Addison Gardens
Blythe Road
London W14 0DT

Addison Primary School

English Policy

Approved

Autumn 2026

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WRITING

1. AIMS

At Addison we aim for our pupils to leave primary school having achieved their full potential in communication skills which include writing, speaking, listening and reading. All pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce skills.

2. LESSON EXPECTATIONS

At Addison we recognise the importance of looking at how children learn. Within writing lessons, there need to be:

a) Clear learning objectives
b) Grammar starters
c) Opportunities to build on prior learning and link new learning
d) Time for self-reflection through up-levelling work and responding to marking

3. Approach to Creating Independent Writing

a) Identify the purpose and audience.
b) Identify the language and structural features.
c) Teachers are to select key vocabulary that children will be introduced to and are expected to use. Deliberate practice to be applied to the learning of key vocabulary.
d) Children to create toolkits so they are clear with the language and structural features of the text type. Teachers to use the toolkits to assess children's understanding.
e) Children to box-up planning in three stages:
    - What will be written in each section of the text.
    - The impact the children want to have on the reader.
    - The language features the children will use to create the impact.

The text type to be written in sections so children receive feedback and guidance before moving on to the next section. Children edit and draft final piece of writing.

4. STRATEGIES TO SUPPORT WRITING

a. Demonstrations (Modelling)

Teachers use high-quality model texts to demonstrate how different text types are structured and written. Through explicit modelling, teachers verbalise the writing process, explaining their choices, rehearsing and refining sentences, making purposeful alterations, and re-reading to check for accuracy, meaning and effect. Pupils then use the model to support imitation and innovation, applying identified features and techniques to their own writing **(Imitations and Innovation).**

b. Shared Writing

Using the shared writing strategy enables teachers to make the writing process concrete and visible to students. In shared writing, the teacher and students compose a text together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe and records the text as it is composed.

The purpose of shared writing is to model the thought processes involved in writing and allow students to engage with and focus on the process. By acting as scribe, the teacher frees students from the transcriptional aspects of writing, allowing them to focus exclusively on the thinking involved. Shared writing is also a powerful method for the direct teaching of key skills and concepts needed throughout the writing process **(Innovation).**

c. Guided Writing

Guided writing takes place in small focus groups, to act as a scaffold and intervention at the point of writing. Guided writing should be linked to targets and writing levels for each group. Guided writing should be planned for and highlighted on planning. This enables teachers to assess pupils against their personal writing targets. During the guided writing process, pupils are given immediate and specific feedback on targets, which can then be built upon in subsequent sessions **(Innovation and Invention).**

d. Independent Writing

Pupils should move onto independent writing when they have a good grasp of the grammar and vocabulary and structure required to re-create their own version of the text type. A model may be at hand for reference as well as a writer's, 'Toolkit' for the relevant genre. It is at this point that the most innovation and invention will be seen. The pupils have an opportunity to develop/ improve/edit their writing independently, with peers and alongside their teacher **(Innovation and Invention).**

5. HANDWRITING

We aim to explicitly teach and to model handwriting skills across all year groups (including seating posture, tools, pen-grip, correct letter formation, appropriate joins of letters, and the rules for the good presentation of written work) in order:

- To have a high standard of legible, cursive handwriting throughout the junior school
- To embed handwriting skills through regular practice until they become 'automatic' and flowing (to facilitate learning energy from physical 'transcription' to creative 'composition')

- To allow pupils to choose responsibly the appropriate writing tools and writing forms; to develop a personal and distinctive style of handwriting: to organise their writing effectively; to take pride in their work
- To have beautifully presented workbooks across the school in all subjects – (showing 'typicality')
- To provide the children with the 'life skill' of legible, speedy handwriting (which, along with technology, enables effective communication in exams, education and employment)

In Reception and Year 1, we use the Read Write Inc. rhymes to consolidate pupils' letter formation. From Year 2 to Year 6, pupils follow the Nelson Handwriting programme to develop accurate letter formation, learn letter families and progress to joining letters correctly and fluently.

6. GRAMMAR

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). Within the Addison writing structure and English long-term plan, pupils are explicitly taught a grammar focus, which they are expected to apply purposefully within their written outcomes.

7. SPELLING

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching which draws pupil's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns.

Helping the pupil to understand how to use and apply known spelling patterns (and to develop strategies to tackle tricky words) is the key to helping them to become successful spellers. Spelling skills are taught each week and are also embedded in Literacy lessons so as strategies and rules can be taught in the context of writing. Each class also has a weekly spelling test to ensure spelling is being learnt.

