



# Writing Policy

## Principle: All children are literate.

- Children need to be able to communicate effectively in writing

## Practice:

### Effective teaching of writing must

- Develop skills of composition and creativity (*style, organisation, choice of language, effect*)
- Develop secretarial and transcription skills (*handwriting, spelling, use of ICT*)
- Develop skills in the structure of writing (*grammar, sentence structure, punctuation*)

### Children will:

- write every day
- write at least one independent, sustained piece per week
- understand purpose and audience of their writing
- know their next steps to improve including current target
- take responsibility for improving and editing their writing
- move their target so it can be seen when they write
- assess themselves against their target (T)
- ensure quality of their writing is consistent across all subject areas
- have opportunity to write in all curriculum subjects in a variety of genres
- use school handwriting style and write in pencil until writing consistent, joined, legible when they will be awarded a pen licence enabling them to write in blue ink (not biro)

### Teachers will:

- Ensure children have range of stimulating contexts for communicating in writing across subjects
- Ensure a balance of writing skills and experience of genres
- Give the opportunity for every child to produce sustained, independent writing each week (**writing enrichment**)\* See Appendix
- Give opportunities for children to be creative with choice of genre and style at least once a half term in writing enrichment
- Give children opportunity to improve and edit their own writing
- Plan the audience and purpose of every piece of writing
- Model the writing process
  
- Cover all year group objectives over the year ensuring overview plan for each unit of work
- Assess and record writing levels half termly using NC/DM/ELGs
- Know what each child needs to do to improve:
  - Create 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 (two only if a very small target as second target),
  - Write target on a super sticky post it note, date when achieved (keep record of targets)
  - Review targets at least half termly, preferably every 2/3 weeks.
  
- Teach an appropriate balance of grammar/sentence/spelling/handwriting skills (*see guidance for year groups on timings and organisation*)
  
- Teach spelling using school phonics and spelling programmes of work (*see spelling and phonics policy*)
- Display examples of written work within the classroom
- Ensure at least 2 pieces of work reach 'published' standard every half term using ICT or handwritten style
- Model the school handwriting style

## **GUIDANCE**

Refer also to:

- 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
- Spelling policy
- Child friendly level descriptors
- Curriculum Matrix
- Unit plans

### **Cover supervisors will:**

- Follow feedback policy

### **Writing enrichment**

- **Weekly sustained writing opportunity should typically be:**

Rec	20 mins
Year 1	20-30 mins
Year 2	25 mins
Year 3	30 mins
Year 4	30-40 mins
Year 5	40 mins
Year 6	45 mins

## APPENDIX

### WHAT IS WRITING ENRICHMENT?

#### Purpose of Writing Enrichment is to give time for...

##### Teachers to:

- address issues- groups/class/individuals
- work out what needs to be taught (pre- unit AfL)
- time to write - cross curricular contexts
- time to teach - areas of concern/weakness
- assess depth of skills learnt in new context

##### Children to:

- show writing skills independently
- "Show off"; apply what's been learnt
- develop stamina
- have opportunity to write a whole text
- make own choices about writing, organisation, style

*\*Enrichment: "act of making fuller or more meaningful or rewarding"*

#### WRITING ENRICHMENT Outcomes are best when...

##### All pupils:

##### Are ready to write given:

- o Thinking/planning time
- o Inspiring texts
- o Are the experts
- o Familiar contexts
- o Clear Purpose
- o **Time to Talk**

##### Make own decisions given

- o Choice
- o Ownership

##### Know what they are trying to do

- o Know targets
- o Know what aiming for
- o **Time to write**
- o **Time to edit**

##### Pupil premium

- Prior knowledge
- Mixed ability- access to new language prior to writing
- Make sure they have skills to be successful
- Non-fiction focus
- Model to guide the way
- Attractive resources

##### Most Able

- Open ended
- Freedom
- Structure (KS1)
- Show AA example from parallel class (raise the bar)
- Competition with similar ability (grouping)
- Challenge
- Encourage to take risks
- Time and teaching to edit/improve

##### Cross Curricular

- children are experts in subject
- Remind that writing expectations remain across subjects
- clear purpose