



## Writing Policy

Policy Review dates:

Review Date	Changes made	By whom	Date Shared with staff
09/09			

### Rationale

Writing helps pupils to clarify their thoughts and experiences and to give them personal meaning. Through writing, pupils can define, order and understand ideas.

Because writing is essential for communicating within society, it is important that pupils learn precision in its conventions.

Handwriting skills will be taught formally, especially in the early years. Later, pupils will pay attention to handwriting in the normal context of their classroom activities.

Writing is developed in association with the other three language outcomes. At all stages the teaching of writing will involve the processes of listening, discussion and selection of ideas, overseeing content, organisation and form.

### Aims of Writing

- To allow children to experience frequent writing opportunities and range of formats i.e. imaginative, personal and functional

- To deliver a whole school approach to the teaching of writing thus ensuring progression cohesion and continuity through use of writing targets
- To raise children's confidence, self esteem and attainment in writing
- To set children purposeful tasks that ensure progression through use of stimulating contexts across the curriculum, making judicious use of a wide variety of resources.

### Role of the Class Teacher

The class teacher will ensure that pupils are given the opportunity to experience a wide variety of writing genres.

By following the guidelines and main resources for writing advocated by the school, there will be evidence in each classroom of a coherent and progressive programme for the development of writing skills.

The role of the teacher is to: -

- Create and nurture a writing culture
- Have high expectations of the quality of children's writing including clarity of thought and expression, accuracy of spelling, punctuation and grammar
- Plan and implement a comprehensive writing curriculum in line with the new primary literacy strategy (Sept 2007) i.e. imaginative writing, personal writing or for specific aspects of functional writing
- Support children in the modelling, drafting, checking, conferencing, redrafting and publishing of the writing process
- Give a variety of opportunities for publication and celebration of writing including the use of "star writer" awards
- Use assessment as part of the teaching and learning process

### Classroom management and teaching guidelines

Writing should be an integral part of the classroom curriculum, from Nursery to Reception and beyond as students progress through school.

In the Early Years, Foundation stage the children need constant access to drawing, painting, mark-making activities and materials. They need to be encouraged to make marks and ascribe meaning to their marks: their efforts should be valued.

The environment should be language-rich using a variety of writing forms. The children need to see adults writing as a means of recording and communicating such as lists, stories, labels and instructions.

Opportunities for writing should be provided in role play and other areas. Books should be made with the children of activities they have been doing with photographs as illustrations. (The children should have sand and play dough and a variety of materials to make marks in and trace shapes). Stories and poems should be written with the teacher acting as scribe. The children also need activities which encourage hand/eye co-ordination such as threading, lacing, pegboards, pouring etc. They need to be encouraged to use a pencil and hold it correctly and effectively to form recognisable letters.

In Reception the core learning for writing is

- For the children to write their own names and other things such as labels and captions leading to the formation of simple sentences, sometimes using punctuation.
- When writing they must write recognisable letters, mostly correctly formed and orientated using a comfortable, efficient pencil grip.

In Year 1 the core learning for writing is

- To compose and write simple sentences independently to communicate meaning.
- Use capital letters and full stops when punctuating simple sentences.
- The letters need to be correctly formed with an efficient pencil grip
- They must write with spaces between words.

Writing opportunities should be planned in other subjects beyond literacy to encourage extended writing.

Class teachers will deliver lessons for writing by making use of the following elements of effective teaching of writing.

□ INTRODUCTION OF WRITING TASKS: -

This will be a few minutes that clearly identify for the children the teaching targets and expectations of the writing activity to be undertaken.

□ MODELLING and PLANNING

This is a key element to be undertaken by the class teacher and must be clearly evident at different levels.

The teacher uses this strategy to demonstrate a range of skills, processes and products of writing. The teacher “thinks aloud” while writing, showing how writers make selection about what to write.

□ WRITING and CONFERENCING

The teacher will provide appropriate support for the children as they write for themselves, encouraging independent writing wherever possible.

As the children write it is the role of the teacher to discuss with a group or individual how they can effectively express their ideas as a piece of writing.

Teachers will provide a regular time for pupils to get together as individuals or small group to discuss the writing of the child/children. The teacher will focus on content, clarity and organisation of ideas

□ IMPROVING children's writing

Teachers will encourage children to take responsibility for improving their own work. A variety of strategies are to be implemented to facilitate self and peer assessment.

- Teachers are to raise awareness of good use of language and to highlight them to the pupils as they are working
- Teachers are to continually highlight core and teaching targets for writing
- Teachers are to encourage children to read their own work aloud
- Teachers are to encourage children to share good pieces of work as they go along

CELEBRATING children's writing:

Star Writers are to be identified by teacher and or children. Teacher to gather children's work read evaluate and identify star writers. You may wish to share these with the children at a later date that week.

Children will then have the opportunity to share their writing at an assembly.

