

Policy for Writing

Rationale

We believe that writing is closely related to reading and should reflect children's individuality and creativity. This will ensure that the children have confidence to write and will find this an enjoyable and fulfilling medium of communication giving them access to the whole of the primary curriculum. We ensure that children are exposed to and have opportunities to craft narrative, non-narrative and poetry. Our pupils are taught the main rules and conventions of written English and start to explore how the English language can be used to express meaning in different ways.

Objectives

At William Austin Junior School we aim to:

- use the Talk for Writing approach to teach conventions of writing;
- teach the use of accurate punctuation, grammar and spelling;
- enable the children to organise their writing, sequence their events and recount in appropriate detail;
- give children confidence to be adventurous with vocabulary;
- teach the children to plan, edit, draft, redraft and publish their writing;
- teach the children to write using a variety of genres and give children the opportunity to produce extended pieces of writing both in and out of the English lessons;
- enable children to become independent writers, familiar with a range of writing that can be adapted to suit the audience or purpose of task;
- establish a positive climate for writing;
- ensure children have an opportunity to use ICT (video clips, digital cameras, iPads, videoing and music);
- engage the children with a WOW at the beginning of the unit.

Teaching and Learning

In order to fulfil our aims, we follow the guidance within the National Curriculum incorporating shared, modelled and guided work, as well as explicit teaching of grammatical conventions and spelling. We use opportunities to apply writing skills in most areas of the curriculum.

The children need to:

- see the writing process being modelled by the teacher through short burst, guided and shared writing;
- be familiar with Talk for Writing processes of boxing up, incorporating the 3 I's – imitate, innovate and independent application
- communicate meaning in narrative and non-fiction text and spell and punctuate correctly;
- understand the main rules and conventions of written English and explore how the English language can be used to express meaning in different ways;
- be able to plan, draft and edit to improve their work;
- use magpie books to collect a bank of adventurous words and phrases.

Children will be given opportunities to develop the skills of planning, drafting, revising, proof reading and presentation. The children are encouraged to use a wider variety of texts and to look further at organisation and purpose. They are also encouraged to select a wide range of conjunctions and cohesive devices, use verbs, adverbial and adjectival phrases and pronouns consistently to create cohesive chronological and non-chronological text to suit a variety of audience and purposes. The teaching of grammatical conventions will take place through carefully planned SPaG (Spelling, Punctuation and Grammar) starters demonstrated by the teacher, through modelled writing and shared short burst writing.

Planning

Medium-term plans are based upon the National Curriculum. Learning journeys are completed by class teachers using the medium-term planning; they are responsible for ensuring adequate differentiation, consistency and progression, talk opportunities and questioning.

Teaching

Class teachers are to use the Talk for Writing approach to teach writing within English lessons and are encouraged to choose these strategies for cross-curricular writing. Opportunities for extended writing are a regular feature as the pupils move up through the school. Where appropriate, teaching assistants support the teaching of writing.

Assessment

Children complete a cold task before each unit of work and a piece of independent writing at the end. Formative assessment takes place during the teaching of writing and is used to inform future planning and target setting. Teachers use the writing assessment grids as guidelines for assessing children's writing. Progress is identified at regularly intervals throughout the academic year. Consistency of teacher assessment is ensured by moderation across the school and access to moderation materials.

Monitoring

The Subject Leaders for English (and SMT) will regularly monitor the children's writing and provide feedback to staff. Consistency of the range of writing and standards across the year group, pupil progress and the setting of targets are evaluated. The Subject Leader uses the findings from book scrutiny's and learning walks to decide upon training needs.

ICT

ICT can be used in writing to:

- present written work in a variety of forms;
- research using the web;
- video/tape record poetry, play scripts etc.;
- use digital images to act as a starting point for writing;
- widen experience through listening to music, readings and watching video clips;
- enhance teaching and learning through the use of interactive whiteboards — these are used in a variety of ways, for example displaying vocabulary, key images or texts and playing 'games' to reinforce key points.
- use of visualisers.

Equal Opportunities

The texts used within the school have been chosen to cater for all abilities from least to most able. Every effort has been made to include a variety of cultures which reflect the multi-cultural aspects of our school.

This policy will be monitored and reviewed by the English subject leader on an annual basis.

Policy updated: January 2019

Staff responsible: Lois Grey and Dan Gilligan

This policy was ratified by the Governing body on: 6th March 2019

Signed on behalf of the Governing Body: _____(signature)

_____(printed)