In Reception and KS1, daily phonics is the key to the pupil's learning of spelling. Pupils at Addison follow the 'Read Write Inc' scheme and within this are taught to blend sounds to read and segment to spell. At the same time, they learn words which are not phonetically regular (common exception words or sight words). From Year 2 to Year 6, we follow the PiXL spelling scheme, which systematically revisits and reinforces the spelling rules and patterns appropriate to each year group.

Grammar and spelling are assessed every term in all year groups using the 'Rising Stars' programme.

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READING

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities.

Above all, we want children in our school to become enthusiastic, independent and reflective readers.

Essentially, we want children to enjoy reading.

Aims

a) Instill children with a love of reading that lasts for their lifetime, share with them an enthusiasm for children's literature and help children to recognise the value of reading as a life skill.
b) Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats.
c) Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
d) Develop children's confidence, fluency, and independence when reading for different purposes.
e) Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author.
f) Use drama and role-play, where appropriate, to immerse children in the text.
g) Ensure our children have sound phonic awareness and use a phonics first approach to reading.
h) Develop children's vocabulary by exposing them to a rich range of texts and explicitly teaching new words, enabling them to understand and use increasingly ambitious language in both spoken and written contexts.

Whole School

Reading objectives are taken directly from the 2014 National Curriculum. Reading skills have been created to ensure that explicit teaching of comprehension skills takes place alongside the Reading objectives.

All children take home a reading book and a reading record book.

In Reception and KS1, children have books that correlate to the stage of their phonic learning journey. As they learn the progressive sounds, they read and learn from books that help them apply the sounds. They also take story books home that allow them to revisit and practise previous sounds.

For KS2, a number of books have been identified as, 'Age Related Texts' for each group to aid pitch. It is the teacher's responsibility to ensure that children are reading at the correct level, change their reading books regularly and read a range of styles, genres and authors.

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Phonics

Phonics is taught on a daily basis from Reception to Year 1 using the, 'Read Write Inc**.** scheme'. Reception and Year 1 (plus any year 2 children who did not pass the phonics check in year 1) are assessed four times during the year (baseline, then termly) using the same assessment format.

The assessments are used to track progress and enable teachers to group the children according to their ability. Interventions are delivered for children working below the age related expectation.

At the end of Year 1, all children take part in the statutory Phonics Check. Children not meeting the required standard then receive further phonic support in year two and re-take the check. Phonics may also be taught in KS2 to those children who have been assessed as still working within the phases. They follow the catch-up, 'Fresh start' RWI programme. This is group work and part of intervention programs.

Guided Reading

In Reception and KS1, guided reading takes place daily. Within the RWI scheme, children read story books using their sounds and answer questions about the text. During these reading sessions, notes are made to assess children's word reading and their comprehension skills. These skills also allow them to progress through the story books colours. This, plus evidence from individual reading logs are then used to inform teacher assessment judgments on word reading at the end of each half term. End of term reading assessments are also used to support teacher assessment and inform future planning and interventions.

The explicit reading skills taught during the guided reading sessions are: retrieval, inference, vocabulary knowledge, sequencing and prediction.

KS2 - VIPERS

In KS2, over the course of the week the children are explicitly taught the skills of reading (outlined in the National Curriculum and KS2 test domains) through the use of **VIPERS:** ***vocabulary, inference, prediction, explain, retrieval and summarising.***

During a typical session, the teacher will share what the content domain/s the children will be focusing on for that session. Teachers carefully select key vocabulary words they want the children to learn that week and cover a wide range of texts and genre. Children read during these sessions in a variety of different ways. They may hear the teacher model fluent reading and then re-read the same extract themselves. Children may read individually and feedback, work in groups, take turns in pairs or read aloud to their peers. Teachers plan key questions each session based on the content domain being focused on. The children record their learning from these sessions in their Guided Reading books.

Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book. Where appropriate, children are encouraged to use evidence from a range of different places within the text.

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Recording and Assessment during VIPERS sessions

Teachers focus on specific children during the session. These children can then be assessed based on NC expectations and how they are performing relating to the specific content domain. Teachers also use NFER reading assessments at the end of each term to support teacher assessment and inform future planning and interventions. Assessment judgements and test scores are made termly.

Marking of work in the guided reading books is initially shared between pupils. Teachers encourage pupils to read their answers with pride, then promote peer feedback. Pupils help add to each other's answers and pupils use this time and feedback to reflect and up-level their work. The teacher then reads the initial answers and the edits to see a true picture of the child's understanding. Misconceptions are worked through with the children at the beginning of their next session/separate session.

In KS2, the children make improvements and corrections using a green pen. Intervention is provided when necessary.

Adopted: Autumn 2026

Due for Review: Autumn 2028