

**Writing Policy**

**Principle: All children are literate.**

* Children need to be able to communicate effectively in writing

**Practice:**

# Effective teaching of writing must

* Develop skills of composition and creativity *(style, organisation, choice of language, effect)*
* Develop secretarial and transcription skills (*handwriting, spelling, use of ICT)*
* Develop skills in the structure of writing *(grammar, sentence structure, punctuation)*

# Children will:

* write every day
* write at least one independent, sustained piece per week
* understand purpose and audience of their writing
* know their next steps to improve including current target
* take responsibility for improving and editing their writing
* move their target so it can be seen when they write
* assess themselves against their target T
* ensure quality of their writing is consistent across all subject areas
* have opportunity to write in all curriculum subjects in a variety of genres
* use school handwriting style and write in pencil until writing consistent, joined, legible when they will be awarded a pen licence enabling them to write in blue ink (not biro)

# Teachers will:

* Ensure children have range of stimulating contexts for communicating in writing across subjects
* Ensure a balance of writing skills and experience of genres
* Give the opportunity for every child to produce sustained, independent writing each week

# (writing enrichment)\* See Appendix

* Give opportunities for children to be creative with choice of genre and style at least once a half term in writing enrichment
* Give children opportunity to improve and edit their own writing
* Plan the audience and purpose of every piece of writing
* Model the writing process
* Cover all year group objectives over the year ensuring overview plan for each unit of work
* Assess and record writing levels half termly using NC/DM/ELGs
* Know what each child needs to do to improve:
	+ Create 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 (two only if a very small target as second target),
	+ Write target on a super sticky post it note, date when achieved (keep record of targets)
	+ Review targets at least half termly, preferably every 2/3 weeks.
* Teach an appropriate balance of grammar/sentence/spelling/handwriting skills

*(see guidance for year groups on timings and organisation)*

* Teach spelling using school phonics and spelling programmes of work *(see spelling and phonics policy)*
* Display examples of written work within the classroom
* Ensure at least 2 pieces of work reach ‘published’ standard every half term using ICT or handwritten style
* Model the school handwriting style

# GUIDANCE

Refer also to:

* 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
* Spelling policy
* Child friendly level descriptors
* Curriculum Matrix
* Unit plans

# Cover supervisors will:

* Follow feedback policy

# Writing enrichment

* **Weekly sustained writing opportunity should typically be:**

Rec 20 mins

Year 1 20-30 mins

Year 2 25 mins

Year 3 30 mins

Year 4 30-40 mins

Year 5 40 mins

Year 6 45 mins

# APPENDIX

**WHAT IS WRITING ENRICHMENT?**

**Purpose of Writing Enrichment is to give time for…**

**Teachers to:**

* address issues- groups/class/individuals
* work out what needs to be taught (pre- unit AfL)
* time to write - cross curricular contexts
* time to teach - areas of concern/weakness
* assess depth of skills learnt in new context

# Children to:

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

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

***WRITING ENRICHMENT Outcomes are best when…***

# All pupils:

**Are ready to write given:**

* Thinking/planning time
* Inspiring texts
* Are the experts
* Familiar contexts
* Clear Purpose
* **Time** to Talk

# Make own decisions given

* Choice
* Ownership

# Know what they are trying to do

* Know targets
* Know what aiming for

# Time to write

# Time to edit