

Literacy – Writing Policy

LAST REVIEW NEXT	July 2020	REVIEW PERIOD	Annually
NEXT REVIEW DATE	July 2021	TYPE OF POLICY	Non Statutory

This policy was reviewed and ratified by Academy Council.

Date of ratification:

Signature:

Print name:

Member of staff responsible for the policy: Jack Nolan

Introduction

Improving the literacy skills of all our students requires a determined, collective effort. All of us working at Inspire Academy have a responsibility for helping our students become literate; able to read and write independently.

To support our students, we adopt specific strategies in our day-to-day lessons across the curriculum. We model the writing process with a focus on spelling, punctuation, grammar and handwriting and presentation.

School-wide aims

To provide our students with the skills and strategies to develop into fluent writers including:

- ❖ encouraging students to take pride in their writing and its presentation;
- ❖ encouraging the enjoyment of writing in a range of forms, for a range of purposes and audiences;
- ❖ using dictionaries and thesauruses to promote accurate spelling and develop students' vocabularies;
- ❖ modelling accurate writing in a range of forms, such as the use of sentence openers;
- ❖ use technology to engage pupils in developing their use of accurate spellings and developing their vocabulary;
- ❖ supporting the identification of ways in which writers achieve their effects.

Strategies

Literacy Focus

A whole school focus is identified each term. (See below) In this way all staff and students have raised awareness of the focus and are provided with support to achieve individual targets in the aspect of writing that is the focus for the term.

Staff are provided with resources to support students' achievement of targets in each subject as appropriate.

Term 1

Focus: Punctuation

This includes all lessons having a focus on the accurate use of basic punctuation – specifically capital letters and full stops. All students will be supported towards mastery of basic punctuation from lesson starters, teacher feedback and Directed Improvement and Reflection Time (DIRT).

Term 2

Focus: Sentence Structure

Every lesson will provide pupils with differentiated writing frames to support sentence starters. Writing frames for various writing purposes will be displayed in all classrooms. Starters and plenaries will focus on accurate use of basic grammar (for example only one 'and' in a sentence). Teacher marking and DIRT task will focus on pupils' use of sentence structure.

Term 3

Focus: Paragraphs

All teaching staff will provide pupils the opportunity to develop their use of paragraphs to sequence their writing. Lesson starters/plenaries will develop pupils' understanding of the use of paragraphs and teacher feedback for DIRT tasks will facilitate progress.

Term 4

Focus: Spelling

Pupils will have the opportunity to develop their spellings through teacher feedback and DIRT tasks with the focus of spellings. All lessons will develop subject specific vocabulary and teachers' starters and plenaries will identify then challenge any misconceptions. Displays will show high frequency words, subject specific vocabulary and homophones.

Term 5

Focus: Reading/Understanding

Lessons will provide pupils the opportunity to read independently and develop their comprehension skills. These will be differentiated to support pupils' confidence and ability in their reading and comprehension.

Term 6

Focus: Expanding Vocabulary

Pupils will develop their subject specific vocabulary in lessons with starters and plenaries giving pupils a range of new vocabulary. Classrooms will have displays of subject specific vocabulary and teacher marking and feedback will be promoting the use of the subject specific vocabulary. KS4 will have the focus of developing their understanding of exam command words (for example analyse or explain).

Intervention Groups

1 to 1 intervention is provided for targeted students.

Monitoring

Progress is monitored and reviewed by intervention tutors/English and subject teachers.

Resources Area – The Library

Students have access to find information, research, read for pleasure and seek help with tasks.

Subject Specific Vocabulary

Every classroom will display subject specific vocabulary and their meaning to facilitate the learning of the pupils.

Speech and Language Therapy

Targeted students receive support to develop speech and language skills.

Subjects

Every subject has subject-specific strategies to deepen the writing skills of students. Every teacher promotes the 'Literacy Focus' for each term and supports students to achieve accuracy in writing.

Every subject identifies commonly used subject specific words and supports students to recognise, understand and spell them.