



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 a 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

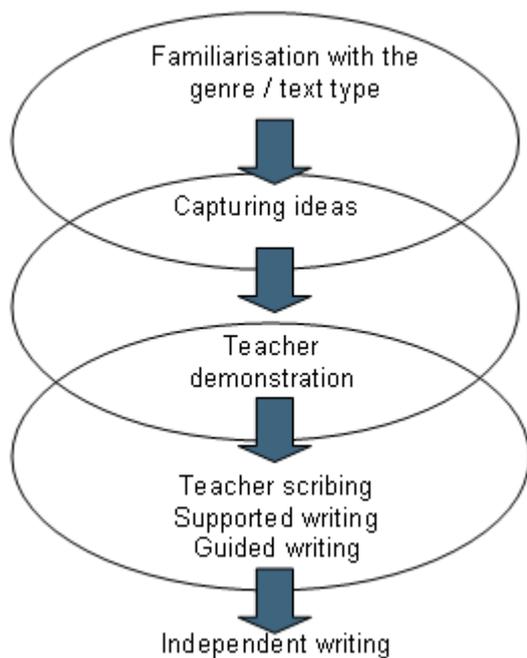
Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- Big 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

Talk for writing

The Pie Corbett Talk for Writing and Storytelling techniques are used throughout the school as a model with which to teach writing. The principle of being able to speak their writing before writing it, is embedded through both fiction and non-fiction writing and involves techniques such as story maps, boxing up ideas into paragraphs as well as literacy games to develop vocabulary. All classes follow the structure of imitation, innovation and independent writing with all units of work to ensure progression.



The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and Writing
3. Evaluating and Editing
4. Proof-Reading
5. Reading Aloud and Sharing

Subject-specific texts that link to work being undertaken in other areas should also be used in English lessons to support the wider curriculum. Teachers use 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.