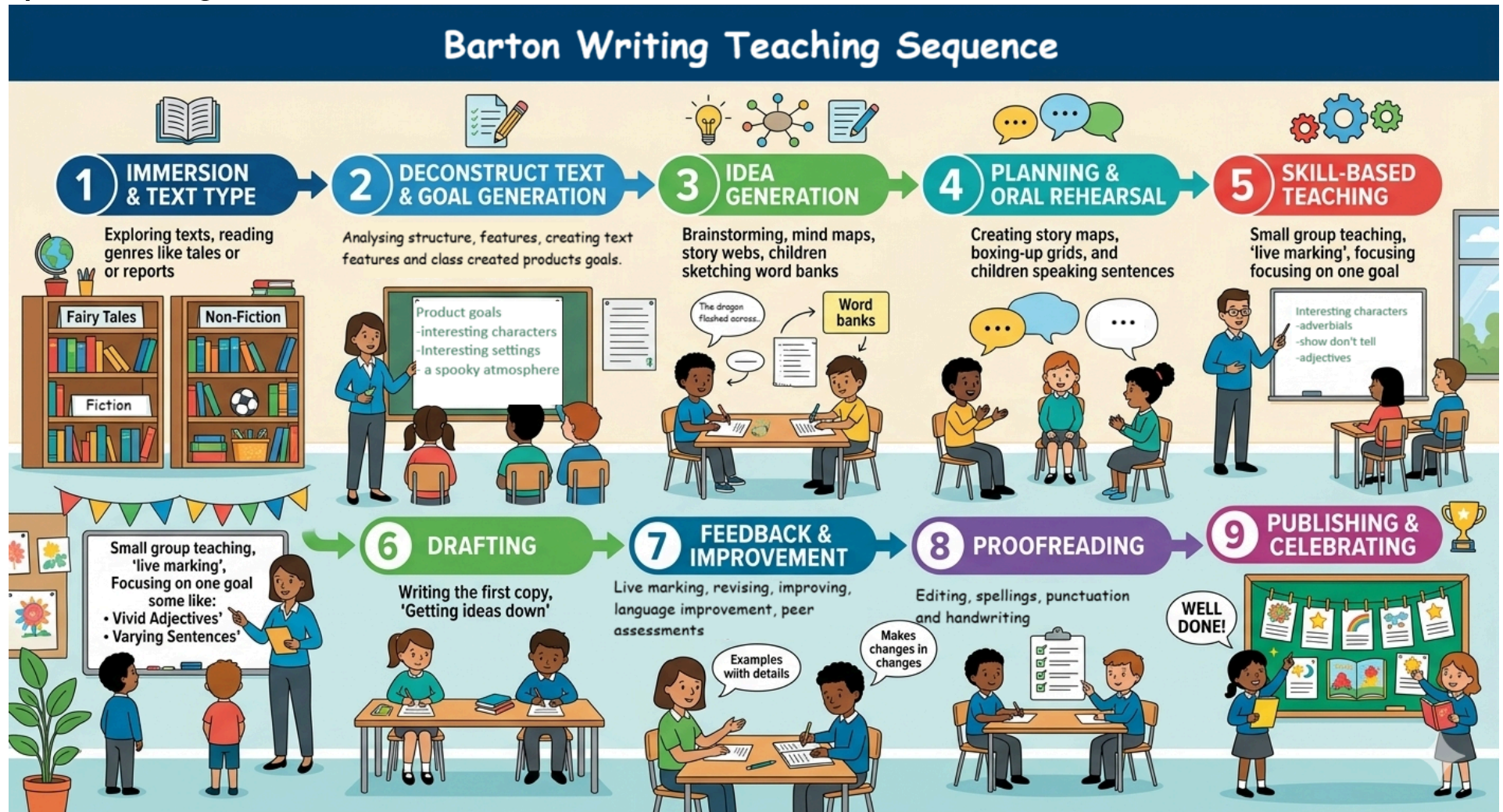
Contents

- 1) Intent and Vision
- 2) The Writing Process and Teaching sequence
- 3) Planning and Organisation
- 4) Transcription and Spelling
- 5) Feedback and assessment
- 6) Inclusion and adaptive teaching
- 7) Resources

