

Long Lawford Primary School

Writing Policy

1. Introduction .

- 1.1 This policy outlines the purpose, nature and management of writing at Long Lawford Primary School.
- 1.2 The school policy for writing reflects the consensus of opinion of the whole teaching staff.
- 1.3 The implementation of this policy is the responsibility of all the staff.

2. The aims of the school .

- 2.1 The school aims to provide experiences and learning which will enable the children to:
 - write in different contexts and for different purposes and audiences, including themselves
 - form letters correctly, leading to a fluent and legible style
 - be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
 - work both individually and collaboratively on written tasks
 - become familiar with and adept in the use of word processors

3. Entitlement :

- 3.1 The programmes of study for each key stage will be taught in ways appropriate their abilities.
- 3.2 Children in both key stages will be taught an increasing range of key skills. Planning and teaching will follow the literacy framework guidelines.

4. Implementation :

- 4.1 The school will create and maintain a stimulating environment for children to experience and explore writing at their own pace with confidence and enjoyment. We will maintain writing as a valued, high profile activity which accesses the whole curriculum.

4.2 The school will:

- highlight writing as an important and valuable tool for all aspects of the child's education
- prominently display writing of all types including the children's own writing.

4.3 The class teacher will:

- plan children's work in line with the literacy framework
- write alongside pupils, sharing and discussing their writing
- respond positively and with interest to all attempts at writing
- provide a healthy writing environment including opportunities for experimental and emergent writing
- teach handwriting on a regular basis (see handwriting policy)
- reinforce correct spelling, punctuation and grammar where appropriate.
- teach the basic rules of spelling, grammar and punctuation in line with the literacy framework.

4.4 The children should:

- experience a wide range of writing activities to include both chronological and non- chronological writing
- relate writing to their own experiences and environment
- discuss their writing frequently, talking about the various types and purposes of writing.
- be aware of the need to write legibly and to use layout and space effectively to aid the reader.
- experience grammatical vocabulary such as : sentence, verb etc. in line with the literacy strategy, through specifically designed activities.
- read examples of good writing in various forms and begin to recognise the criteria for such writing.
- have experience of and become accustomed to drafting and redrafting their work.
- write in response to a wide range of stimuli
- become increasingly aware of the role of reference books such as dictionaries and thesauruses
- become increasingly aware of the correct modes of punctuation and spelling through the learning of common exceptions.

5. Assessment, reporting and record-keeping :

- 5.1 Assessment will be carried out by the class teacher on a regular basis through the review of children's written work. Teacher assessments will be made in line with medium term planning and results recorded and kept in the Class Assessment Folder.
- 5.2 Targets will be set at the beginning of each school term and will be discussed with the child's parents at open evenings.
- 5.3 A child's progress will be reported to the parents through parents' evenings once a term. Progress will be formally reported through the report to parents issued at the year end . End of Key Stage assessments and test results will be reported in line with statutory requirements .

6. Resources and Accommodation:

- 6.1 Resources are shared between all staff, including visiting students. Each classroom has a range of paper and writing equipment available to the children.
- 6.2 Resource purchasing is in accordance with normal school procedures.

7. Equal opportunities.

- 7.1 Every child, regardless of gender, race or ability will have equal access to the writing curriculum at all times.

8. S.E.N.

- 8.1 Wherever necessary, specialist provision will be made for pupils whose need is determined to require such provision. (See S.E.N. Policy)

9. Review.

- 9.1 This policy will be reviewed by the Headteacher and staff in January 2007.