

Thackley Primary School Writing Policy

Writing – Aims

At Thackley Primary School we believe that writing is a life skill and with strong development of its foundations we will help develop independent, enthusiastic and confident children.

The school's aims for writing are:

- To foster in the children a positive attitude to themselves as writers
- To engender in the children the willingness and ability to write effectively for a variety of purposes and audiences
- To provide the children with the knowledge of and ability to use the main conventions of written English

Writing Teaching Methods

We recognise the importance of the fundamental relationship between spoken and written language, so we integrate work in speaking and listening, reading and writing. Writing depends on speech and children become more competent writers as their competence in the use of language increases. To this end, we provide opportunities for meaningful speaking and listening to enable the children to develop as communicators. This is done through the teaching of the creative curriculum.

Modelled Writing

The teacher in each class will begin a unit of work by reading a variety of pieces around the genre and then modelling writing to the children so they can see good writing and what needs to be included in the particular genre they are learning about.

Shared Writing

The Primary Framework for Literacy defines shared writing as providing “many opportunities for pupils to learn, apply and reinforce skills in the context of a larger group with careful guidance from the teacher.” Teachers use texts to provide ideas and structures for the writing. They establish the purposes and audiences for writing and make teaching objectives explicit so children know why they are studying a particular text or text type, the kind of writing activities they need to undertake and the planned outcomes of a block of work.

The purposes of the shared writing session are to share and to model. Individual teachers decide which to use and when.

Shared writing is also used to teach grammar and spelling skills, to demonstrate features of layout and presentation and to focus on editing and refining work. It is used too as a starting point for independent writing.

Guided Writing

This is where children apply what has been done in shared writing. Each day writing is taught, a group of children will be focused on and will write, supported by the teacher. Particular areas are targeted for individual children. Writing is scaffolded and strategies given. Sessions are used to meet specific learning intentions and to focus on specific aspects of the writing process, rather than on the completion of a single piece of work. These teaching inputs can often be followed through during independent work in subsequent sessions.

Writing Guidelines

The National Curriculum for English sets out the knowledge, skills and understanding of writing to be taught at each Key Stage.

At Key Stage 1, the range of purposes for writing includes:

- To communicate to others
- To create imaginary worlds
- To explore experience
- To organise and explain information

The range of forms of writing includes narratives, poems, notes, lists, captions, records, messages and instructions. Audience for writing include teachers, other adults, children and the writers themselves.

At Key Stage 2, the range of purposes for writing includes:

- To imagine and explore feelings and ideas
- To inform and explain
- To persuade
- To review and comment

Writing genres:

All genres will be taught across a key phase, ensuring for continuity and progression from KS1 to Key Stage 2.

Grammar:

At Thackley Primary School we recognise the importance of grammar in writing and ensure our children are taught all aspects needed to lead a fully functional life in our society today. Grammar is taught from reception up to year 6. See the separate scheme of work for grammar.

Foundation Stage

The objectives set out in the Primary Framework for the Reception year link with the Early Learning Goals for Language and Literacy, as detailed in the Curriculum Guidance for the Foundation Stage. By the end of the Foundation Stage children who have attained the Early Learning Goals will be able to:

- enjoy using written language and readily turn to it in their play and learning
- explore and experiment with words
- attempt writing for various purposes, using features of different forms such as lists, stories and instructions
- write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation

- use their phonic knowledge to write simple, regular words and make phonetically plausible attempts at more complex words
- use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

As children in the early years work towards full participation of a daily Literacy lesson, they develop their understanding of print through teacher modelling during shared writing and write themselves during guided and independent sessions.

The children have opportunities to write for a variety of purposes and audiences and the links between spoken language, reading and writing are made explicit. They have daily opportunities to experiment with different types of writing through play activities.

Key Stage 1

During Key Stage 1 children become increasingly competent as writers. They write a range of text types (narrative and non-fiction) but their degree of control over these forms varies according to the complexity of the task. Purposes, audiences and appropriate forms are identified and, through shared and guided writing, the children have opportunities to plan, develop and review their writing both on paper and on screen.

They write stories of different types based on known texts, focusing on particular elements, e.g. building character profiles, ascribing dialogue to particular characters, creating recognisable settings. Poetry, rhyme and language play provides modules for children's own writing through adaptation, mimicry or substitution. Some of the organisational and linguistic features of non-fiction texts are evident in the children's own writing of recounts, reports, instructions and explanations.

Have a go books

Children in Early Years and Key Stage 1 write in their have a go books twice a week and this provides opportunity for independent writing that is not directed by the teacher. These books are looked at by teachers; however they are not marked in order to give children the chance to write freely.

Key Stage 2

During Key Stage 2 children experience writing in different forms for a variety of audiences. They write for different purposes: to imagine and explore feelings and ideas, to inform and explain, to persuade and to review and comment. They also see how writing is concerned with process as well as product, being an aid to thinking, organisation and learning. They are taught to plan, draft, revise, proof read and present their writing on paper and on screen and to discuss and evaluate their own writing and that of others. There is an emphasis on using real models of writing e.g. newspaper reports, advertisements, websites. The links between reading and writing in fiction and non-fiction continue to be made explicit. Children use their knowledge of texts they have studied to construct their own writing and have greater control over organisation, language features, vocabulary and spelling.

Targets:

At the beginning of each year children are set sentence level targets and these are displayed in literacy books in order that children can refer to them during each lesson. It is down to the teacher's discretion when these are altered and children also have an input in this and can explain

when they believe a target has been achieved. Throughout the year children's targets are then moved onto composition and text structure so that children's writing is progressive and consistent.

Writing - ICT

Information and Communication Technology is used to support the teaching of writing. Opportunities for the use of ICT are given in the National Curriculum for English. At both Key Stage 1 and 2, children use word processing and publishing programmes to communicate information. During writing sessions, children may also use iPods and iPads to support, for example the use of applications and also for word processing. Children's work may also be uploaded onto the Kindles so that all children can evaluate work.

Highlighters and green pencils:

Highlighters are used across Key Stage 2 in certain pieces of writing to focus on VCOP (vocabulary, connectives, openers and punctuation). This enables the children to see where they need to improve and self evaluate their work. In Key Stage 1 and early years, teachers use pink and green highlighters: pink for tickled pink to highlight something the children have done well and green for growth to highlight something the children need to work on. Later in the year, children are given the opportunity to use green and pink highlighters themselves to highlight own targets and achievements or to aid peer assessment. Green coloured pencils are used by the children to self assess, edit and improve their own work and also to peer assess. These will be used at least once a week to evaluate children's own writing skills.

Writing - Other Curriculum Areas

Cross - curricular links are used wherever possible to develop children's writing skills, particularly in topic work and in science books. During topic sessions, teachers will also have in mind the literacy objectives they would like to achieve in the writing session and these will be communicated to the children.

Adopted by the Governing Body of Thackley Primary School

Date: February 2013

Policy review date: November 2016