



Norman Street Primary School

WRITING POLICY

The importance of writing in the curriculum

Writing is a key life skill which enables children to express themselves, communicate with others and access other areas of the curriculum. It is a complex process which requires a command of sentence and text structure, grammar and punctuation, an ability to edit and evaluate both their own and others writing, a knowledge of how spoken language translates to the written word, an awareness of purpose and audience across different genres and involves a competency in spelling and handwriting.

Aims

Children should learn to:

- enjoy writing and see it as purposeful and enjoyable
- write in different meaningful contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan, draft and edit their writing to suit the purpose
- use ICT as an English medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

Entitlement

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

Teaching and Learning

Schemes used to support teaching

Reception to year 6 use the Literacy Shed Plus resources to plan and enhance their literacy. Between 1 and 2 units per half term which ensures full coverage of the 2014 National Curriculum. Teachers adapt the scheme to suit the children and meet the needs of their specific cohort alongside adding enhanced learning opportunities.

Work being undertaken in other areas should also use aspects taught in English lessons to support the wider curriculum. Non-negotiables are set in each year group to ensure a high standard of writing is expected across any writing activities. Teachers use a variety of techniques including shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through a variety of resources e.g. writing frames, spelling banks, collaborative work and peer or adult support.

Assessment

Each year group have a writing checklist that matches objectives to the 2014 National Curriculum. This is a cumulative document that is used after each end of unit independent writing to assess the children's progress towards the expected standard throughout the year.

In school moderation of writing takes place termly. Years 2 and 6 meet termly with our cluster schools to moderate writing externally.