

Birkby Infant and Nursery School

Writing Policy

Introduction

This policy outlines the purpose, nature and management of writing at Birkby Infant and Nursery School. The school policy for writing reflects the consensus of opinion of the whole teaching staff. The implementation of this policy is the responsibility of all the staff. This policy has been prepared by the Literacy Co-ordinator in consultation and discussion with all staff and governors of Birkby Infant and Nursery School. It has been produced for all teaching staff, support staff with classroom responsibilities, school governors, parents, inspection teams LA advisors and interested others. Copies are provided to school staff and the Governing Body.

- **The aims of the school**

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.
- **Entitlement**
 - The programme of study for each year group will be taught in ways appropriate to children's abilities.
 - Children in both the Early Years and Key Stage 1 will be taught an increasing range of key skills.
- **Implementation**
 - 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 will allow children to access the whole curriculum.

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.

The class teacher will:

- Plan children's work in line with the Early Years Foundation Stage and the New National Curriculum for writing.
- Write alongside pupils, sharing and discussing their writing.
- Respond positively and with interest to all attempts at 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 Early Years Foundation Stage and the New National Curriculum objectives for key stage one.

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. 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 re drafting.
- Become increasingly aware of the role of reference books such as dictionaries and thesauruses.

The Reading and Writing Relationship

At Birkby Infant and Nursery school we fully appreciate and recognise the relationship between children's reading and writing. Where possible, shared reading and writing is linked so children can be helped to improve their writing by learning from experienced and talented writers.

- **Text level-** Text level focuses on composition, the generation and structuring of ideas to produce a coherent piece of writing. This involves knowledge of literary genres and non-fiction text types and their organisation, presentation, structure and purpose. This knowledge is developed through rich experiences of reading aloud and shared reading opportunities as well as through modelled and shared writing.
- **Sentence level-** Sentence level work includes both grammar and punctuation and enables children to: become aware of the variety and complexity of grammatical choices. Know that different types of writing use different layouts, organisation and sentence structure and language features.
- **Word level-** Word level work focuses on phonics, spelling, vocabulary and handwriting. Teaching spelling needs to involve explicit instruction and demonstrations, investigative approaches and intervention in writing and editing.

Teaching Strategies- Early Years Foundation Stage and Key Stage 1

Modelled Writing

Modelled writing is a teaching strategy employed by teachers at Birkby Infant and Nursery School where the teacher demonstrates how to write a text or part of a text. The teacher thinks the process through aloud, rehearsing the sentence before writing, making changes to its construction or word choice and explain why one word is preferable to another. The teacher writes the sentence, rereads it and changes it again if necessary. The demonstration is used to teach not only technical skills but also the process of planning, drafting, revising and editing. This technique usually leads to shared writing.

Shared Writing

Shared writing provides an interactive demonstration of how written language works and helps writers develop the skills they need to communicate effectively. Shared writing is a powerful tool used by the teachers of Birkby Infant and Nursery School which involves the joint construction of a text by the teacher and children. Together the children and teacher collaborate to plan or develop a purposeful piece of writing for a known audience that extends the children's independent writing skills.

Talk for writing

Preparation time and activity before the writing are frequently necessary and may involve the class generating ideas in pairs or small groups before offering these to the teacher to scribe.

Guided Writing

Guided writing involves the teacher supporting children as they move from the security of shared writing and respond to the challenges of independent writing. At Birkby Infant and Nursery School we use guided writing to give children the opportunity to practice writing in a supported group context and to teach and practice reflection, evaluation and improvement.

Independent Writing

At Birkby Infant and Nursery School we use independent writing to allow children to demonstrate their developing skills as writers, encourage independence and to practice skills and processes taught earlier.

Writing areas to be focused on for year 2:

Non negotiables- At the start of year 2 children decide along with the class teacher what they will include in every piece of writing. As from academic year 2014-2015- the autumn term non negotiables are capital letters, finger spaces, full stops and think it, say it, write it. Children will assess their own work against these. As the children progress through year 2, the non negotiables will change to ensure children are being challenged. All non negotiables will be level appropriate for the children.

Assessment, reporting and record keeping

- 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 the medium term planning and results recorded and kept in the class assessment folder.

- Teachers in Key Stage one use APP and the 22-36 months and 30-50 months strands of Development Matters are used in the Foundation Stage to track assessment through the year.
- At the end of reception, The Early Learning Goals will be used to assess Writing in the Foundation Stage.
- End of Key Stage assessments using the Interim Assessment framework and test results will be reported in line with statutory requirements.

The Role of Parents

Parents are kept informed of their child's targets by the class teacher at parents evenings throughout the year and are actively encouraged and advised as to how to become involved in helping him/her to achieve these targets. Parents are always welcome to observe and participate in language and literacy activities and regular opportunities are given for them to update their personal knowledge and experience.

Equal Opportunities

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

Review

This policy was reviewed in Summer 2016.

Review 2017-will be adapted later in the year, January 2018 to accommodate changes to learning and teaching through implementation of English mastery.

This policy will then be reviewed by the Headteacher and staff in Summer 2018.