1) Intent and Vision

At Barton Seagrave primary school, we nurture creative, imaginative and fluent writers who have the technical skills and creative confidence to craft meaningful texts for any audience, purpose and genre. By immersing and surrounding children with rich literature and real-world experiences, we look to spark their imaginations and give them the freedom to take risks, experiment with voice and develop unique authorial identities. We explicitly teach spelling, handwriting and grammar to ensure children are look to develop automaticity, freeing up cognitive load so learning can focus entirely on the impact style and flow of writing. Ultimately, we ensure every piece of writing has a clear authentic purpose -from letters to individuals to writing to educate- so that our pupils don't learn how to write, but learn to think, choose and communicate powerfully as true authors.

2) The Writing Process



Writing lesson should be taught 4 times a week with 1 reading comprehension lesson.

3) Planning and Organization

Long-Term Planning

Long-term planning ensures that skills and genre coverage are systematically distributed across the academic year. This structured mapping guarantees that children experience and create a full breadth of text types before leaving Barton Seagrave Primary School. The writing lead creates and monitors this long-term overview to ensure total curriculum coverage.

Medium and Short-Term Planning

Medium and short-term plans are created by year-group teachers using the school's standardized format. While a consistent framework is provided, teaching sequences do not need to rigidly fit every single component of the template. Teachers maintain the professional autonomy to adapt their planning to suit the specific genre, class dynamics, and context of the lesson. The writing lead regularly monitors planning to ensure that the agreed sequences and genres are being effectively delivered.

The Early Years Foundation Stage (EYFS)

In our Reception classes, we plan and deliver learning that works towards the Early Learning Goals outlined in the Statutory Framework for the EYFS. Writing skills are nurtured across the curriculum, with a particular focus on the following prime and specific areas of learning:

- Communication and Language
- Physical Development (Gross and fine motor skills essential for transcription)
- Literacy (Including Word Reading and Writing)
- Personal, Social and Emotional Development
- Mathematics
- Understanding the World
- Expressive Arts and Design

To support this, the environment is rich with opportunities for children to speak, listen, and communicate in diverse situations and for authentic purposes. Pupils regularly talk with peers and adults, sharing and enjoying an extensive range of books, rhymes, music, poetry, and stories. We actively encourage the development of early reading and writing skills through abundant, high-quality practical experiences and purposeful play.



	TBAT "By the end of the lesson we will have learnt..."	Main teaching Language gathering & Modelling expectations	Pupil's activities Opportunities for Writing	Plenary: "What have we learnt?"
Session 1				
Session 2				
Session 3				
Session 4				
Session 5				
Session 6				

4) Transcription: Handwriting

We believe it is vital for children to develop a fluent, legible, and efficient handwriting style. Achieving this allows pupils to communicate effectively, builds high self-esteem, supports the automatic motor control of spelling patterns, and ensures they can write without cognitive strain. To support this, all teachers and teaching assistants are expected to consistently model correct letter formation and style across the school.

Early Years Foundation Stage (EYFS)

In the Foundation Stage, children develop fine motor control through a wide range of sensory and practical activities that serve as essential prerequisites for writing. These include painting, working with sand trays, and tracing handwriting patterns, as well as tracing, copying, and writing their names. Letter formation is taught in alignment with the *Read Write Inc. (RWI)* Phonics scheme, initially focusing on printed letters. Pre-cursive letter formations for specific letters are also introduced during this year. Children are given daily handwriting practice on whiteboards to rehearse pre-writing patterns and letter formations. Furthermore, they are provided with rich opportunities to write for a variety of purposes in play situations, with constant access to a wide range of writing materials.

