



CAWOOD CHURCH OF ENGLAND (VA) PRIMARY SCHOOL

Writing policy 2019 - 2021

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Rationale:

We believe that language underpins the whole curriculum. Effective writing comes from access to a wide and enriched language curriculum encompassing reading, writing and speaking and listening.

Aims:

- To write in a wide range of styles, for a variety of purposes.
- To develop a positive attitude towards writing.
- To become competent and fluent writers.
- To encourage a delight in language.

Guidelines

In the early years at Cawood School, we stress the importance of emergent writing and provide stimulating environments. We include mark making equipment in all provision areas, both inside and out and model writing at every opportunity. Fine motor and gross motor activities are planned for during the foundation stage as they develop as writers.

We believe that children who are good communicators are also good writers. We plan language development through talk within school, so a child's thinking and vocabulary can be developed through a wide range of experiences and stimulating story times.

From EYFS2 we follow the Read Write Inc. programme and incorporate the teaching of writing within Read Write Inc Phonics to grow accomplished, confident writers.

Throughout the school we provide as many opportunities as possible to encourage regular cross curricular writing.

Opportunities are given to write in a wide range of styles and formats for a variety of meaningful purposes and different audiences: e.g. lists, reports, note-taking, letters, stories and poems.

We actively use assessment for learning techniques across the school. These include:

- Ensuring teaching and learning builds from the child's next steps at every stage of the writing process. We recognise the importance of shared and guided writing in achieving this as opportunities are given for the adults and children to share their thought processes.

- Clear objectives and steps to success /success criteria are shared with all children.
- Children are clear about their next steps in learning and take ownership of their writing journey.
- Children are fully involved with reviewing their own and each other's work (self and peer assessment).

We acknowledge the importance of speaking and listening in the development of writing and ensuring children are given every opportunity for purposeful speaking and listening activities. This supports the development of pupils' language capability and provides a foundation for thinking and communication. These purposeful activities include reading books aloud and discussing them, activities that extend pupils' expressive and receptive vocabulary, collaborative learning activities where pupils can share their thought processes, structured questioning to develop reading comprehension, teachers modelling inference making by thinking aloud and pupils articulating their ideas verbally before they start writing.

To ensure our children become competent writers we teach transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, our pupils are taught how to plan, revise and evaluate their writing.

We teach writing composition strategies through modelling and supported practice. We believe that purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for. Writing can be thought of as a process made up of seven components: planning, drafting, sharing, evaluating, revising, editing and publishing. Effective writers use a number of strategies to support each component of the writing process. We ensure that our pupils learn how, when, and why to use each strategy. For example, pupils' planning could be improved by teaching the strategies of goalsetting and activating prior knowledge. Strategies are described and modelled before pupils practise them with feedback.

Pupils are taught to control their speaking and writing consciously and to use Standard English.

We teach grammar in a systematic manner which is integrated across the curriculum and supported through classroom displays.

Celebrating writing plays an important part in our school and children are encouraged to see themselves as successful writers through praise and positive reinforcement.

We follow the agreed marking and feedback policy.

It is the responsibility of each teacher to monitor the progress of the children in their class. Writing assessments are completed throughout the year to monitor individual progress, as well as ongoing formative judgements. Judgements are made against the National Curriculum and at the end of EYFS, KS1 and KS2 the relevant teacher assessments frameworks are used. Judgements are moderated in school and across the local cluster, as well as LA external moderation.

Each teacher is responsible for passing on information about the genres covered during the academic year to the next class teacher. This will ensure coverage of the literacy framework and appropriate assessments.