

Greens Norton C of E Primary School



The Policy Statement for Writing

Approved by

Introduction

This section of the policy outlines the purpose, nature and management of the teaching of writing in our school, and should be read in conjunction with the policies on handwriting, spelling, reading and speaking and listening.

Children need to learn to write for a variety of audiences and purposes, with accurate spelling, punctuation, grammar and legibility.

Success in writing is vitally important as a means of expression and is crucial in the development of children's self-confidence and motivation.

Aims

- to develop all children's writing skills so that all children achieve to the optimum of their ability
- to give all children opportunities to write for a variety of purposes
- to use writing as an essential tool in developing children's thinking and learning
- to make writing interesting, enjoyable and creative

Implementation

The National Curriculum and the National Literacy Strategy form the basis of the school curriculum for the teaching of writing. Teachers form their learning objectives from these sources and create appropriate writing activities to meet these objectives.

Learning targets based on The National Curriculum attainment targets and the National Literacy Strategy are used to assess children's achievement and progress.

At Key Stage 1 children should be able to:

- communicate in narrative and non-narrative forms
- use appropriate and interesting vocabulary and choose words for variety and interest
- show awareness of the reader using a writing style appropriate for a particular reader
- develop and extend ideas in a sequence of sentences
- use capital letters, full stops and question marks

- use correct spelling of monosyllabic words, progressing to correct spelling of polysyllabic words
- inaccurate spelling should be phonetically plausible
- use accurately formed consistently sized handwriting which should be joined by the end of year 2

At Key Stage 2 children should be able to:

- write in a lively and thoughtful way in a range of forms
- sustain and develop ideas in interesting ways
- organise writing for the purpose of the reader and engage and sustain a reader's interest
- use effective vocabulary choices, selecting words with precision to create a desired effect
- use increasingly complex, grammatically correct sentences to extend meaning
- organise sentences into paragraphs
- use increasingly accurate spelling, being aware of regular spelling patterns
- use appropriate punctuation, including commas, apostrophes and inverted commas
- use fluent, joined and legible handwriting

In order to ensure that children achieve these targets teachers will help and encourage children to:

- write in a variety of forms and for a range of audiences
- make their own attempts at writing and teachers will value children's attempts. Appropriate strategies will be used by teachers to scaffold children's writing in order to support them and give them confidence.

- develop their writing stamina. Children will be encouraged to produce extended pieces of writing when appropriate. Collaborative writing will be encouraged as a feature of the Literacy Hour.

Writing Climate

The school aims to provide children with a school setting which values writing and promotes its improvement. This includes:

- praising children for their writing achievement and displaying their writing
- using cross-curricular links to enhance children's interest in writing
- inviting writers and storytellers into school to work with the children
- providing children with clear writing models through literacy hour teaching during shared and guided writing
- encouraging children to take ownership of their learning, for example by providing each child with a writing target and involving the children in regularly reviewing progress towards that target
- providing teachers with the training necessary to enhance their teaching

Cross-curricular links

Writing will be taught as a specific subject and also within other subject areas, where these provide children with the opportunity to write in a variety of forms and for different audiences.

Teachers will encourage children's awareness of writing principles and objectives when writing is used in another curriculum area.

Resource implications

Teachers have access to a range of resources in school including:

National Curriculum
National Literacy Strategy
Curriculum Guidance for the Foundation Stage
Developing Early Writing
Progression in Phonics
Grammar for Writing

Developing Good Practice
Special Educational Needs Code of Practice
The Standards Site
National Curriculum Tests – Implications for Teaching and Learning

ICT

The school values the use of ICT in encouraging children's writing and has a range of software available for this purpose. In particular, the children will become familiar with the use of Clicker, Talking First Word and Publisher.

More Able Child

More able children will be encouraged to further develop their writing skills against objectives and writing targets of at least the next year group.

Special Educational Needs

Children with learning difficulties in writing will be given appropriate help and support within the classroom. Materials are available to teachers to support these children's learning. Additional support and advice is available from our Special Needs Co-ordinator and specialist support is available from our IPS team. For those children encountering more severe problems, specific programmes are implemented in line with our school's special needs policy and the Code of Practice.

Intervention

Literacy Strategy intervention schemes will be used as appropriate for children whom the class teacher considers will benefit from them. These can be available in Years 1, 3, 4 and 5.

Assessment

Teachers will make on-going assessments of the individual children's progress, based on the evidence contained in their written work.

Autumn term and Summer term assessments will be made based on a writing task designed to assess achievement of appropriate learning targets. This writing will be kept in an evidence folder and used as reference by the child's current teacher and next teacher to determine next steps for the child.

Writing will be assessed in the standard assessment tasks and tests at the end of each key stage.

Bibliography

This policy was formulated by reference to the National Curriculum, National Literacy Strategy, Curriculum Guidance for the Foundation Stage, Developing Early Writing, Grammar for Writing, Developing Good Practice, The Standards Site and National Curriculum Tests – Implications for Teaching and Learning.

The school policy for writing reflects the consensus of opinion of the whole teaching staff and has the full agreement of the governing body. This revised policy was agreed at the November 2002 meeting of the governors.