Key Stage 1 and Lower Key Stage 2

In Key Stage 1, children continue to refine their fine motor control through targeted activities. Dedicated handwriting sessions take place weekly:

- **Year 1:** Pre-cursive handwriting is introduced in the Autumn term, transitioning to fully joined cursive handwriting no later than the Summer term.
- **Years 2 and 3:** Weekly, structured practice sessions continue for approximately 20 minutes to consolidate fluency, size, and joins.
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Upper Key Stage 2

In Key Stage 2, as children become fluent and efficient writers, they are encouraged to develop and refine their own personal handwriting style. Children write on lined paper or use line guides. School handwriting pens are introduced individually when a child's cursive style is neat, consistent, and secure

Foundation Stage	Learn pre handwriting patterns Begin lower case printed formation Begin pre-cursive letter formation Begin numbers 0-9 Develop correct sitting position Develop hand dominance Develop tripod pencil grip Develop paper tilt skills
Year 1	Continue to develop pre-cursive formation Begin joining strokes formation Develop lower case cursive formation Develop capital letter formation Develop numbers and symbols formation Sit correctly Tripod pencil grip Tilt paper Recognise how to join continuous cursive letters for example those with top exit letters and bottom exit letters

Year 2	Refine lower case cursive formation Refine capital letter formation Refine numbers and symbols formation Develop cursive joins Revisit sitting correctly Revisit tripod pencil grip Revise paper tilt
Year 3	Refine lower case cursive formation Refine capital letter formation Refine numbers and symbols formation Refine cursive joins Revisit sitting correctly Revisit tripod pencil grip Revisit paper tilt Begin speed and fluidity
Year 4	Completed joins Develop and refine speed and fluidity skills
Year 5	Refine speed and fluidity skills
Year 6	Refine speed and fluidity skills

BSPS Handwriting Alphabet



abcdefghijklmnopqrstuvwxyz

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

BSPS Handwriting Alphabet



abcdefghijklmnopqrstuvwxyz

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

4) Transcription: Spelling

Spelling is taught daily across the school from EYFS to Year 5 using the *Read Write Inc. Phonics* or *Read Write Inc. Spelling* programs. In Year 6, targeted weekly spelling patterns and structured spelling frames are utilized to support children with statutory word lists.

Core Approaches to Teaching Spelling

To build secure, independent spellers, teachers across all key stages will:

- Model Spelling in Action: Explicitly demonstrate writing so children see spelling strategies used in context.
- Teach Phonic Mechanics: Demonstrate how to segment words into phonemes and show how these sounds are represented by specific graphemes (letters or groups of letters).
- Discuss Word Structure: Talk directly with children about letter-sound correspondences and explore morphological spelling patterns.
- Scaffold Independence: Provide tailored word banks, Barton Seagrave Primary School (BSPS) dictionaries, and standardized word lists (Years 2–6).
- Promote Active Strategies: Teach and embed targeted spelling strategies, such as *Look, Say, Cover, Write, Check*, alongside the use of dictionaries and thesauruses.
- Extend Learning: Consolidate classroom teaching through regular phonics or spelling homework.

Lesson Structure & Progression

- EYFS and Key Stage 1: Children engage in a discrete, daily 20-minute session combining phonics and handwriting. These follow the *Read Write Inc.* structure: Review, Teach, Practise, and Apply.
- Key Stage 2: Dedicated daily time is allocated to focus on explicit spelling patterns, rules, and strategies.
- Live Corrections: During writing lessons, age- and year-group-appropriate spelling errors must be addressed instantly. Teachers use live marking opportunities to explore these mistakes through known phonics and spelling patterns as part of everyday classroom dialogue.

Assessment of Spelling

- Formative Assessment: Regular, ongoing assessments of phonological awareness and spelling strategies are used to directly inform daily teaching.
- Summative Assessment: Termly assessments are conducted from Year 2 through to Year 6 using NFER Grammar, Punctuation and Spelling (GaPS) or PiXL assessments to track progress and identify gaps.

5) Feedback and Assessment

We prioritize immediate, verbal, and live feedback during lessons, as it has the highest impact on child progress while actively reducing teacher workload. Rather than waiting to mark books after the lesson, teachers move dynamically around the classroom to give actionable, face-to-face guidance at the point of writing. This allows misconceptions to be intercepted instantly, scaffolds to be adapted on the spot, and successes to be celebrated in real time. When written distance marking is used, it is minimal, targeted, and serves only to inform the next steps of learning, ensuring that the driving force for improvement remains the active dialogue between teacher and author during the writing process.

