

## **Brize Norton Primary School**

### **ENGLISH POLICY 4 - WRITING**

This policy was adopted by the Governing Body on 26th January 2012.

| <b>Review Date Planned</b> | <b>Review Date</b> | <b>Date adopted by Governing Body</b> |
|----------------------------|--------------------|---------------------------------------|
| 26th January 2015          |                    |                                       |
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#### **Philosophy**

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes. We encourage children to draw and write from their entry into the school. Structured teaching enables them to develop their skills to record their ideas in writing. We want children to develop positive attitudes towards and to feel successful at writing. We want children to understand that much of their writing will be read by other people. This means that they need to be legible and accurate and follow agreed ways of setting out their writing. Over their time in the school we want children to have experienced a wide range of writing experiences and have worked with professional writers. The curriculum offers opportunities for writing different forms of writing, for a variety of contexts and purposes and a variety of audiences.

#### **Aims and Objectives**

The aims of our writing teaching are to:

- Help children enjoy writing and recognise its value;
- Enable children to write with accuracy and meaning in narrative and non-fiction;
- Increase the children's ability to use planning, drafting and editing to improve their work.

#### **Writing Environment**

In each class we must create a writing environment which:

- values children's writing and drawing;
- provides opportunities and time for writing across the curriculum;
- gives differing audiences and purposes for writing;
- provides models for writing by adults;
- displays, presents and publishes children's writing, be it completed or in draft form.

#### **Teaching and Learning Style**

At Brize Norton Primary School we use a variety of teaching and learning strategies in writing lessons, as recommended by the Renewed Framework. Children use ICT in writing lessons where it enhances their learning, such as drafting their work. The teaching of writing begins when children enter school and their skills are developed from emergent/developmental writing in the Foundation Stage and early Year 1. This will include opportunities for writing in structures and play-based activities. All children will be encouraged to rehearse their writing orally, or in a story-telling format if this is appropriate to the genre being learned.

At times the children will focus on one writing skill at a time. Grammatical skills are also focused on in starter activities before the main activity happens in the Literacy lessons. Children will be helped to plan, draft and then review and possibly revise their writing. Sometimes they will be

required to present their writing. Models of text will be studied prior to writing activities linked with a text type. We aim to provide a range of learning experiences including drama, dance and art which can help children to gain a deeper understanding of the context of their writing. Children are encouraged to identify what makes a text successful and to create checklists for the features of texts, or the punctuation or connectives that they may need to use when writing their own text. They will collect these from good examples and keep them for future reference on their class's Literacy Writing Wall. Children will use this wall throughout the writing and editing process.

Every other week, or every three weeks, we have a Big Write session which lasts all morning. This is a time when children can receive instruction, write independently and for a sustained period of time and also have time to edit and make improvements to their writing. Children are encouraged to assess their own work against the checklists that they have created as a class, and to help in assessing the work of their peers. This can take place prior to or after teacher assessment and is not instead of teacher assessment. The Big Write session happens at the end of a unit of work so that the children will have had a lot of instruction, guidance and experience of the type of writing they will be doing in the Big Write session. The focus of each session may vary. For example, in one session, children may be asked to edit and improve their sentence structure by referring to their personal target and the work they have been doing on sentences in the build up to the session. In another session, the focus may be to use more powerful vocabulary. It is hoped that, through precise modeling of the writing process throughout the two or three week unit, with opportunities for children to use their own ideas, they will be able to write confidently and independently in the Big Write session. The following is an overview of the learning experiences which support independent writing:

The role of teaching will include:

- demonstration- this is when the teacher writes and thinks aloud, explaining and sharing their thought process with the children;
- scribing- when the teacher writes the children's ideas;
- shared composition- where the teacher writes text using these ideas;
- guided writing- where the teacher helps the children to write independently by sharing constructions and paragraph openings;
- supported composition- where the child continues writing with clear support frameworks.

Writing activities will relate to word, sentence, and text level activities. The main teaching focus will be on composition of text, but the secretarial aspects of handwriting and spelling will also be taught (see linked policies for spelling and handwriting).

Wherever possible we encourage children to use and apply their writing in as many other areas of the curriculum as possible. We will encourage teaching the process of writing- plan, draft, revise and present. Once children have developed the early ability to form letters and words we will provide opportunities for different types of writing.

**Chronological writing** includes stories, diaries, letters, recounts, articles, instructions and play scripts

**Non-chronological writing** includes lists, caption, labels, notices, posters, poems, advertisements, indexes, discussion and persuasion

### Assessment

Children will be taught to review their own and others' work and to work with response partners to draft and review their work. There will be opportunities to discuss their writing with teachers and

Teaching Assistants. Teachers mark children's writing to identify areas of strength and areas for further improvement (see Marking Policy)

Each term (October, February and May) all children complete an unaided piece of writing which is leveled using the assessing pupil progress guidelines or SATs marking schemes. Samples of leveled writing are then moderated across the school.

At the end of Foundation Stage, Key Stage 1 and Key Stage 2 summative assessments are carried out in writing. These results are reported to parents. In Years 1, 3, 4 and 5 teacher assessment and Optional SATs are used to assess pupil's writing at the end of the year.

Children with Special Education Needs and who have an IEP (Individual Education Plan) may have targets relating to writing which they will be working on in more detail with adult support.

### **Related Policies**

The speaking and listening policy should be read in conjunction with the following policies,

- Overview English Policy
- Speaking and Listening Policy
- Reading Policy
- Spelling Policy
- Handwriting Policy

### **Review and Evaluation**

This policy was drawn up by the English coordinator in consultation with the staff. It will be reviewed in-line with curriculum developments by the coordinator.

January 2012.