Writing Policy

We strive to create an environment that will promote both reading and writing. We aim to develop the children’s ability to produce well structured, detailed writing in which the meaning is made clear and engages the interest of the reader. Our approach to teaching writing covers the transcription and composition requirements of the National Curriculum and we adapt the plans to suit the needs, abilities and interests of our children. We also incorporate elements of ‘Talk for Writing’ in Key Stage 1. The importance of speaking and listening is echoed and embedded in our English Curriculum.

In order to ensure that all pupils learn to be confident writers we encourage children to write creatively whilst teaching key writing skills explicitly and systematically. Teachers plan sequences of lessons to build towards a longer writing outcome that is linked to reading, drama and other shorter writing tasks. We provide children with a balance between fiction, non-fiction and poetry. Teachers will seek to take advantage of opportunities to make valid cross-curricular links so that writing genres taught are meaningful. They will also plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

**Intent**

* To assist children to write with confidence, fluency and understanding and develop their ability to self-monitor and correct.
* To provide a range of text types and genres to teach children to write in a variety of styles and for different purposes.
* To promote an interest in words and their meanings, developing a growing vocabulary in spoken and written forms.
* To enable children to understand and use different grammar and punctuation correctly and effectively.
* To promote and encourage children’s imagination and inventiveness.

**Implementation**

* To use elements of ‘Talk for Writing’ in the planning process for each genre and promote the use of this across the curriculum.
* To incorporate speaking and listening National Curriculum objectives into planning to ensure full coverage of the English Curriculum and provide a range of opportunities to demonstrate their skills.
* To provide GaPS lessons related to the genre of work being taught and ensure this progresses through each year group.
* To plan well-structured lessons which build upon previous knowledge and understanding and have a clear progression, structure and outcome.

**Impact**

* Children become life long story tellers.
* Children are able to express them clearly both for their feelings, understanding and own ideas
* Children are able to write confidently for a variety of different purposes.
* Children have a key understanding of different genres and their features.

O**rganisation of Writing/Planning**

**Foundation Stage**

In Foundation Stage, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. Speaking and listening skills form a fundamental part of EYFS and are embed in the English curriculum for children to be able to listen to instructions, participate in discussions and express themselves and their opinions. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities. A wide variety of opportunities are provided for children to engage in writing activities.

Amongst these are:

* Shared writing
* Role-play (e.g. an office or restaurant)
* Recipes
* Lists
* Making books
* Writing letters

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English.

**Key Stage One**
We follow the ‘Talk for Writing’ model to teach a text type whilst also meeting National Curriculum objectives. The use of ‘Talk for Writing’ supports children to explore, through talk, the thinking and creative processes involved in being a writer. The children listen to stories and texts, imitate stories and texts, innovate on them and then invent their own. We help them at every stage and step back when it is appropriate to do so, allowing the children to apply what they have learnt. Topic links are made within Talk for Writing lessons to give a purpose for writing. The general structure of teaching a genre is as follows:

1. Introduce the text type to be written so the children internalise the language structures of the genre.
2. Learn the text off by heart and story map it. The children should produce their own map after having the beginning modelled by the teacher.
3. Do other activities, spoken and written, whilst they are learning the text to warm up the text type (e.g. news flash, role play etc, annotating)
4. Box up the text to form a plan for the text you have learnt.
5. Write the original text at this stage everyone’s will be fairly similar. Children are encouraged to say what they want to write, write it as they say it and then check it.
6. Children now apply what they have learnt to another example of the text (teacher should model a different example of the text type). This process involves them creating their own ideas and recording this in a story map, a boxed up plan and then a final piece of writing. This is where the children can be creative.

**Assessment in writing**

Assessment of writing takes place in many different forms. Pupils’ learning is assessed daily in lessons through teacher observations, conversations with pupils and through looking at completed work. Peer assessment begins in Key Stage 1, this at first taught verbally and then becomes written. Teachers use assessment to inform the planning of the following lessons and to ensure that all pupils are supported and challenged in their learning. Children complete ‘big writes’ at the end of each genre and these are completed independently so that the teacher can assess what the child has learnt and can do however where necessary support is given. Every child has an individual tracker for writing in the front of their book in Year 1 & 2. These are updated on an on-going basis and are dated when the objective has been achieved independently. This forms part of our summative assessment for writing. This enables us to ensure that pupils are making good progress, identify the next steps and areas of need for individual pupils and address this through our future planning and/or through any interventions that are needed. Pieces of work must be marked in green and purple ink using the agreed symbols to give children continual feedback. Moderation of big writes and book scrutiny takes place termly to ensure consistency increase teacher knowledge, and monitor the progression of a genre.