



Writing Policy

Writing is one of the main primary forms of communication. It allows thoughts to be clarified, emotions to be expressed, opinions to be stated, experiences and explanations to be shared. It is also one of the more difficult aspects of the language as its many conventions are difficult to follow and master. The written word is open to critical appraisal as writing faces scrutiny and correction in areas which go beyond meaning and content.

We aim to enable our pupils to consider themselves as 'writers', to encourage confidence and the motivation to want to write and to have sufficient control over the mechanics of writing to allow for skilful development of the writing process. We aim to develop fluency and legibility, exploring using effective vocabulary.

- Pupils need experience of a variety of reading materials and writing styles in order to develop confidence and control, appreciate and understand the purpose of writing.
- Pupils should be provided with the opportunity to write for real reasons, for different purposes and for a range of audiences across the wider curriculum.
- Pupils should be given the opportunities to exercise choice over the process, content, method, presentation and intended audience.
- The conventions of written standard English must be modelled and pupils helped to move towards accepted adult forms of writing. This is best done through children's own work and through that of other writers when it is appropriate.
- Pupils need frequent opportunities to discover the links between the skills of writing, reading, speaking and listening, drama and role play. This will help ensure depth of genre.
- A wide range of resources will be used to support pupils and enable them to become independent writers. Dictionaries, thesauruses, common word mats, spell checkers, wall displays and prompts will allow the developing writer to concentrate on content.
- The writing process will be monitored to match the appropriate task to the individual through differentiation with the use of continuous assessment as a tool for deciding suitable teaching strategies as a way to develop and sustain progress.
- Pupils need opportunities to check and edit their work in order to make corrections and improvements.
- Adaptions will be made and specialist support will be given if pupils need to use braille to communicate their ideas. Please see Braille Policy.

Organisation

The skills of speaking, listening, reading and writing need to be considered when planning and assessing work. It is the purpose to which they are put which provides the real learning process. Assessment will need to extend beyond the English curriculum into other areas if it is to really evaluate and reflect the pupil's ability. The 'Themed' curriculum should allow pupils to develop these skills to motivate a pupil to express an opinion, debate a point, observe and experiment, find and classify information.

We encourage pupils to orally rehearse their sentences before writing and use their knowledge of phonics and sight vocabulary when composing their written work. Adaptions are made for pupils with Special educational Needs. Specialised equipment and approaches may be necessary to support the writing development.

The aim of the language policies are to underpin every subject area; language work is implicated in all social, emotional and intellectual activities within the school. Planning work in all subject areas should consider the need to make provision for the development of the following motivational skills;

- Finding and classifying information.
- Evaluating and interpreting.
- Observation
- Experimentation
- Imaginative and creative
- Social
- Aesthetic and moral
- Recording skills

We should as class teachers, aim to offer experiences which will provide a balanced selection of activities aimed at developing spoken and written skills. The writing experiences we offer pupils will aim to extend and develop the skills they already have and introduce new ones appropriately. A wealth of resources within school can be used to create a positive environment and support the pupils in their development.

Assessment

Assessment of writing is a continuous process and progress is tracked using PIXL assessment frameworks which incorporate the National Curriculum expectations for each Key Stage. We use a whole school tracking system called Target Tracker to map the learning journey for every pupil.

