

Orrets Meadow

Writing Policy

Rationale

Children attending Orrets Meadow face many barriers to learning. Becoming a writer is one of the biggest hurdles they face because of the complex demands needed to control a pencil; while remembering to sequence their thoughts; punctuate sentences and spell words. Through the objectives in this policy we aim to equip children with lifelong writing skills that will enable them to communicate for enjoyment and for work.

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 writing to be developed across a range of meaningful contexts

• For there to be a broad curriculum offering the full spectrum of writing genres

• For each child to develop the necessary writing skills to be a competent writer

• For writing to be seen as an essential life skill

This Writing Policy is an addendum to the whole-school English Policy outlining our approach to promoting lifelong writing skills.

All staff are responsible for reinforcing a positive attitude towards reading for pleasure and enjoyment.

Our strategies for teaching writing:

* **Consistent Language approach**-all teachers use the same language to describe different genres of writing
* High quality texts are used to challenge, enthuse and engage children.
* There is a clear progression in the teaching of writing which includes the familiarisation of the text type through reading, the identification of structure and language features, modelled writing, shared writing, supported composition, guided writing and independent writing.
* Progression of teaching writing includes exploring features, planning, drafting, assessing and editing.
* A form of modelled or shared and guided writing should take place in every writing session.
* Talk into writing strategies are used at all stages of teaching writing.
* Use of drama in English sessions to improve speaking and listening skills and build confidence and self-esteem.
* Prominent displays of children’s writing.
* Word banks and word mats
* English packs
* Invite Authors and Poets to visit the school and work with children and staff.
* Reduce barriers to writing through use of computing technology such as Clicker 6
* Teach neat cursive handwriting regularly.

Shared Writing

This is a collaborative approach; pupils contribute their ideas and thoughts for the teacher to select the most appropriate. The teacher needs to give reasons for the choices made.

Supported Composition

The children work in pairs to provide the next sentence of the text. This may follow from either modelled or the shared writing process. This may be part of a TPS activity (Think, pair and share).

Guided Writing

Pupils are grouped by writing ability according to their levels and/or target needs. The teacher works with each group in rotation. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process as opposed to writing a complete piece. Tasks may include the processes of planning, drafting and editing pieces of writing. Teachers choose a target for each group to work on based on an assessment of their individual needs and previous writing. TAs are also expected to take guided writing groups when appropriate.

 Independent Writing

All children are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if children are to develop their skills as writers within different genres.

Talk for writing

Talk for Writing involves making explicit the processes and thinking involved in the writing process so that ultimately they can be internalised and applied by children in their own writing. Talk for Writing will be embedded in every phase of the ‘Writing Sequence’. The main principles of talk for writing are;

1. Book-talk ‘Book-talk’ is the extended opportunity to use talk to explore children’s personal and collective responses to a text as readers.
2. Writer-talk ‘Writer-talk’ is the articulation of the thinking and creative processes involved in all stages of the act of writing; talk that helps children to think and behave like a writer (and consider themselves to be one).
3. Storytelling and story making This involves the learning and repeating of oral stories, building children’s confidence to develop them through telling and then extending that development into writing; later creating ‘new’ stories orally as a preparation and rehearsal for writing. The sequence being imitation, innovation and invention.
4. Word and Language games Talk games and activities are used to:

• stimulate and develop vocabulary (VCOP)

• ‘warm up’ the imagination, stimulate creative thinking ( VCOP, Story starters)

• Orally develop a character

• Orally develop a setting

 E) Role-play and drama Techniques from the Primary Framework are used- ‘hot seating’

 ‘conscience alley’etc..

What will this achieve?

Our goal for the children of Orrets Meadow is for them to be confident and enthusiastic enough to write in a range of genre at the best level they are capable of before moving onto the next stage in their education.