

**Writing Policy**

1. **Principles**
* All children are literate.
* Children need to be able to communicate effectively in writing.
* Effective teaching of writing develops:
	+ Skills of composition and creativity *(style, organisation, choice of language, effect)*
	+ Secretarial and transcription skills (*handwriting, spelling, use of ICT)*
	+ Skills in the structure of writing *(grammar, sentence structure, punctuation)*
1. **Practice**

Children will:

* Write every day
* Write at least one independent piece per week
* Understand the audience and purpose of their writing
* Know their next steps to improve their writing
* Take responsibility for improving and editing their writing
* Have the opportunity to write in all curriculum subjects in a variety of genres
* Use school handwriting style and write in pencil until the start of year four or, earlier, if their writing is consistent, joined and legible when they will be awarded a pen licence enabling them to write in blue ink (not biro)

Teachers will:

* Ensure children have a range of stimulating contexts for writing across subjects
* Ensure a balance of writing skills and experience of genres
* Give the opportunity for every child to produce independent writing each week
* Give children opportunity to improve (edit and revise) their own writing
* Model the writing process
* Cover all year group objectives over the year
* Know what each child needs to do to improve:
	+ In Reception and Year 1, create personal, achievable 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
	+ Write target on a super sticky post it note, date when achieved (keep a record)
	+ Review targets at least half termly
	+ Continue to use targets in Years 2-6 for those children who need them
* Teach an appropriate balance of grammar/ sentence/ spelling/ handwriting skills
* Teach spelling using school phonics and spelling programmes of work
* Display examples of written work within the classroom
* Ensure at least 2 pieces of work reach ‘published’ standard every half term
* Model the school handwriting style
* Cross-curricular:Remind children that writing expectations are consistent across subjects

**3.0 Writing enrichment**

*Enrichment: “act of making fuller or more meaningful or rewarding”*

Writing enrichment is the culmination of the writing process (launch/ read, explore, plan, write, improve and present). See Appendix for a summary of the writing process.

The purpose of writing enrichment is to provide time:

For teachers to:

* assess depth of skills learnt in new context
* work out what needs to be taught (pre-unit AfL)
* address areas of concern/ further development

For children to:

* show writing skills independently
* apply what’s been learnt
* develop stamina
* have opportunity to write a whole text
* make their own choices about writing, organisation, style

**4.0 Related policies and procedures**

* 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
* Child-friendly level descriptors
* Curriculum matrix and unit overviews/ plans

**Appendix: Writing Process**

|  |  |
| --- | --- |
| **Aim** | **All children are effective communicators** |
| **Rationale** | To enable***all children***to develop a repertoire of ***knowledge***and***skills***in order to write ***creatively***and ***academically***for a range of***audiences*** and***purposes.***  |
| **Process** | * allows children to write creatively: might take one lesson or a series of lessons depending on the complexity of the writing task.
* is not linear i.e. editing happens during writing and at the exploration stage where ideas are generated.
* builds on reading like writer; reciprocal reading supports the understanding or written word: “Why did the author do that?”
 |
| Process | **What will this look like:** | **Teacher will**  | **Children will**  |
| **Read****or****Launch\***\*if non-text-based starting point | * Engage interest
* Read text, develop stimulus
* Clarify/Question
* Understand context
* **identify audience/ Purpose**
* Discuss style/formality
* Who. What, why
* Exploring words, format, presentation
 | * Sell the text
* Build the excitement
* Set the context
* Explore language and meaning
* Explore the purpose and audience
 | * Question
* Clarify
* Record thinking
* Discuss meaning
 |
| **Explore** | * Agree style/formality
* Develop vocabulary
* Develop grammatical structures/skills
* Use drama - Role play, Hot seat, conscience alley
* Dictionary/thesaurus
* Play with different ideas
* Try out ideas/structures orally and in writing
* Changing register – words, format, grammar, presentation
 | * Teach new relevant skill(s)
* Facilitate discussion
* Promote precision in word selection – vocabulary
* model new structures
* use semantic building
* reference detail grid
 | * Work in pairs/groups
* Try out different sentences/phrases/vocabulary
* Take different roles within a group
* Express a point of view (their own or another’s)
* Collect ideas
* Make notes
* Summarise
* Evaluate effects
 |
| **Plan** | * Model use of planning- oral and written
* Vocabulary enrichment
* Rehearsal of ideas
* Experiment with organisation
 | * Model planning and organisation of ideas
* Model planning structures
* Model changing order
 | * Ordering ideas
* Saying sentences out loud
* Use modelled planning to independently plan structure
 |
| **Write** | * Teacher writes
* Children write
 | * Model thinking process- word choices, sentence construction, punctuation
* Model real-life editing/revising
* Modelling self-correction
* Model re-reading to make sure it makes sense
* Modelling ‘using the environment’ resources
* Allow the struggle of thinking and reworking
* Ensure environment to concentrate and write
 | * Have sufficient time for independent writing
* Be improving as they go
* Editing and revising applied throughout
 |
| **Improve** | * Revise - improve sense, meaning, impact
* Edit – accuracy
* Use ARMS and CUPS
 | * Model editing process and thinking – why I am reordering or changing a word/phrase etc
 | * Read in different ways
* Use peers/audience
* Sense and accuracy review
* Use ARMs and CUPS
 |
| **Present** | * Deliver to audience
* Record and share
* Orally, in writing, digitally.
* Perform
* Review effectiveness
 | * Model re-reading – is it fit for purpose?
* Revision of who, what, why?
 | * Perform/publish
* Evaluate (own and others)
* Respond and review (own and others)
 |