

Ormiston Herman Academy

Writing Policy

“The teaching of writing and communication is highly effective and cohesively planned across the curriculum.”

Our Aims:

- For all children to appreciate that writing is a universal method of communication
- For children to enjoy playing with language and write for pleasure
- To ensure that children write for a variety of purposes and audiences.
- That all children write clearly and accurately with attention to punctuation, spelling and grammar
- To enable children to become independent writers on a range of topics and issues
- To help children to know when and how to plan, draft, revise and proofread their work
- To prepare children for the real world, with a variety of methods to communicate to others

Through reading and writing our children will:

- Communicate effectively, drawing on models they have read.
- have more freedom to choose what they write about and have opportunities to self-initiate writing
- have the opportunity to regularly write extended pieces independently.
- explore and experiment with different types of writing, selecting the correct features to match the purpose of their writing
- understand that they write for a purpose and for a particular audience
- be taught techniques for writing, including planning from an early stage
- understand how they read as a writer and write for a reader
- develop a richer vocabulary to use in their writing
- be taught how to proofread, edit and improve their writing to make it more effective.

At Ormiston Herman Academy, every pupil will:

- be taught a pre-cursive script (no lead in joins).

- be taught letter formation from Yr R
- use a pencil for all written tasks
- be taught a daily session of phonics or spelling
- take part in explicit spelling, grammar and punctuation lessons and be taught how to apply these to their writing.
- experience a reading into writing model; reading and discussing texts similar to what they are expected to produce.
- experience writing being modelled by a teacher, so that they understand what is expected.
- