

SWINTON QUEEN PRIMARY SCHOOL

POLICY FOR WRITING

Co-ordinator: Mrs. A. Cunningham

At Swinton Queen Primary School our main aims in writing are:

- ❑ To use writing as a means of developing, organizing and communicating ideas.
- ❑ To provide opportunities to write for a range of different purposes and present ideas in a variety of different ways.
- ❑ To maintain and encourage enthusiasm for writing so that writing is enjoyed.
- ❑ To understand that writing is essential to thinking and learning.
- ❑ To provide opportunities for children to encounter many different writing genre across the curriculum.
- ❑ To encourage writing in response to a variety of stimuli, including stories, poems, plays, letters, personal experiences, classroom activities, personal interest, personal feelings.
- ❑ To provide opportunities to write for a range of audiences, including themselves, teacher, parents, peers, other adults in school, community, imagined audiences.
- ❑ To recognise that writing has different formats, style, vocabulary and tone depending on audience and purpose and to encourage increasingly independent judgements about their appropriate use.
- ❑ To introduce and develop key skills essential for the development of the writing process.
- ❑ To utilise information technology as a tool for language development.
- ❑ To encourage the children to become independent spellers and to foster a wider use of vocabulary by focused work and use of a thesaurus.
- ❑ To develop neat, legible and fluent handwriting in joined up and printed styles.

Through writing we present our children with the opportunity to communicate ideas independently and with others. Through exploring ideas individually or as part of a group, the children are given the opportunity to clarify their thought processes and respond sensitively to the thoughts of others. Writing is a vehicle through which creativity and imagination can be explored and expressed in a variety of different ways. Children are able to record observations and exchange ideas, jot down first thoughts and/or edit and redraft their work to present a neat final copy according to audience and purpose. By offering the opportunity to write freely on a regular basis in a range of genres we are fostering independence and developing essential skills required in all aspects of their school life.

Writing equipment is kept in designated areas or workstations in the classroom where it is easily accessible to the children and can be used independently. Children are offered a range of writing equipment, from which they are encouraged to select appropriately according to the nature of the writing activity. Dictionaries and/or thesauri are also kept within classrooms.

The children will be given the opportunity to write during Literacy lessons and as part of recording in other National Curriculum subject areas. They will be given the opportunity to write as individuals, in small groups and collaboratively as a class. Before expecting the children to work independently in any genre, at least one piece of collaborative work is completed first or the teacher may model writing in a particular style or form. In addition, teachers and children should read aloud examples of writing in the genre being studied. Talk 4 writing is used effectively to develop children's speaking and listening skills. This helps to develop their understanding of story structure.

When marking written work, content is our top priority and some reference is made to the content in a comment from the teacher at the end of the work. Ways to improve the writing are also identified. Children are encouraged to check their own work and editing and redrafting are modeled to the children so they can make improvements.

Formative assessment of children's writing is ongoing and continuous but summative assessments are completed each term. The children complete one piece of unaided writing each term, which is awarded a level by the teacher. Writing is moderated regularly within teams and across phases.

Word processing is used to create, redraft and edit documents and to complete Grammar or Punctuation exercises. ICT is used to facilitate collaborative work with a partner and offers opportunities for different presentational formats to suit intended audiences.

Our Foundation Stage children are encouraged to write freely and independently. Early attempts at writing are recognised and praised. Foundation Stage children have access to a variety of writing equipment including a computer. Children are introduced to a print rich environment where writing is given status. Writing is also encouraged in role play areas.

Children are encouraged to work on paper of different colours and sizes and guide lines are used on unlined paper to create consistency in letter size and formation. Lined or unlined notebooks are also available to be used as and when appropriate. A variety of pens and pencils are readily accessible. Sets of dictionaries and thesauri are also available.

Teaching Assistants work with "focus" groups of children in order to raise attainments in writing by remediating against individual or group weaknesses. 1st class at writing materials are used to support children.

Educational visits and visitors from the immediate locality and beyond, foster links within the wider community and raise the children's awareness of health, environmental and economic issues. Following the visit children are encouraged to write about their experiences, detailing favourite events or pointing out something they have learned as a result. Through such visits the children see community role models for writing. Such experiences may be carried through into role play situations within classrooms.

Throughout school all children are offered the same experiences of writing regardless of sex, race or SEN. All children are encouraged to develop writing skills to the best of their ability.

Progress is monitored and recorded throughout school using the Mapping Attainment Grids.

In KS1 and KS2 children are expected to write most days. Children will cover a range of genre every half-term:

KS1

Recount (Y1/Y2)

Report (Y/Y2)

Explanation (Y2)

Instruction (Y1/Y2)

LKS

Recount (Y3/Y4)

Report (Y3/Y4)

Explanation (Y3/Y4)

Instruction (Y3/Y4)

Persuasion (Y4)

UKS2

Recount (Y5/Y6)

Report (Y5/Y6)

Explanation (Y5/Y6)

Instruction (Y5/Y6)

Persuasion (Y5/Y6)

Discussion (Y5/Y6)