



MARSH SCHOOL WRITING POLICY

**Fulfilling
Uplifting
Nurturing**

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“Don't tell me the moon is shining; show me the glint of light on broken glass.”
(Anton Chekhov)

1. Philosophy

The development of language and literacy skills encompasses many interlinked strands, including writing. Writing is an essential element of the whole curriculum through which children communicate with others and express and develop creativity. Pupils are encouraged to understand and value writing as a means of communicating, organising information, developing ideas and as a source of enjoyment. The implementation of this policy is the responsibility of all teaching staff and is monitored by the Leadership Team.

Our school mission is;

Fulfilling – potential, learning as its own reward, the feeling of success

Uplifting – the good feeling when something has been achieved that has been a struggle to learn

Nurturing – constantly watching the steps that the children make towards their learning goals and assisting them so their learning journey is easier

The school is deeply committed to providing equality and catering for diversity by ensuring that these are addressed in all school policies and their monitoring. In our writing procedures we recognise the individuality of all children, taking a positive view and recognising that praise and success are great motivators in the learning process.

2. Aims

- To create a whole school ethos in which writing is highly valued.
- To teach engaging lessons with exciting contexts.
- To give children opportunities to express feelings, ideas and thoughts through appropriate contexts for writing.
- To develop children's confidence and pleasure in writing.
- To equip children with skills to write effectively in a variety of genres and for a range of audiences.
- To ensure children experience and develop real life writing skills.
- To offer children a variety of opportunities to explore the forms and structures of writing.
- To develop the technical skills necessary for accuracy in writing.
- To provide children with access to a range of quality writing resources, including classroom materials, range of stimuli and ICT based resources.
- To involve children in evaluating their own and others' writing.
- To promote writing in all curriculum areas.

3. Entitlement

All children are entitled to experience a broad, balanced, differentiated and relevant writing programme as set out in the Primary Literacy Strategy (P.L.S.). In the Foundation Stage, children will follow the writing programme as set out in the Early Years Foundation Stage Guidance.

4. Implementation

The school's writing curriculum is implemented through the P.L.S. and EYFS Guidance. Writing skills form a crucial part of all curriculum areas and this should be reflected in the planning of other curriculum areas, where the opportunity to use a range of types of writing should be included.

Children should be provided with the opportunity to develop their skills as writers, through working in response to a range of exciting stimuli, and by developing their transcriptional skills as a vehicle for expressing their ideas. Children should experience working collaboratively, as a class/in small groups/pairs as well as in individual situations. When planning and developing writing teachers should:

- Provide surroundings that include many different examples of writing, provided by both adults and children, such as books, magazines, newspapers, display labels, captions, notices, messages and children's work.
- Ensure differentiation so that each child can access work suitable to their ability.
- Ensure that the children know where to go to get help with their writing. Word banks, a range of dictionaries and thesauri are available to the children.
- Ensure that the children have the opportunity to experiment freely with writing. Children will also be provided with a variety of writing implements and things to write on, including the use of computers.
- Give children the opportunity to write for different purposes.
- Create a positive atmosphere in which the children feel that their work is valued. Regular displays are dedicated to writing.
- Provide an environment in which children can experiment with language and ideas without fear of failure.
- Praise and respond positively to what has been written.
- When time permits, mark the child's work when they are present, so that work, including any mistakes, can be discussed.
- Provide an environment in which the children have the space to write comfortably.
- Act as role models and be seen to write themselves.
- Ensure that children have the opportunity to share their writing with, and get feedback from other children and adults. They should feel the pleasure other people get from their writing.

Marsh Infant and Nursery School

Shared Writing

Whole class shared writing sessions provide the children with the experience of developing writing skills through:

- Modelling by the teacher of the use of key skills to write pieces of text.
- The opportunity of focusing upon key writing skills and practicing these within a supported setting.

Guided Writing

In small ability groups the children will be given the opportunity to:

- Practise the skills focused on during the shared writing session
- Focus upon group/individual targets

In addition to the structured sessions from NLS children are provided with a range of other varied writing experiences through writing through other curriculum areas.

Foundation Stage

From the earliest stages children will be encouraged to make marks and 'have a go' at writing, e.g. in the home corner or writing area. Children will be shown through modelling how to develop their ideas through adults acting as scribes.

Handwriting

Children practice handwriting on a daily basis. This may be on whiteboards, in books or in conjunction with spellings or Big Cat Phonics. We aim for the children to produce fluent, legible handwriting. The Nelson Cursive handwriting scheme is used across the school. In the Foundation Stage, emphasis is placed on holding a pencil correctly, and beginning to form letters correctly. In Key Stage One letter formation is practised, aiming for children to join their handwriting by the end of Year 2.

Spelling

Spelling across the school is taught through the Letters and Sounds programme. To deliver this programme teachers use daily Big Cat Phonics sessions where children use an Interactive Whiteboard resource to practise sounds, 'blend' and 'chop' words and recognise the High Frequency words. This is followed up in their daily handwriting sessions and, in Key Stage 1, weekly spelling homework. Children will also access other spelling activities throughout the day as part of their other lessons.

5. Equal Opportunities

All children have equal entitlement and equal access to a range of writing materials which have been carefully chosen so that issues relating to race, gender, religious beliefs and social background are handled sensitively. All children are encouraged to develop their enjoyment and interest in writing. We aim to provide all children with equal access to quality teaching and provision in order that they should fulfil their potential.

6. Assessment

In the Foundation Stage assessment is carried out on a half-termly basis using the Foundation Stage Profile (FSP). In addition to this teachers and other adults carry out observations and assessments to monitor progress and inform planning.

In Key Stage 1 assessment of writing is carried out in the following ways:-

- Children undertake the Single Word Spelling Test every 6 months to give a spelling age and show progress.
- Children in Year 2 are assessed in the Summer Term using SATs.
- Through marking children's work with direct collaboration with the child (where possible). Marking should relate to objective being taught, or to the child's individual target.
- Non-statutory and statutory writing tasks.
- Summative assessments annually at end of the year.
- Opportunities within P.L.S. and other curriculum areas through writing samples.
- Assessment may be planned and implemented as part of guided or independent activities within the literacy hour.
- Opportunities for assessment of writing should also be identified within other curriculum areas.
- Assessment is carried out using APP grids.