

Writing Policy



Philosophy and Purpose:

This policy reflects the school values and philosophy in relation to the teaching and learning of English and specifically writing and recording. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

Children need a means of communicating and recording thoughts, ideas and information in a clear, economical and fluent way. Handwriting or equivalent ICT methods will provide such a means, both in school and leisure time and in adult life for some students whilst alternative means i.e. symbols, photos, pictures will be more appropriate for others.

Aims:

- To provide guidelines for staff as to a uniform and accepted style of handwriting (within the constraints of individual differences and abilities).
- To provide children with a style of handwriting or alternative method of recording which will act as :-
 - i) a tool for clear communication
 - ii) a personal, efficient form of recording
- To provide children where appropriate with a style of handwriting which is:-
 - i) speedy
 - ii) economical of movement
 - iii) legible
 - iv) fluent and relaxed

Method of Delivery:

The curriculum organisation and structure is outlined in the policy document entitled "Curriculum and School Organisation"

At Acorns KS 1 and 2 follow the English Curriculum programmes of study and the National Literacy Strategy .Each national curriculum programme of study is differentiated to allow all our pupils to access the content in a meaningful and realistic way.

Early Years follow the guidance for the Foundation Stage and the early learning goals for language and communication.

At all times individual needs, abilities and differences must be taken into account. It is accepted that some children will not be able to acquire handwriting skills or style and their specific needs will be addressed with alternative methods.

1. Pre – writing Skills.

The importance of these should never be underestimated and their development should never be rushed.

Not every child will require a specific planned programme but a checklist of pre writing skills has been compiled to aid planning and assess development and readiness for writing.

Children will experience lots of activities to develop gross and fine motor skills. Opportunities will be provided to access a wide variety of textures and mediums: sand, paint, water, chalk, pencils etc

2. Letter Formation.

Letter formation should be taught in tandem with phonics activities. The Letters and Sounds scheme incorporates handwriting activities. The Espresso computer website gives guidance for letter formation. As well as individual letter formation pupils should be encouraged to join letters from the earliest opportunity tied in with phonic activities.

Basic joins will be introduced as appropriate and the four basic handwriting joins (diagonal and horizontal joins to letters with and without ascenders) should be practised and letters that do not join should be identified.

3. Implements.

Children will have access to a wide variety of tools and mediums from very early stages: sand, water, paints, chinks, crayons, felt tipped pens and various pencils and pens. This list is by no means exhaustive and any suitable medium can be used. Computer based recording e.g. use of switches, joysticks, clicker grids etc will be available where appropriate and children will be assessed individually.

For the majority of writing/recording pencils should be used for 'work' although opportunity to write with pens should be available and at the discretion of staff. Individual pencil grips may be used if appropriate.

4. Seating / Positioning.

Children's individual needs in terms of seating / tables, lighting and space and other aids (slopes, dycem etc.) should be assessed in consultation with therapists.

5. Left Handed Children.

Children who use their left hand may benefit from some of the following considerations:

- Using softer pencils or felt tip pens.
- Using a sloping surface.
- Positioned near a window – light is important.
- Holding pencil further away from point.

Also, take care when seating left handed and right handed children at the same table – allowing elbow room for both is important.

Assessment, Recording and Reporting

The procedures for assessment, recording and reporting of pupil progress are outlined in the policy document of the same name. In relation to writing/recording however, the following considerations apply:

Recording Achievement:

Achievement is recorded against learning outcomes listed in QCA documents, P Scales and PIVATs.

Special Achievements can be rewarded with a certificate, Star of the Week award and evidence displayed on the Star of the week Board.

Assessing Achievement:

Assessment against learning outcomes is made on an individual basis. Assessment informs future planning. Pupils are assessed at the end of a Key Stage according to statutory requirements.

Reporting Achievement:

Achievement will be reported on the basis of completed evaluations. The teacher responsible for subject delivery will report to parents via annual reports and through the Annual Review meetings.

Monitoring and Evaluating

Monitoring and evaluating curricular strengths and weaknesses to ensure and maintain high standards in the quality of teaching and learning is a vital part of the curriculum development process. It is a process, which is the responsibility of all staff and is monitored by Senior Management and the Subject Co-ordinator. Opportunities are made available to subject co-ordinators to allow them to work alongside colleagues within the school in order to monitor the balance and coverage of English (writing/recording) and to evaluate standards of teaching and learning within the school.

Equal Opportunities Statement

The school will ensure that equal access is available to all pupils. Due consideration will be given to gender in terms of activities and their components, race regarding culture / social expectations and attitudes, disability with regard to ensuring optimum access through communication aides, signing, appropriate IT, physical aides for practical activities and the appropriate deployment of classroom staff and assistants.

Policy Review

This policy will be reviewed each year
January 2017

The English Curriculum
at
Acorns Primary School

At Acorns Primary School, we follow The National Curriculum. The National Curriculum contains the Programmes of Study and Attainment Targets for pupils from Year One to Year Six.

However, at Acorns we recognise the individuality of each pupil's learning difficulties and therefore the need for a multi – modal and multi-sensory approach to delivering the curriculum.

Also, although the sequence and chronology of the learning activities will be that of the National Curriculum, the time frame over which it is delivered will vary depending on the needs of individual pupils. The aim of the National Curriculum is to promote high standards of Language and Literacy by equipping pupils with a strong command of spoken language (or alternative and/or augmented means of communication), written word and to develop a love of literature through Reading for Pleasure activities.

