



Ashton St Peter's Church of England VA Primary School

Writing Policy

Ratified in July 2015

Update in July 2018

Rationale:

We believe that writing is essential to thinking and learning and is enjoyable in itself. We believe it is important to enable children to become effective writers so that they can develop ideas and communicate meaning to a reader.

Aims:

- Children will write with confidence and independence.
- Children will write in a variety of ways for a range of purposes across the curriculum
- Children will write clearly, accurately and coherently, adopting their language and style in and for a range of contexts, purpose and audiences.
- Children will use a range of punctuation correctly.
- Children will spell a range of common words and recognise spelling patterns which are then correctly used.
- Children will be able to write neatly and speedily in a fluent and legible joined up style. (See handwriting policy).
- Children will communicate meaning using a wide range of vocabulary and appropriate style.
- Children will be given appropriate writing experience in an environment which will enable them to reach their full potential as writers.

Teaching and Learning:

- Children are encouraged to write with increasing fluency, confidence and accuracy.
- Children are taught to use the correct grammar, punctuation and spelling strategies.
- Children are taught the strategy of look, cover, write, check, to learn new words.
They use the Sounds Write Phonic scheme to improve their phonics and spelling.
- Children use scaffolding to help them spell unknown words.
- Children are encouraged to plan, draft, revise, proof-read, evaluate and present their work, using Computing when appropriate.
- Children are encouraged to write in response to a range of stimuli e.g. stories, poems, their own interests and activities and classroom activities.
- Children are given the opportunity to write for a variety of purposes.
- Children are given opportunities to write for a varied audience e.g. the teacher, the class, other children or adults in the school or community.
- Children are given opportunities to write using a variety of forms e.g. narratives, poetry, observations, recounting, diaries, procedure, instructions, descriptions, reporting, explanations, character studies, book reviews, précis, letters, invitations, collaborative work, free writing.
- Children are given the opportunity for drama and role play, which can contribute to the quality of their writing by providing opportunities for them to develop and order their ideas through playing roles and improvising scenes

Frequency:

We believe that children should be given opportunities throughout the school day which encourage progress in writing.

Resources for writing:

- * Pictures, prints and artefacts
- * Headphones, CDs
- * Range of dictionaries, thesaurus of the appropriate level are available in every classroom
- * School library: fiction, non-fiction, plays, poetry, character toys, glove puppets
- * Computers and software
- * Role play

Individual Needs:

Individual needs will be identified and appropriate additional help and support will be given if required. ELS, ALS and 'Life Boat' schemes are used to support 'Sounds-Write' activities. Parents are kept informed and involved in helping their children. TAs will also be used where possible to support these children.

Equal Opportunities:

All the children are entitled to a broad and balanced writing curriculum, irrespective of their age, gender, race or ability including EAL. Each child will have the opportunity to experience writing at a level and rate appropriate to their needs. In the context of the classroom, it is the teacher's responsibility to differentiate and match the needs of the children to relevant activities.

Assessment and Recording:

Teachers are aware of each pupil's ability and progress, they are continually appraising them as they teach and interact with each child.

Progress in writing is recorded in the following ways:

- Each child has a 'Year Sheet' in the front of their English book which links to new national curriculum coverage. Each time a child demonstrates that they have met elements within the curriculum, the sheets are dated and a judgement made as to their level of attainment linked to our current Assessment Policy. This enables the child to know how well they are doing in their learning and what their next steps are. This also informs teacher's planning ensuring the learning needs of all children are met.
- Unaided writing assessment is carried out half termly and the assessment task is linked to the objectives covered during that half term.
- Medium term planning (half termly) shows the curriculum coverage in English.
- Short term planning (weekly) shows specific learning intentions covered and incorporates review and evaluation.
- Verbal progress reports are offered to parents three times a year. A written report is provided at the end of the Summer term.
- A subject portfolio of moderated writing from across the school is up-dated regularly.
- Writing moderation takes place regularly with other schools.

The English Subject Leader:

is responsible for:

- monitoring the implementation of the policy
- providing support for colleagues within the area of English
- keeping abreast of current issues
- updating the staff on relevant issues
- updating the policy when necessary

- meeting with each teacher termly to discuss progress, coverage, resources and any areas of concern

Evaluation:

The writing policy for the school will be reflected in our practice. This will be monitored by the English Subject Leader and reviewed once every three years by the staff and governors.

Computing:

Computing provides the children with opportunities to develop and practise their skills as writers using desk top publishing and word processing packages. Grammar, spelling and punctuation skills are also developed using Espresso and other software.

Intended Outcomes:

By the time the children move on to Secondary School they will:

- Be able to write using a variety of forms.
- Be able to write for a varied audience.
- Be able to write for a variety of purposes.
- Be able to write in response to a wide range of stimuli.
- Be able to identify the features of a range of written text types.
- Use a range of punctuation accurately.
- Spell a range of common words and recognise spelling patterns which are then correctly used grammatically.
- Use writing as a means of developing, organising and communicating ideas.

Review Procedures

The School's policy will be reviewed when:

- Every three years in July 2018
- A new subject leader is appointed
- There has been a significant change in staffing or pupil intake
- There have been changes in the National Curriculum requirements
- The School wishes to review the policy.
- If amendments are required by the LA

Ratified by:

Date: July 2015

Chair of Governors