



Principle: All children are literate.

- Children need to be able to communicate effectively in writing across a range of genres and for different purposes.

Practice:

Effective teaching of writing must

- Develop skills of composition and creativity (*style, organisation, choice of language, effect*)
- Develop secretarial and transcription skills (*handwriting, spelling, use of ICT*)
- Develop skills in the structure of writing (*grammar, sentence structure, punctuation*)

Children will:

- write every day
- write at least one independent, sustained piece per week
- understand purpose and audience of their writing
- know their writing targets and work towards demonstrating this in their writing.
- take responsibility for improving and editing their writing
- ensure quality of their writing is consistent across all subject areas
- have opportunity to write in all curriculum subjects in a variety of genres
- use school handwriting style and write in pencil until writing consistent, joined, and legible when they will be awarded a pen licence enabling them to write in black ink (not biro)

Teachers will:

- Cover all year group objectives over the year and indicate these on planning and WALT/WILF in bold.
- Teach units of poetry, fiction and non-fiction writing each half term often related to the IPC curriculum for their year group (*Appendix 1*)
- Ensure children have a range of stimulating contexts for communicating in writing across subjects such as links with IPC topic, Enabling Enterprise project or current affairs.

- Start each literacy lesson with a spelling, punctuation or grammar activity which is in context with the genre being taught.
 - Model the school handwriting style.
 - Teach an appropriate balance of grammar/sentence/spelling/handwriting skills
- Teach and model the writing process explicitly planning, drafting, editing and publishing. Display each stage of the writing process in the classroom on the writing wall.

Planning

- Introduce children to an example of a finished piece of writing. Use this to identify the key features of the genre and create a success criteria checklist for writing.
- Plan the audience and purpose of every piece of writing.

Drafting

- Used shared writing, drama and talk for writing activities as opportunities for children to draft their ideas.
- Draft writing to be done on left hand side of literacy book, leaving right hand side blank for redrafting and editing.
- Give the opportunity for every child to produce sustained, independent writing each week.

Rec = 20 mins

Year 1= 20-30 mins

Year 2= 25 mins

Year 3= 30 mins

Year 4 =30-40 mins

Year 5= 40 mins

Year 6 =45 mins

Editing

- Give children opportunity to improve and edit their own writing independently and in response to marking using green pen.
- Use the prompt sheet (*Appendix 2*) when marking as a guide to effective redrafting and editing.

Publishing

- Give opportunities for children to be creative with choice of genre and style at least once a half term either through homework or free writing session.

- Ensure at least 2 pieces of work (one fiction and one nonfiction) reach 'published' standard every half term using ICT or handwritten style. Published work is kept in each child's Writing Journey book.

- Use the writing assessment sheet in the front of literacy book to record evidence of children meeting key objectives.
- Highlight one or two statements on the writing assessment sheet for the child to focus on.

- Review progress towards targets every half term, preferably every 2/3 weeks.

- Assess and record writing progress each half term on Target Tracker against the KPI statements.