

GISBURN ROAD C.P. SCHOOL BARNOLDSWICK

WRITING POLICY



DATE AGREED: NOVEMBER 2016

REVIEW DATE: NOVEMBER 2019

This policy should be read alongside the Reading Policy, Handwriting and Presentation Policy, Marking and Feedback Policy and the Teaching and Learning policy.

Literacy and communication are key life skills. Through our English curriculum we will enable our pupils to be lifelong learners, through the teaching of the spoken and written language. We aim to offer an English curriculum that builds on skills, enables the children to work creatively and become independent. Children will be exposed to a rich variety of literature and encouraged to appreciate literature and foster a love of reading.

Aims:

- To promote and develop children's enthusiasm for literacy and to provide them with an essential life skill.
- To help pupils understand the thoughts of others through writing.
- To allow children to express their thoughts and ideas.
- To develop writing stamina and fluency.
- To be able to write in a range of genres by planning, drafting, editing and refining.
- Have a versatile and flexible use of the English Language.

Non-Negotiables:

- **10 minute GPS starter to every English lesson**
- **Spelling will be taught at least 3 times per week**
- **Every day children will be given the opportunity to write and apply taught English skills**
- **Extended Writing will take place at least every fortnight. This will form part of a child's assessment**
- **Other weekly writing opportunities will be given across the curriculum**

Planning

Teachers all follow the Lancashire planning documents that cover all the objectives for that year group and provide a rich variety of literature and non-fiction. LAPS are used to help break down those objectives and focus on groups within the class. Teachers include a ten minute GPS activity at the start of every lesson. A clear objective with success criteria should be on all plans as well as made clear to the children. Grouped children should be named on the planning and differentiated activities set. A flow through the unit from the creating interest, reading, gathering content and writing phase should be evident in both the planning and children's books. Working walls should be used to support the planning and activities. Teachers should keep their planning in a day books as well as saving on the teachers drive.

Monitoring and assessment

Within the Day Book teachers should be making notes on the plan as to what went well, how the lesson went, what needs repeating etc. Specific notes on individuals and groups should also be made where appropriate. KLIPS are then highlighted as to where the children are at and where the gaps need closing will be evident.

Spelling

Spelling should be taught about three times a week for 10-15 minutes at a time. The no-nonsense spelling programme runs from year 206. This focuses on an objective for a week to two weeks and various games and activities are used to learn that particular spelling pattern or rule. Spelling investigations will be sent home as part of home learning.

Writing strategies:

We understand, at Gisburn Road Primary School, the need to teach writing using a variety of techniques. We use:

Shared writing- Good quality writing is shared amongst the class through shared reading. Children will understand and learn what makes a 'good piece of writing'.

Guided writing- the teacher shares their own writing and guides the children into the thinking process of writing including the editing and improving of writing. Children learn how writing is a process that can be edited and improved.

Paired writing- children share their ideas of writing and complete a piece of writing together. This can be done through rainbow writing (each child has a different coloured pencil and adds the next sentence) or plan then write (each partner writes their own piece then combines them by creating a final piece together).

Independent writing- children write independently. They have the chance to practise the skills they have learned during the week. Every day a child is given the opportunity to apply skills that have been taught.

Writing opportunities:

Children are encouraged to enjoy writing and become fluent and competent writers. Children should write daily either in English or opportunities given across the curriculum. Once a skill has been taught the children should be given opportunity to apply it through short writing opportunities. Children should have access to learning boxes/toolkits, where any specific learning aides will be kept eg dictionaries, thesauruses, spelling lists, word mats etc. Writing should be across the curriculum and should be of the same standard. Different genres should be applied across the curriculum.

Extended Writing:

Extended writing should be completed at least once every fortnightly. This piece will be used for assessment purposes. Every week there will writing opportunities being given through Topic, Science and RE work. This writing should be of the same standard across the curriculum.

Once an English unit has been taught an independent writing task should be completed on the same genre as the scaffolded piece of work within the next week. The children should also complete a further piece on this genre after three or more weeks. Other extended writes can be included during the other weeks and ideas can be found on the year group genre bank. Extended writing is used as an assessment tool, with each piece being highlighted to demonstrate how the child is working at ARE. Topic and RE books should include writing opportunities where appropriate for example a diary in History or a weather report in Geography.