

# Graiseley Primary School



## Writing Policy November 2023

## **The importance of writing in the curriculum**

Writing is a key life skill which enables children to express themselves, communicate with others and access other areas of the curriculum. It is a complex process which requires motor skills to manipulate pencils and pens, a command of sentence and text structure, grammar and punctuation, an ability to edit and evaluate both their own and others writing, a knowledge of how spoken language translates to the written word, an awareness of purpose and audience across different genres and involves a competency in spelling and handwriting.

We strive to develop a love for the English language in its written and spoken forms. We encourage children to develop skills to communicate confidently and effectively in speech and writing, to listen with understanding and to be responsive, enthusiastic and knowledgeable readers. We aim to provide an environment for language development and written work, which is stimulating and is characterised by high expectations of success.

### **Aims**

- For writing to be seen as purposeful and enjoyable
- For each child to see themselves as a confident and successful writer
- For each child to achieve the level of writing of which they are capable
- For each child to write with developing confidence, clarity and purpose.
- For each child to write imaginatively, creatively and expressively
- For each child to understand how to write in a range of genres (including non-fiction, fiction and poetry), using the appropriate style and features
- For each child to: Plan, draft, revise and edit their own work, and learn how to self- and peer-assess against success criteria
- For writing to be developed across a range of meaningful contexts
- For writing to be seen as an essential life skill
- For each child to apply their knowledge of phonics and spelling

## **The Writing Journey**

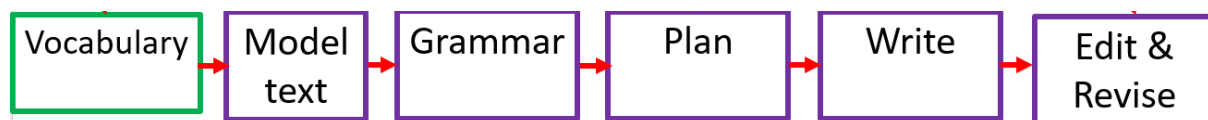
The Early Years Foundation Stage:

Writing forms a central part of the Communication & Language and Literacy areas of development in Early Years. We believe the foundation for writing is built on children's oral work and children are encouraged to express their ideas at every opportunity throughout each of the Early Learning Goals. Staff model use of language and create opportunities for children to develop their talk during child initiated times and adult led activities. In addition to cross-curricular opportunities, specific writing objectives are planned in order to begin giving children the skills they will need as writers. We encourage and provide opportunities to develop children's gross motor and fine motor skills indoors and outdoors as well as specific interventions such as 'dough disco' to support with this. A wide range of mark making and writing resources are always available to children indoors and outdoors and a specific role play area which complements the class topic is used to provide a real purpose for children's early writing. We recognise both the importance of the teacher acting as scribe on occasions, in order to create stories and the importance of children writing freely as emergent writers.

Key Stage 1 & 2:

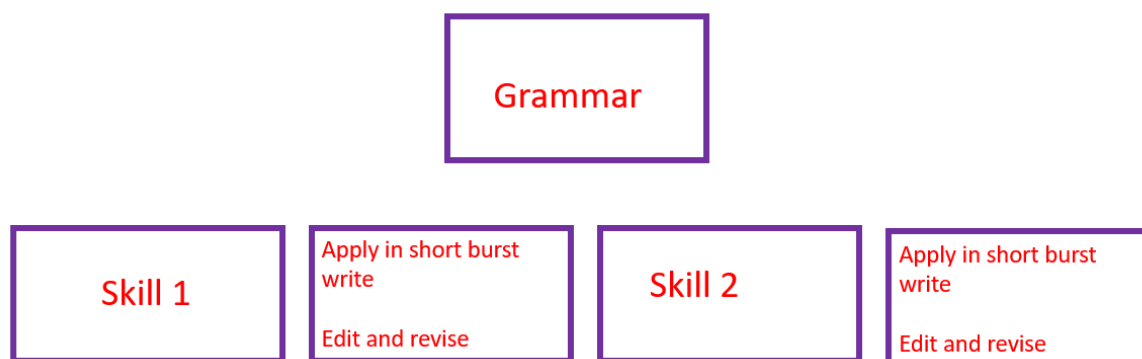
We continue to provide a wide range of planned and incidental opportunities for children to develop their writing skills. We ensure that activities are purposeful and linked to other curriculum areas which provide contexts for children to apply their skills, endeavouring to ensure real audiences as often as possible. Our learning objectives are taken from the English National Curriculum to support our planning of the teaching sequence; ensuring children develop their writing skills across a wide range of genres. An emphasis is still placed on children developing their vocabulary and oral skills as a prerequisite to writing and a wide range of speaking and listening and drama techniques are used to provide children with opportunities to explore and extend their talk as a preparation for writing. We make links with children's reading skills and texts are often used as a basis for developing writing skills. New and relevant vocabulary is explicitly taught. Children take part in text deconstruction / analysis activities in order to develop an understanding of the key features of a genre before attempting work of their own. Prior to writing a 'final' piece children are taught relevant grammar and punctuation skills which they practise. Teachers plan for modelled and shared writing activities as well as sometimes using writing frameworks which provide structure for the children as they begin to write in a variety of genres as well as plentiful opportunities for independent writing. Opportunities are also provided to edit and revise their work.

### The Writing Sequence:



The length of the writing sequence is not set in stone but will be guided by the prior knowledge and skills the children already have for the genre.

The grammar element of the sequence is broken down into its own sequence the length of which is determined by the prior knowledge and skills of the children and includes opportunities for short burst writing (an opportunity to apply the taught skill).



### Spelling and Handwriting:

As part of the Read, Write Inc. Phonics programme children are aided in the development of their spelling skills. On completion of the RWI Phonics programme children then continue their spelling journey in class. The teaching of handwriting begins as part of our phonics programme and then children are continued to be taught handwriting in the classroom.



moderation activities within school and with other schools in Wolverhampton to secure their judgments.

### **Inclusion**

Pupils are flexibly grouped - sometimes working in ability or mixed ability groups and pairs, according to the task. Pupils are given opportunities to learn as individuals, in pairs, small groups and as a whole class, both independently and with support from teachers and teaching assistants.

Adaptive teaching, active learning strategies and collaborative work are used to support all children in accessing and participating in lessons. Intervention programmes are provided at a range of levels to boost children's progress and are run for individuals and groups of children throughout the year. This is overseen by the SENCO.

### **Learning Environment**

Classrooms have learning walls which include relevant learning prompts and information to support teaching and learning. Brilliant Basics (minimum age-related expectations of children's basic writing skills) are also displayed within the classroom.

### **Monitoring**

This policy will be reviewed regularly by the designated subject leader so that changes and developments in our approach, assessments and resources can be accounted for. Furthermore, writing throughout the school will be reviewed during the year in the following ways: book looks and work scrutiny, observations of teaching and learning, staff meetings, learning walks and Local Authority review.