

# Writing Policy



All Saints'  
Primary School

## **1. AIMS**

We aim to develop pupils' writing abilities within an integrated framework of Speaking & Listening, Reading and Writing. The teaching of writing is directly linked to the teaching of reading and this policy should be read in conjunction with our reading policy. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills. Our English teaching is, wherever possible, embedded into our creative curriculum and taught alongside skills based lessons.

By the age of 11 we aim for children to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- have an interest in books and read for enjoyment
- have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms including on screen
- understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation, including digital technology
- be developing the powers of imagination, inventiveness and critical awareness
- have a suitable technical vocabulary to articulate their responses.

## **2. STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum for English Document (Sept 2014).

In the Early Years Foundation Stage children should be given opportunities to:

- speak and listen and represent ideas in their activities
- use communication, language and literacy in every part of the curriculum
- become immersed in an environment rich in print and possibilities for communication.

The programmes of study for writing at key stages 1 and 2 are constructed as follows:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics), understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **3. THE GOVERNING BODY**

Regular reports are made to the governing body on the progress of writing provision, and meetings are also held with the English Governor.

### **4. SUBJECT ORGANISATION**

- Cross curricular topic work
- Direct teaching
- Providing pupils with real experience
- Teacher prepared materials
- Practical tasks for pupils
- Use of published materials
- Other resources - digital technologies
- Educational visits
- Visiting experts - authors, performers, etc.
- School performances and assemblies
- Entering competitions

### **5. APPROACHES TO WRITING**

- Phonics
- Spelling (See Appendix Three)
- Emergent writing
- Modelled writing
- Shared Writing
- Guided Writing/Independent Writing
- Extended writing
- Handwriting (See Appendix One)
- Teaching of grammar (See Appendix Two)
- Visual Literacy
- Drama

## **Talk for Writing**

All Saints' School integrates much of the Talk for writing approach into the planning and teaching of writing.

## **Phonics**

Phonics is taught using letters and Sounds as the main teaching tool in EYFS and KS1. Planning is guided by the structure and phases of Letters and Sounds. Phonics is taught daily as a discrete teaching session for 20 minutes throughout EYFS and KS1 and the children are streamed according to ability.

## **Setting**

In KS1 and KS2 our pupils are taught in ability based sets.

## **6. THE LEARNING ENVIRONMENT**

At All Saints' we promote a literacy rich environment:

- Key words banks and spellings are used to promote independent learners
- Resources are labelled and easily accessed
- Children's work is displayed on walls showing appropriate age expectations and successful progress made by individual children
- Dictionaries and thesauruses are easily accessed
- Writing opportunities in all EYFS areas
- Writing opportunities linked to role play and drama throughout school

## **7. CROSS CURRICULAR LEARNING**

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Cross curricular writing links are incorporated into our curriculum maps.

## **8 THE USE OF ICT**

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.

## **9 ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy. At least twice a term, our pupils will complete a piece of unaided writing which will be assessed using our Steps sheets. During these "Big Writes" our pupils will have access to their plans and to other writing aids that are used as part of the normal classroom practice. Prior to this Big Write, Talk Homework will be sent home to parents but it is expected that planning will also take place in lessons. . In addition to this, the children's progress will be tracked using Target Tracker.

## **10. INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Able children will be identified and suitable learning challenges provided.

### **11. INTERVENTION PROGRAMMES**

There are intervention programmes in place to support those children who are not yet working at Age Related Expectations, in KS1 and KS2.

### **12. EQUAL OPPORTUNITIES**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

### **13. WRITING SUBJECT LEADER**

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating writing through observations and work scrutinies
- Pupil progress
- The quality of the learning environment;
- Purchasing and organising resources
- Keeping up to date with recent English developments
- Taking the lead in policy development
- Auditing and supporting colleagues in their roles.

### **13. PARENTAL INVOLVEMENT**

Parents are invited into school to attend workshops, which helps them to support their children at home with English. We encourage our parents to support their children with their homework, including daily reading.