



English Policy

Writing

Reviewed: June 2018

Next Review: April 2019

Signed by Headteacher:

Date:

Signed by Chair of Governors:

Date:

Rationale

At Rivers Primary Academy, we believe that there must be a clear, consistent, whole-school approach to writing across the school. Pupils must be encouraged and enabled to develop a genuine love of writing.

Aims

Writing for pleasure

Rivers (WAT) children enjoy writing because:

- They choose to do it in their own time
- They are given time to write freely
- They have teachers who share their own writing
- They are motivated to have an impact on their audience

Planning for writing (composition)

Rivers (WAT) children are excited to get writing because:

- They borrow ideas from what they have read to structure their writing
- They are encouraged to use their own imaginative ideas
- They rehearse their writing and develop language through talk
- They have time to practice, edit and develop their writing
- They are taught different ways to plan so they choose a method that suits them best

Grammar for writing (composition)

Rivers (WAT) children's writing has real impact because:

- They understand the purpose of writing and what form it will take
- They know what vocabulary, grammar and literary techniques to use for specific effects

Drafting and editing

Rivers (WAT) children are real writers because:

- They are aware of what good writing is and use this knowledge to improve their own writing
- They are proactive in improving their writing, recognising errors independently and with peers, and can correct these accordingly
- They can evaluate and articulate how well they, and their peers, have written

- They can set future writing goals for themselves

Curriculum

All of our English lessons are cross curricular. Children are exposed to a curriculum where clear links are made between English and the wider curriculum. We ensure the children are exposed to extracts from a wide range of high quality texts. As a stimulus for writing outcomes, children will study a text or small range of texts which link to the curriculum focus. All skills based lessons (SPaG) and writing lessons will be taught through the use of engaging texts.

Handwriting

To support children with improving handwriting and staff with their deliverance of handwriting, we use Nelson Handwriting as a planning tool.

Rivers (WAT) children have pride in writing because:

- They have legible and fluent handwriting
- They are given the opportunity to learn and practice letter formation and joining every week
- Time is given to presenting their work neatly when appropriate (e.g. 'published work' as part of 5Rs)

Spelling

To support children with improving spelling and staff with their deliverance of spelling, we use Nelson Spelling as a planning tool.

Rivers (WAT) children are competent spellers because:

- They are systematically taught the patterns, rules and words they need to know
- They are able to apply the phonics they have learnt when they're writing
- They use a range of spelling strategies and resources including dictionaries, spell checkers and have-a-go books
- They recognise and correct misspelled words in their own writing

Talk

Rivers (WAT) children have a command of the spoken word because:

- They are regularly exploring their learning through talk
- Speaking and listening skills are taught explicitly
- Drama and role play are used frequently as a tool to understand reading and enhance writing.

