



# **FLASH LEY COMMUNITY PRIMARY SCHOOL & NURSERY**

## **WRITING POLICY**

Produced by: Mrs S Holloway

Approved by: \_\_\_\_\_

To be reviewed: July 2022

## **Intention:**

At Flash Ley we want all children to enjoy writing and become confident, fluent writers. Children are encouraged to be independent writers for a range of audiences and purposes across different text types. The development of communication, language skills and vocabulary enables pupils to express themselves clearly and creatively through the written word.

The national curriculum for writing aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating

## **Implementation:**

- High quality, challenging texts, linked to our class topics, are used as models for writing to strengthen the link between reading and writing.
- Writing for different purposes and audiences is a high priority.
- Lessons are carefully planned in a sequential way so that skills learned in grammar, punctuation and spelling are embedded and transferred to writing.
- Modelled writing enables children to hear the thought processes of a writer, such as proof reading, editing, word selection and sentence construction, being spoken aloud.
- Alan Peat sentences are taught to support retention of knowledge and skills.
- Drama and real-life experiences are used to immerse children in the writing process and develop imagination and creativity.
- Vocabulary is explicitly taught to develop rich, adventurous language.
- Children are actively encouraged to re-read, edit and improve their own writing.
- Spelling rules are explicitly taught and there is an expectation that children learn spellings at home.
- Fine motor skills are explicitly taught and children go on to learn joins using cursive script.
- Dictation, writing skills grids and marking at the point of learning are used to identify gaps and inform planning.
- Independent writing is continually encouraged and the 'Everybody Writes Days' develop this further.
- The learning environments within the classrooms reflect the writing journey and support the learning.

## **Foundation Stage**

Children are immersed in a language-rich environment to enrich their vocabulary and enable children to articulate their ideas through speaking before they write. Adults provide many opportunities for conversation, role-play and new experiences to develop imagination and creativity. The interests of the children are carefully considered. Strong links are made between reading and writing and children are encouraged to verbally retell stories and chant rhymes. 'Helicopter' writing encourages children to write simple sentences and phrases. The skills needed for effective transcription are explicitly taught.

## **SEN**

A range of writing supports and adult intervention are provided dependent on need. Children who fall behind will be identified quickly and intervention will be provided to enable them to catch up as quickly as possible.

## **Equal Opportunities**

Our reading materials used to support writing reflect different cultures, ethnicities and genders. Children are given opportunities to choose their own audiences and purposes for writing and this further supports our aim to raise the aspirations of our disadvantaged pupils. We aim to provide all our pupils, including the disadvantaged and those with English as an additional language, with the opportunity to succeed and therefore, we identify the particular needs of individuals and groups and use targeted interventions to narrow gaps in achievement. More able writers are provided with sufficient challenge to maximise their potential.

## **British Values/SMSC:**

Children will develop their imagination and creativity, as well as investigate the feelings of others and themselves through drama and writing. They will regularly work together so that they become confident and positive team members and they will be provided with opportunities for open discussion and debate. Children will be provided with opportunities to choose what they write about as part of the democratic process so encouraging positivity and enjoyment in writing. Their cultural capital will be enriched through the texts used on which their writing is based.

## **Impact:**

Pupils will make good progress from their starting points and, by the end of Year Six they will have acquired a wide vocabulary and be able to write clearly and accurately for a range of purposes and audiences.

Writing assessment will be ongoing throughout every lesson and targeted support and appropriate challenge will be provided for all children. Skills grids based on National Curriculum objectives will inform teachers and leaders of the skills and knowledge the pupils have achieved or need to improve further. Monitoring of books will enable teachers and leaders to understand individual learning needs and progress. Statutory assessments will reflect the children's writing success.