

WRITING POLICY

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Writing Policy

Aim

Throughout the academy we use 'Talk for Writing' (which includes the teaching of non-fiction texts as well as fiction and poetry) to help our children in many ways:

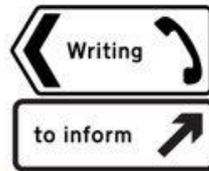
- To help make sense of and understand the world.
- To express themselves.
- To help develop speaking and listening skills.
- To develop their vocabulary.
- To develop writing.
- To become life long, confident story tellers.

Opportunities

- Story Maps and text trails.
- Encourage lots of talk and require actions to be performed.
- Engaging the children in lots of conversations about stories and texts.
- Use of 'reading as a writer'.
- Discussions on the effect that the text has on the reader.
- Exploring techniques and skills to create an effect on the reader.
- Identifying and exploring words, phrases, skills and techniques.
- Use of film clips, pictures and real life opportunities.

The children listen to stories and texts, imitate stories and texts, innovate on them and then invent their own. We help them at every stage and step back when it is appropriate to do so, allowing the children to apply what they have learnt. Topic links are made within Talk for Writing lessons to give a purpose for writing. At Crookesbroom Primary Academy, we use the new National Curriculum to guide our planning for English, adapting the plans to suit the needs, abilities and interests of our children.

Writing for a purpose is at the heart of teaching writing at our academy. We teach the National Curriculum while following the suggested model below.



Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (LKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Further guidance can be found in the Writing for a purpose PDF on the website.

Assessment in Writing

Assessment of writing takes place in many different forms. Pupils' learning is assessed daily in lessons through teacher observations, conversations with pupils and through looking at the completed work. Pupils also assess their own learning using their targets and by evaluating their understanding against the toolkit.

Peer and group assessment is another method used within our lessons. Teachers use this assessment to inform the planning of the following lessons, to ensure that all pupils are supported and challenged in their learning.

As well as assessing the children's writing during our Talk for Writing and Topic lessons we plan an invention piece for the children to really show off what they have learnt. This, along with teacher assessment, forms our summative assessment for writing, which enables us to ensure that pupils are making good progress, identify the next steps and areas of need for individual pupils and address this through our future planning and/or through any interventions that are needed.