



Responsibility of	Curriculum Committee
This version dated	February 2016
Reviewed by Staff	February 2016
Adopted by Governors:	February 2016
Next review date	May 2018
Meets Equality of Opportunity	Yes
Safeguarding reference made	n/a

Statement

We believe that all children need to learn to write fluently, legibly and with confidence in order to communicate both information and their ideas effectively to others. We use a variety of teaching strategies such as teacher modelling, shared writing and guided group work to develop children's confidence, fluency and independence as writers.

Aims

When teaching writing it is our intention to:

- enable all pupils to write in a clear, legible style
- systematically teach pupils the various skills involved in writing such as punctuation, spelling and sentence structure
- develop in children a growing vocabulary in spoken and then written forms
- develop in all children an understanding that writing can convey meaning in many forms
- teach children the skills they need to write for a range of audiences and purposes
- support children as appropriate in learning the processes of planning, drafting, revising and editing their writing
- actively inspire all pupils by using relevant, meaningful and engaging subject material across the curriculum so that they develop a positive attitude towards writing

Implementation

Planning provides a clear framework for quality teaching and learning. By following the agreed planning teachers provide pupils with opportunities to write in a range of genres and to become familiar with the specific features of each. Planning will detail the key skills being taught that relate to that genre.

In Key Stage One literacy is taught for a minimum of four longer sessions per week with some shorter sessions which focus on aspects such as handwriting and guided reading. The teaching of writing skills forms part of most longer literacy lessons. Teachers will model writing and also provide examples of good pieces of writing (WAGOLLS) to ensure that children are clear as to what they are trying to achieve. Writing skills may also be rehearsed through other curriculum areas allowing opportunity to apply and practise skills that have been learnt. Children may be taught in mixed ability groups or differentiated groups according to the skills they need to develop.

Within the Foundation Stage children are offered writing opportunities informally through role play areas etc and more formally in response to a variety of stimuli. All writing is valued and children are encouraged to use their phonic skills in their emergent writing. When writing is taught, teachers will model to children what is expected. All children will be challenged, motivated and supported appropriately through differentiated tasks, expectations and adult support.

Our principal aim is to develop children's knowledge, skills, and understanding. Writing experiences will be offered during and after:

- a real life experience has been provided with opportunities to develop the language associated with the experience
- reading a text which has been fully explored -writing may be based on retelling a story or altering or innovating a part of, or all of a familiar story.

- studying a topic - children may be asked to produce non-fiction writing related to it eg. brochure or fact file

Linked Policies

Reading

Phonics and Spelling

ICT

Marking Policy

Homework

(Pencil Targets)

Guidance

1. Creative writing

- children will have regular opportunities to write at length an extended piece. We recognise the importance of children being equipped with the appropriate skills to be successful writers, therefore the skills that are pertinent will be taught to the pupils in advance of their writing opportunities. They will also have the opportunity to develop extended pieces in a supported, apprentice-style manner before later writing more independently (site of application)
- children will be encouraged to write for a variety of purposes, audiences and in a range of styles as outlined in planning documents. Children are provided with opportunities to write for a purpose about real and first hand experiences through the use of a range of stimuli
- writing will be taught systematically yet within a caring and supportive environment, where children feel sufficiently secure to take risks.
- short term plans will clearly state the learning intention for each lesson, which will be shared with the class, in order for children to know what they are expected to achieve and learn. All activities must be reviewed and modified where necessary to ensure that all children can participate.
- the environment in which the children write is important. The print around them in the classroom should provide a good model and support system for the child's writing. Alphabet cards, phonic prompts and dictionaries should be easily accessible in order to develop the child's interest in words. WAGOLLS should also be displayed and new vocabulary, models and examples added to the working wall as appropriate.
- teachers regularly model writing to their class. Through shared writing and talking aloud, the teacher demonstrates the writing process with the material offered by the pupils. This process allows children to see and understand what experienced writers think and do as they write. As children progress it should be used to demonstrate progression in the various elements of writing. ie editing/rethinking
- examples of children's writing should be displayed within the classroom and around school to encourage pupils to take pride in their work
- teachers will integrate ICT into their lessons where appropriate in order to expose children to both paper and screen texts.
- in Year R children will be provided with planned writing and mark making opportunities through the use of role play activities etc. In order to ensure that children benefit, teachers/adults will model different types of writing within the role play areas or in response to other stimuli. More formal writing opportunities will be planned within topic.

2. Non Fiction writing:

- teachers will provide children with the opportunity to experience a range of non-fiction text types; instructional writing, discussion texts, explanatory texts, persuasive texts, non-chronological reports and recounts
- children are taught to identify the features, purpose and layout of each text type through their whole class and guided reading sessions and then to apply this knowledge in their guided and independent writing sessions.
- where possible, teachers will provide children with first hand experiences and stimuli on which to base their writing

All children's writing will be valued and, where possible, teachers will mark writing with the author often through the use of the yippee yellow and think pink highlighter pens so children know where they have achieved the learning objective or their own target. Where further practice is required to meet a learning objective or target children will edit their think pink annotations with a red pen as directed by the teacher. As pupils become more secure in their skills they will also be encouraged to self-edit their work before presenting it as a completed piece.

Teachers will integrate ICT into their lessons where appropriate in order to expose children to texts on both paper and screen. They will also sometimes provide opportunities for children to word process their writing.

3. Writing skills:

We understand the importance of equipping children with the many and various skills they need to become successful writers.

Within their literacy lessons children will:

- be given opportunity to extend their vocabulary and their use of descriptive language
- be taught to understand and use correct sentence structure
- be taught to use and apply basic punctuation
- learn to identify and use features of different writing genres
- become familiar with and use story writing structures/patterns in their own work
- identify some features of poetry and use them in their own writing
- be supported and challenged to compose their own writing for a variety of purposes
- systematically be reminded of phonic and spelling rules

4. Assessment of writing

In order to ensure quality teaching and learning, writing is assessed in a variety of ways:

- **Assessment Proforma** The school has developed its own assessment document in line with the requirements of the new curriculum. It is used at period identified assessment points to assess all children's writing in KS1. If a child is working significantly below the expected standard and not meeting any of the criteria then P statements are used. Teachers keep detailed assessment records for pupils within their class/teaching group. These detailed assessment records are shared with all members of the year team and senior leadership team and will be passed up to the next teachers at the end of each academic year.
- **Moderation** - Staff members undertake regular year team moderation to support planning and moderation of writing across year groups. Significant sessions take place at each major assessment point in order to ensure continuity and accuracy when assessing children's progress in writing. However, some moderation should also take place on weekly basis as part of PPA sessions so teachers can compare progress and carry out gap analysis to ensure planning is focused on the children's vital next steps. Whole school moderation is also carried out as an opportunity for staff to develop their understanding of quality of writing in different year groups and ensure continuity of approach and understanding across the school. Opportunities for moderation with teachers from other schools and for moderation support with county advisers and inspectors is also taken up.
- **Self assessment and editing:** In the Foundation Stage children begin to learn the skills involved in self assessment. Through Key Stage 1 children develop these skills and they are encouraged to identify strengths and areas of development within their own work and also the work of others. Children are then taught to recognise ways in which they could improve their work. The school is focused on developing pupils' editing skills by adults initially directing editing (use of think pink and follow up work with red pen). However, once secure in a skills pupils are then encouraged to self-edit their work before completion.
- Informal conferencing with pupils allows teachers to gain a deeper understanding of the pupils' knowledge and confidence in particular writing areas. Records of conferencing are kept and used to inform teachers when they are planning future writing opportunities.