

DODFORD FIRST SCHOOL



Every Day, a Learning Journey

Writing Policy

Rationale:

Literacy skills are essential to our ability to understand, interpret and communicate about the world and with each other. Writing is the ability to effectively communicate ideas, information and opinions through the printed word, in a range of contexts. Skilled writers understand the characteristics of writing's many forms, and are able to adapt their style to suit a wide range of purposes. At Dodford First School we aim to equip children with the skills necessary to do this throughout the curriculum.

AIMS:

- ❖ To write for enjoyment.
- ❖ To write in different contexts and for different purposes and audiences.
- ❖ To be increasingly aware of the conventions of writing, including grammar, punctuation and spelling.
- ❖ To form letters correctly, leading to a fluent and legible style.
- ❖ To work both independently and collaboratively on written tasks.
- ❖ To become familiar with and adept in the use of word processors and other forms of ICT which enhance or support the writing procedure.

OBJECTIVES:

- ❖ To write with confidence, clarity and imagination.
- ❖ To understand the sound and spelling system, and use this to write confidently and increasingly accurately.
- ❖ To write in a range of genres in fiction and poetry, using some of the structures of narratives in relation to setting, character and plot.
- ❖ To write non-fiction texts, using the features of different forms.
- ❖ To learn how to plan, draft, revise and edit work, and learn how to critically and constructively appraise the writing of others.
- ❖ To develop a fluent and legible handwriting style.

Entitlement and Curriculum Provision

In the Foundation Stage the teaching of writing is based on the area of learning Communication, Language and Literacy from The Early Years and Foundation Stage Guidance.

In Key Stage 1 and 2 the teaching of writing is based on the National Curriculum for English 2014,

In line with guidance from the framework for English our teaching objectives cover these key strands:

- Writing - Transcription (Handwriting and Spelling)
- Writing - Composition (Structure writing both orally and written)
- Writing - Skills (Vocabulary, Grammar and Punctuation)

Much of the programme of study for writing is taught through the daily English session, particularly during shared and guided writing sessions. However, there are many opportunities for pupils to practise and develop their writing skills within the context of learning in other subjects.

Teaching and Learning Styles/Organisation

Teachers will plan for and teach the above objectives through shared, guided and independent writing sessions. We develop learning sequences focused around a specific writing genre or key text, the length of each unit of work may vary.

The teacher will create a literacy rich environment which encourages children to want to write in a range of forms. Writing experiences will be carefully planned so that they meet the needs of the children in each year group and classrooms will be organised and resourced to promote independent learning.

Teaching and learning styles will aim to motivate and engage the children through interaction and will include the following features:

- Demonstration
- Rehearsal – verbally rehearse what they are going to write
- Direction
- Modelling
- Scaffolding – for example , by the use of writing frames
- Questioning – to develop clearer understanding
- Explanation – to clarify and discuss
- Editing - to encourage pupils to refine or extend their ideas
- Investigation – discussing and exploring

Throughout the school we:

- Plan and deliver work in line with the National English Curriculum 2014
- Implement regular writing sessions to encourage independent application of skills to a set task – Years 1-4.
- Encourage children in the early stages to ‘Have a Go’ at writing for themselves.
- Promote ‘Talk for Writing’.
- Plan opportunities for guided writing sessions with smaller groups in order to focus and target support or extension where needed.
- Develop the concept of ‘the classroom as a workshop’ by using English Working Walls and Learning Sequence Displays.
- Promote a positive ethos for writing e.g. by creating literacy rich displays around the school and celebrating achievements in writing during assemblies.
- Provide children in Reception and Key Stage 1 with a daily interactive multisensory phonics session following activities from ‘Letters and Sounds’ these sessions develop and embed both reading and spelling strategies.
- Provide children in Years 2-4 with regular word work sessions to develop their spelling skills by using resources from ‘No Nonsense Spelling’ programme.
- Ensure that a weekly SPAG lesson is taught to support the development of grammar skills.
- Plan opportunities for children to practise their writing skills in other curriculum areas - links to theme work are encouraged.
- Develop handwriting skills in regular short timetabled slots. (See Handwriting Policy)

Role of the Teacher

- To create an environment where writing is valued and treated with care and respect.
- To recognise the developmental stages in writing and support individuals in their development.
- To ensure that children have access to the resources they need at each developmental stage.
- To identify those children with special educational needs as soon as possible and supply the necessary support.
- To monitor writing development and record progress.
- To act as a good role model e.g. by using the agreed school handwriting script when marking all work.

Home Links

We recognise that children make better progress when they are supported at home and when there is good communication between child-school-home.

We communicate with parents through homework books in Years 1-4, reception intake evenings, parents' evenings, 'Meet the Teacher' workshops and annual reports.

Weekly spelling lists are sent home for children to learn words linked to their class/group or individual word work objectives.

Marking

Written work will be marked in accordance with the school marking policy.

Each teacher will display a set of marking codes within their classroom.

Children will be encouraged to evaluate their own and others work.

Inclusion

All children will have equal access to the writing curriculum regardless of race, gender, class, religion or ability. Teachers should ensure they offer a broad and balanced curriculum, which enables all children to develop skills at their own level. We aim to provide literature which represents a wide range of cultures and social experiences.

Where there is an identified special need in respect of writing, teachers will be responsible for planning a structured programme of work to facilitate the writing development of the individual concerned.

Assessment

Assessments will be made in line with the school assessment policy – refer to policy.

Informal assessment should be continuous and based on observations by the teacher. Feedback to children may be verbal or written. Comments should be informative and should focus on skills the child has and where they need to go next.

Formal assessment of independent writing ability should take place at least once each half term.

Individual targets will be set and shared with the child. Writing tracking sheets will be kept in the front of 'Writing Progress Books'.

Writing records will be kept and passed onto the next teacher, to include – phonics tracking sheets, termly SPAG tests and analysis grid, writing progress books with completed individual tracking sheet and National Curriculum whole class colour coded objective sheets.

Resources

Additional adults are used to provide further support for writing both within and outside the English hour. Each teacher has appropriate resources for the current year groups e.g. Big Books, Interactive resources, dictionaries etc within their own classroom.

Children will have independent access to appropriate writing equipment, word mats, finger spacers, pencil grips, whiteboards etc within their classrooms. These will be stored either in individual trays or be freely accessible on table tops.

Each classroom has publishing station tools to be used when editing, evaluating and publishing written work.

Computing and Other Technologies

ICT is used to support and enhance work whether possible as an integral part of the writing process. For example it may be used by pupils in the planning or drafting stages or for the production of finished products. It may also be used as a stimulus for writing e.g. film clips.

Monitoring

The English subject leader is responsible for monitoring writing throughout the school. Regular whole school writing moderation meetings will take place to ensure standards are consistent across the school. (Refer to English policy)

This policy should be read in line with other English and school policies e.g. Teaching and Learning Policy, Assessment Policy, Marking Policy, SEND Policy, Computing Policy, Equal Opportunities Policy

Policy compiled by Miss C Underhill

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