

**Writing Policy**

1. **Principles**

* All children are literate.
* Children need to be able to communicate effectively in writing.
* Effective teaching of writing develops:
  + Skills of composition and creativity *(style, organisation, choice of language, effect)*
  + Secretarial and transcription skills (*handwriting, spelling, use of ICT)*
  + Skills in the structure of writing *(grammar, sentence structure, punctuation)*

1. **Practice**

Children will:

* Write every day
* Write at least one independent piece per week
* Understand the audience and purpose of their writing
* Know their next steps to improve their writing
* Take responsibility for improving and editing their writing
* Have the opportunity to write in all curriculum subjects in a variety of genres
* Use school handwriting style and write in pencil until the start of year four or, earlier, if their writing is consistent, joined and legible when they will be awarded a pen licence enabling them to write in blue ink (not biro)

Teachers will:

* Ensure children have a range of stimulating contexts for writing across subjects
* Ensure a balance of writing skills and experience of genres
* Give the opportunity for every child to produce independent writing each week
* Give children opportunity to improve (edit and revise) their own writing
* Model the writing process
* Cover all year group objectives over the year
* Know what each child needs to do to improve:
  + In Reception and Year 1, create personal, achievable targets in child-friendly language and share targets with the children
  + Base targets on regular assessment of children’s work
  + Give one target at a time
  + Write target on a super sticky post it note, date when achieved (keep a record)
  + Review targets at least half termly
  + Continue to use targets in Years 2-6 for those children who need them
* Teach an appropriate balance of grammar/ sentence/ spelling/ handwriting skills
* Teach spelling using school phonics and spelling programmes of work
* Display examples of written work within the classroom
* Ensure at least 2 pieces of work reach ‘published’ standard every half term
* Model the school handwriting style
* Cross-curricular:Remind children that writing expectations are consistent across subjects

**3.0 Writing enrichment**

*Enrichment: “act of making fuller or more meaningful or rewarding”*

Writing enrichment is the culmination of the writing process (launch/ read, explore, plan, write, improve and present). See Appendix for a summary of the writing process.

The purpose of writing enrichment is to provide time:

For teachers to:

* assess depth of skills learnt in new context
* work out what needs to be taught (pre-unit AfL)
* address areas of concern/ further development

For children to:

* show writing skills independently
* apply what’s been learnt
* develop stamina
* have opportunity to write a whole text
* make their own choices about writing, organisation, style

**4.0 Related policies and procedures**

* Feedback policy and marking codes
* Year group guidance on timings and organisation
* Writing portfolios of work
* Handwriting guidance and resources
* Phonics and spelling programmes of work and resources
* Child-friendly level descriptors
* Curriculum matrix and unit overviews/ plans

**Appendix: Writing Process**

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| --- | --- | --- | --- |
| **Aim** | **All children are effective communicators** | | |
| **Rationale** | To enable***all children***to develop a repertoire of ***knowledge***and***skills*** in order to write ***creatively***and ***academically*** for a range of***audiences*** and***purposes.*** | | |
| **Process** | * allows children to write creatively: might take one lesson or a series of lessons depending on the complexity of the writing task. * is not linear i.e. editing happens during writing and at the exploration stage where ideas are generated. * builds on reading like writer; reciprocal reading supports the understanding or written word: “Why did the author do that?” | | |
| Process | **What will this look like:** | **Teacher will** | **Children will** |
| **Read**  **or**  **Launch\***  \*if non-text-based starting point | * Engage interest * Read text, develop stimulus * Clarify/Question * Understand context * **identify audience/ Purpose** * Discuss style/formality * Who. What, why * Exploring words, format, presentation | * Sell the text * Build the excitement * Set the context * Explore language and meaning * Explore the purpose and audience | * Question * Clarify * Record thinking * Discuss meaning |
| **Explore** | * Agree style/formality * Develop vocabulary * Develop grammatical structures/skills * Use drama - Role play, Hot seat, conscience alley * Dictionary/thesaurus * Play with different ideas * Try out ideas/structures orally and in writing * Changing register – words, format, grammar, presentation | * Teach new relevant skill(s) * Facilitate discussion * Promote precision in word selection – vocabulary * model new structures * use semantic building * reference detail grid | * Work in pairs/groups * Try out different sentences/phrases/vocabulary * Take different roles within a group * Express a point of view (their own or another’s) * Collect ideas * Make notes * Summarise * Evaluate effects |
| **Plan** | * Model use of planning- oral and written * Vocabulary enrichment * Rehearsal of ideas * Experiment with organisation | * Model planning and organisation of ideas * Model planning structures * Model changing order | * Ordering ideas * Saying sentences out loud * Use modelled planning to independently plan structure |
| **Write** | * Teacher writes * Children write | * Model thinking process- word choices, sentence construction, punctuation * Model real-life editing/revising * Modelling self-correction * Model re-reading to make sure it makes sense * Modelling ‘using the environment’ resources * Allow the struggle of thinking and reworking * Ensure environment to concentrate and write | * Have sufficient time for independent writing * Be improving as they go * Editing and revising applied throughout |
| **Improve** | * Revise - improve sense, meaning, impact * Edit – accuracy * Use ARMS and CUPS | * Model editing process and thinking – why I am reordering or changing a word/phrase etc | * Read in different ways * Use peers/audience * Sense and accuracy review * Use ARMs and CUPS |
| **Present** | * Deliver to audience * Record and share * Orally, in writing, digitally. * Perform * Review effectiveness | * Model re-reading – is it fit for purpose? * Revision of who, what, why? | * Perform/publish * Evaluate (own and others) * Respond and review (own and others) |