Spoken Language and Verbal/Non Verbal Communication

Development and use of communication and language are at the core of all learning. Learning to listen and speak and to communicate through non verbal means is vital. The ability to communicate effectively gives our pupils the capacity to participate fully in society.

Appendix A

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Acorns Primary School
Literacy Curriculum Map



| | Autumn Term | Spring Term | Summer Term |
|-----------|--|--|--|
| Seedlings | <p>Fiction: Stories with a Familiar Setting</p> <p>Non Fiction: Labels and Captions</p> <p>Poetry: Nursery Rhymes</p> | <p>Fiction: Fairy Tales</p> <p>Non Fiction: Picture Dictionaries</p> <p>Poetry: Action Rhymes</p> | <p>Fiction: Fantasy/Imagination</p> <p>Non Fiction: Information Books (recounts of visits etc)</p> <p>Poetry: Predictable Structure</p> |
| Saplings | <p>Fiction: Stories with a Familiar Setting</p> <p>Non Fiction: Instructions</p> <p>Poetry: Senses Poetry</p> | <p>Fiction: Stories with a Repetitive Pattern</p> <p>Non Fiction: Information Books (topics of interest)</p> <p>Poetry: Playground Rhymes</p> | <p>Fiction: Traditional Tales</p> <p>Non Fiction: Explanations</p> <p>Poetry: Poems on a Theme</p> |
| Cedar | <p>Fiction: Stories with a Familiar Setting</p> <p>Non Fiction: Reports</p> <p>Poetry: Poems with Familiar Settings</p> | <p>Fiction: Stories from a Range of Cultures</p> <p>Non Fiction: Dictionaries</p> <p>Poetry: Poems from Other Cultures</p> | <p>Fiction: Fantasy Stories</p> <p>Non Fiction: Information – non-chronological reports</p> <p>Poetry: Poems to Perform</p> |

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| | | | |
|--------|---|--|--|
| Elm | <p>Fiction: Stories with a Familiar Setting</p> <p>Non Fiction: Information on Topics of Interest</p> <p>Poetry: Silly Stuff</p> | <p>Fiction: Different Stories by the Same Author</p> <p>Non Fiction: Reports</p> <p>Poetry: Patterns on a Page (List Poems)</p> | <p>Fiction: Traditional Tales</p> <p>Non Fiction: Alphabetical Texts/Encyclopedias</p> <p>Poetry: Traditional Poems and Rhymes</p> |
| Willow | <p>Fiction: Stories with a Familiar Settings</p> <p>Non Fiction: Magazines</p> <p>Poetry: Poems Based on a Common Theme</p> | <p>Fiction: Adventure Stories</p> <p>Non Fiction: Instructions</p> <p>Poetry: Poems from Different Cultures</p> | <p>Fiction: Stories by Significant Authors</p> <p>Non Fiction: Information Leaflets</p> <p>Poetry: Poems in Different Forms e.g list poems</p> |
| Ash | <p>Fiction: Stories with Historical Settings</p> <p>Non Fiction: Recounts of Events, Reports</p> <p>Poetry: Shape Poems</p> | <p>Fiction: Stories from Other Cultures</p> <p>Non Fiction: Explanations</p> <p>Poetry: Classic Poems</p> | <p>Fiction: Different Stories by the Same Author</p> <p>Non Fiction: Letters Written for a Purpose (invitations, enquiries, congratulations)</p> <p>Poetry: Performance Poems</p> |
| Pine | <p>Fiction: Myths and Legends</p> <p>Non Fiction: Newspapers</p> <p>Poetry: Poems by Long</p> | <p>Fiction: Stories by Significant Children's Authors</p> <p>Non Fiction: Recipes/Directions</p> <p>Poetry: Limericks and Riddles</p> | <p>Fiction: Adventure Stories</p> <p>Non Fiction: Persuasive Writing (letters/leaflets)</p> <p>Poetry: Comparison of Poems</p> |

WRITING

| | Established Authors | | by Different Authors |
|-----|--|--|--|
| Oak | <p>Fiction: Stories from Other Cultures</p> <p>Non Fiction: Biographies, Diaries, Journals</p> <p>Poetry: Creating Images – using similes etc</p> | <p>Fiction: Mystery Stories</p> <p>Non Fiction: Formal Writing (notices, safety, information)</p> <p>Poetry: Comparison of Poems by Same Author</p> | <p>Fiction: Stories with Historical Settings</p> <p>Non Fiction: Reference Texts, Dictionaries, Thesaurus</p> <p>Poetry: Classic Narrative Poetry</p> |

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|--|--|--|
| Spoken Language and Communication | <ul style="list-style-type: none"> • The National Curriculum Objectives for spoken language are similar across all year groups. • These are delivered cross- curricular and key areas are: Non Verbal Communication/Signing/Gesture; Speaking and Listening; Responding; Discussing; Drama and Role Play | |
| Reading | <ul style="list-style-type: none"> • Word Recognition/Reading; Decoding/Encoding; Word Structure and Spelling; Phonics Activities (following <i>Letters and Sounds</i> as appropriate) • Comprehension; Understanding and Interpreting Texts; Engaging and Responding to Texts • Reading for Pleasure Activities and Events | |
| Writing | <ul style="list-style-type: none"> • Transcription; Spelling and Handwriting • Composition; Articulating Ideas and Structuring them in Communication and Writing • Vocabulary, Grammar and Punctuation | |