Each month the Star Writer wall will be changed. Each class will contribute to display.

At end of each term main display will be gathered together as a schoolbook and placed for reading at entrance of school.

We could also explore displaying writing in local library etc.

### ASSESSMENT OF WRITING PROCESS

The role of the teacher is to encourage the children to take responsibility for improving their own writing

The process of assessment will focus on a selected group of pupils measured against core and teaching targets.

The teachers will provide the proof reading guides that can be used as checklists for reviewing and editing their own and the work of others.

These are to be found in the main teaching resource.

Children are encouraged to take part in peer - pair - trio conferencing skills.

Assessment of writing will be carried out as follows:

- Assessment will focus around the teaching and core targets as appropriate for each level
- Teacher will highlight positive aspects of children's work
- Class teacher will display and implement the agreed school correction code across the curriculum.

### General Assessment information:

Folio's - teachers are to keep samples of all writing for one year or until next level of writing is achieved.

### MONITORING WRITING ATTAINMENT

-  
Monitoring the progression and continuity of the writing programme is the role of the school management team.

A variety of strategies are employed including:

- Class visits to monitor teaching and learning
- Children's writing samples to be monitored by headteacher
- Displays of children's work
- Attainment of writing levels

## RESOURCES

A wide variety of support materials are available for use in the teaching of Writing they include;

Ginn 360

Scholastic new frameworks for literacy

DfES guidance primary and literacy framework April 2007

Primary resources online

Modelling provides the teacher with an excellent opportunity to discuss/describe writing techniques and to promote in children effective skills for planning,

Can you tell, who, where and what, from the model?

What would the who, where and what be of the story children are planning orally?

The writer used phrase.. ...what phrases / words can you use? Again the teacher is drawing out the planning as the lesson moves on.

Functional writing – use of appropriate technical language.

The importance of reinforcing the appropriate teaching targets is essential as part of the teaching process.

(Again this part of the lesson can vary in length depending on material familiarity with target and past experience for other areas of language.)

### PLANNING

-

This is an important feature of the writing process.

Planning materials are provided with teaching resources / models for writing or can be prepared by the teacher as necessary.

As the lesson is progressing the children are encouraged to reflect on what they are going to write it is also necessary for them to have the opportunity to identify a plan for their writing.

Children are now given the time to plan for themselves.

It is a necessary element of the writing process however, teachers must note that it is not to be the only emphasis and a designated time of 7 - 10 minutes should be allocated to the process.

If the children don't complete plans they are to move on regardless of completing plan.

Children in the earlier stages should be encouraged to talk through their plans.

Share plans on wipe board/ laptops and data projector etc.

To ensure that we are following the outlined process particularly for planning we don't make it a focus for a full language period, Children are to be encouraged to plan in the time provided. They will get better. (Remember planning is not an assessable element for writing.)

### WRITING and CONFERENCING

It is the role of the teacher to support all children with the writing processes and tasks but quality conferencing will take place through the teacher focuses.

Children are now set to writing for themselves: it is now the role of the teacher to support the children by circulating and encouraging their writing process.

Teachers are to highlight key elements of the children's work.

Raise awareness of good phrases and development from simple sentences to complex sentences. Choice of ambitious vocabulary/sentence openers/punctuation pyramid/sentence connectives.

Continually highlight core targets / teaching targets for writing.

Encourage children to share good pieces of work as you go along etc.

Writing for the children should be the main feature of the lesson and the majority of time is to be allocated to this part of the lesson.

Improving writing is also important. Class teachers will be selective with regards to the pieces of work to be improved.

To ensure that children are given the opportunity to improve writing the final lessons of the teaching block could be allocated to the improving writing process.

Children can select from their work or star writer piece and revisit the work with improving writing strategies as outlined through teaching and conferencing.

It is a useful opportunity for writing to be presented through word processing and even enhancing the work with graphics but we would find this difficult to maintain. This is not always necessary and should be managed to ensure that over emphasis is not placed on this. (It may be appropriate to support those students with dyslexia to make more regular use of ICT, to allow opportunities to use spell checkers as part of their work, encouraging

good presentation skills). Handwritten work and first draft work is valid at this point leading to final drafts at end of key stage 2.

Suggestions: Star writers can improve the week after they are chosen if suitable.

The important feature is that all children get the opportunity to improve some pieces of work. These can be kept as evidence of best work if we feel that this is necessary.

Please note that the early years(reception) will not have extended writing time, teacher will be scribing talking and reading together. Teachers should allocate time as appropriate to class.

Teachers may find the occasional opportunity for an extended piece of writing e.g. topic/science.

Through key stage 2 writing there is the need to provide opportunities for extended writing experiences. This will be the main time for writing a piece of work to take in excesses of a literacy period. The teacher will identify when this is appropriate for the children. It should not be evidenced during all writing lessons.

Policy review date  
Sept 2009

