

WHITEFIELD PRIMARY SCHOOL

Writing Policy



Adopted: March 2012
Next review: March 2018

Reviewed: March 2015

WHITEFIELD PRIMARY SCHOOL

WRITING POLICY

Aims : “Nothing But The Best”

At Whitefield Primary School, we encourage children to write in creative and imaginative ways, developing confidence and independence alongside a love of words. Children should experience a range of purposes and forms of writing and they will be supported in the exploration of a range of genres. The English Curriculum is delivered in accordance with the National Curriculum Framework. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English document and Early years Foundation Stage document.

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.
- Have a variety of opportunities for mark making, guided and independent writing
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At Key Stage One children should write independently and with enthusiasm. They will have experience of writing narrative and non-fiction. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two children should learn to change the way they write to suit different situations, purposes and audiences and learn how the structure of language works.

Approaches to teaching writing

Phonics are taught daily in FS and KS1 following the ‘Read, Write Inc’ scheme, supplemented with additional application activities. Phonics is taught in KS2 on a needs led basis. All FS children are provided with opportunities that encourage and celebrate emergent writing. Throughout the school children will participate in both shared and guided writing sessions led by the class teacher. Opportunities for independent and extended writing will be

provided through the English Curriculum and in a range of cross curricular contexts ,

Shared Writing and Modelled Writing

Shared writing is a whole class activity where the teacher models the writing of text. In shared writing, the children will contribute to the text by suggesting words or sentences to be used: they are critical partners for the teacher. The teacher demonstrates how to write and explains decisions. S/he will model thinking, rehearsing sentences, writing and re-reading constantly generating words and ideas. Across key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. A particular aspect of word or sentence level work provides an additional focus depending on the objectives and targets being worked on at that time.

Guided Writing

Guided writing is the mid-way point between independent and shared writing. It is the teacher guiding a group of children through a piece of writing, helping and supporting them. It is focused and addresses the needs of a specific group, allowing the teacher to give immediate feedback on the successes and areas for development.

Independent Writing

In independent writing, the children may have received input from the teacher in shared or modelled writing but have the opportunity to demonstrate the skills and concepts independently.

Short Writing Opportunities

Short writing lessons are planned for at least three days per week. These are skills based lessons which teach specific writing skills, grammar and punctuation. The writing may link to the units of work or the Learning Challenge being taught in each year group.

Spelling

In FS and KS1 spelling will be taught through discrete sessions and include phonic spelling and sight vocabulary. In KS2 teaching of spelling patterns and opportunities for independent investigation of spelling strategies, will form part of Literacy planning and teaching. In addition, Spelling Journals are used throughout KS2, and in Year 2 as appropriate. The use of Journals enables personalised spelling objectives to be addressed.

Handwriting

From the earliest stages, and throughout the school, correct cursive letter formation is modelled. Children have the opportunity to consolidate skills in letter formation. When children are ready, normally by Year 2, joined cursive style will be taught. Individualised learning will allow for children to be taught joined, cursive style when appropriate. This maybe in Year 1 for more able children or in KS2 for children identified with specific needs. Throughout the school, high expectations for letter formation and handwriting will be established.

Learning Environment

The learning environment must be print rich and provide appropriate support for age related learning of writing. Examples of teachers' and childrens' writing should be displayed on working walls. Vocabulary banks are displayed and regularly updated in all classrooms.

Computing

The importance of using computing to engage and motivate all pupils is recognised. A range of resources will be used to support independence in writing.

Cross Curricular Links

Writing is an integral part of our daily lives and therefore manifests itself in many areas of the curriculum. Knowledge, skills and concepts taught in English will be transferred throughout the curriculum.

Special Educational Needs

Opportunities for writing will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including the more able. The group of pupils will take account of their strengths and weaknesses and ensure that all take an active part in the writing process and gain in confidence.

Marking and responding to writing (Refer to Feedback and Marking Policy)

When assessing and responding to work on a daily basis, the following principles are applied:

Responses should be :-

- positive to enhance pupil confidence and provide support with “next steps” for improving the writing
- provide opportunities for children to reflect on their own work
- show tolerance of errors (marking to the objective, not all errors will be signalled).

Assessment

Formative Assessment

Children's writing should be assessed continuously and next steps for learning given orally and through feedback and marking.

Summative Assessment

Writing will be assessed half termly through a designated writing assessment task.

Throughout the school teaching should be :

- discursive – characterised by high quality oral work
- interactive – pupils' contributions are encouraged, expected and extended
- well-paced – driven by the need to make progress and succeed
- confident – teachers have a clear understanding of the objectives
- ambitious – high expectations of success

The objectives for writing in the National Curriculum aim for high levels of motivation and active engagement for pupils. To achieve this, teachers will use a wide range of teaching strategies including :

- modelling
- scaffolding
- focused guided sessions
- questioning to probe understanding and to encourage children to reflect on and refine their writing and to extend their ideas
- providing opportunities for extended independent writing throughout the curriculum.

Head teacher

March 2012

Chair of Governors

(This Policy will next be reviewed in March 2015)