BSPS Marking Codes



Symbol	What it means
✓	Correct
•	Incorrect
?	This does not make sense. Check this and try again.
✓✓	This part is very good!
C	There is a capital letter missing or where it shouldn't be on this line.
P	There is punctuation missing or where it isn't needed on this line.
sp	There is a spelling mistake on this line.
fs	There is a full stop missing or placed incorrectly on this line.
REVIEW	REVIEW - this is unclear or incorrect
tense	The wrong verb tense has been used.
NS	Next steps to move your learning on.
VF	Verbal feedback was given.

Look at how your teacher has marked your work.
What do you now need to do to improve it?



Assessment at our school is a continuous, formative process designed to map growth and directly shape daily classroom instruction. To ensure precision and consistency, teachers utilize year-group assessment grids that break down the statutory writing curriculum into clear, progressive skills milestones. These grids are updated dynamically across the year using evidence gathered from a variety of independent, unaided writing pieces across different genres, rather than relying on high-stakes, isolated tests.

By tracking progress against these specific criteria, teachers can accurately pinpoint individual learning gaps, celebrate secure milestones, and determine a child's overall attainment band—whether they are working towards, meeting, or exceeding age-related expectations. Crucially, these grids do not just serve as a tracking tool; they are the bridge between data and pedagogy. Teachers analyze the trends within their class grids to directly inform future planning, adapt their flexible groupings, and tailor targeted interventions, ensuring that assessment is always a powerful tool for driving learning forward.

6) English Curriculum and Inclusion

Equal Opportunities

All children have an equal opportunity to reach their full potential across the English curriculum regardless of their race, gender, cultural background, academic ability, or any physical or sensory disability. Promoting equal opportunity is essential, as mastering communication and literacy provides pupils with foundational access to all other curriculum areas both during their primary years and in their future education.

Adaptive Teaching and Special Educational Needs and Disabilities (SEND)

To ensure all pupils make sustained progress, teachers implement high-quality adaptive teaching strategies. We ensure equity of access through the following approaches:

- **Tailored Scaffolding:** High-quality, adaptive activities are designed to support lower-prior attaining pupils and extend higher-prior attaining pupils.
- **Early Identification & Targeted Provision:** Children with specific learning difficulties are identified early, and targeted provision is implemented to meet their individual needs (in alignment with the school's *SEND Policy*). Where necessary, external outside agencies are consulted for specialist guidance.
- **Home-School Partnership:** Parents and carers are kept well-informed and are actively encouraged to support their children's writing development at home.
- **Strategic Adult Deployment:** Teaching assistants and adult helpers are deployed effectively across the school to support targeted groups and individual pupils during the writing process.

Literacy Support Strategies

Teachers actively reduce barriers to communication and literacy by:

- Selecting high-quality stimulus texts that match children's reading and comprehension capabilities.
- Utilizing visual, tactile, and written materials in accessible formats (e.g., using specific colored paper or overlays to assist visual processing).
- Integrating assistive technology, including ICT, audio materials, and speech-to-text tools.
- Employing alternative communication methods, such as signs, symbols, and visual communication frameworks, where required.

7) Resources

A diverse range of physical and digital resources is available across the school to support high-quality English teaching. All classrooms are equipped with physical dictionaries and age-appropriate writing tools.

Digital & Technological Resources

- **Key Stage 1:** Pupils have access to iPads and laptops to support early literacy and interactive learning.
- **Key Stage 2:** Classrooms have dedicated access to Chromebooks, enabling children to utilize online dictionaries, digital thesauruses, and research platforms.
- **Years 5 and 6:** Handheld electronic spell-checkers are readily available in each classroom to foster editing independence.

Schemes, Subscriptions, and Core Texts

To maintain structural consistency and support the delivery of spelling, grammar, and punctuation, the school utilizes the following verified resources:

- **Spelling Consolidators:** *Read Write Inc. Spelling* workbooks (Years 2–5) alongside their digital subscription, *Schofield & Sims Spelling* books (Years 3–6), and access to the *Spelling Frame* platform school-wide.
- **Grammar & Punctuation:** *Rising Stars Skills Builders* textbooks for grammar, punctuation, and spelling (Years 2–6).
- **Curriculum Enrichment & Planning Subscriptions:** Whole-school access to *Grammarsaurus* and *The Literacy Shed* to provide rich visual stimuli and explicit grammar frameworks.

Signed:

Mrs Chelsey Wilson

Writing Lead