



Fierté Multi Academy Trust

Policy on English - Writing 2017-2018

At the heart of our Trust are both the UNICEF Rights Respecting values and articles and Building Learning Power. Through these, we aim to put children's rights at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

***Dyslexia:** Glascote Academy recognises the unique contribution of every individual in the school community. It is an inclusive school in which adults and pupils of all abilities and from all cultures and backgrounds are valued. Pupils' wider achievement is encouraged and celebrated and the good progress of all our pupils is of paramount importance as is the safeguarding and wellbeing of all pupils.*

Rationale

Children need to believe that they have something to write about, and a reason for writing. They must be given frequent opportunities to write, they must be allowed time to finish. They must show concern for accuracy and acknowledge the purpose of their writing and the reader. The quality of children's writing is influenced by opportunities to express their thoughts through a wide range of subjects, interests and stimuli.

We aim to:

- Give children frequent opportunities to write in different contexts and for a variety of purposes and audiences, including themselves including real life practical experiences e.g. School Farm, Forest area and Educational Trips.
- Encourage children to see the need for writing as interesting, useful and challenging.
- Ensure that the range of writing activities creates appropriate and adequate opportunities for the introduction and practice of handwriting, spelling, punctuation and grammar.
- Encourage an understanding of the connections between speech and writing, with a growing awareness of the distinctions.
- Give children the opportunities to plan, draft, re-draft proof-read, edit and present their writing with increasing regard for appropriate organisation and structure.
- Have fluent and legible handwriting – see Handwriting Policy.
- Be able to write in a range of genres and be familiar with the ways in which fiction and non-fiction/narratives and non-narratives are structured. Knowledge and understanding of these genres will progress as the children move through the school.
- Build on previous knowledge and following the objectives set by the National Curriculum 2014.
- Have a suitable technical vocabulary through which to understand and discuss their writing, and the writing of others.

Guidelines

1. Young children need to be aware of writing, by seeing adults write, writing alongside adults and having 'play-writing'.
2. All children should then be led towards being independent writers.
3. Children should write in response to a variety of stimuli.
4. Writing should sometimes be CHRONOLOGICAL – stories, reports, letters, instructions, diaries and plays, etc.
5. Writing should sometimes be NON-CHRONOLOGICAL – lists, poems, posters, invitations, notices, notes, advertisements, etc.
6. KS1 children may write using pencil; KS2 children should write with a handwriting pen, once the pen license has been gained (green pen is used to show editing and purple pen shows response to an adult's marking). Writing will be carried out in writing books called 'learning journals' or on paper for display purposes.
7. Children should have the opportunity to use dictionaries, thesauruses, spell checkers and word processors as they write.
8. Children need to learn to spell the following:
 - The spelling words in the National Curriculum for each year group.
 - Phonic patterns as introduced through Jolly Phonics and Letters and Sounds.
 - Any words they may need for a particular topic.
9. All classes will have a writing working wall where grammar is modelled along with good examples of work using the rainbow word class arrows. This will allow children to form an understanding of how a sentence is constructed as a model for their own work.
10. The Friday Write (Extended Writing) and x 1 weekly a topic write will follow this journey: looking what a good example looks like, planning, drafting, editing, re-drafting and presenting. The whole process is modelled to the children.
11. Extended writing will take place every Friday when the children will write at length in a style decided by the English coordinator. Work will be scrutinized for progression and used for assessment.

Writing will be assessed using APP across the range of genres, in accordance with the school assessment calendar.

Review date: September 2017

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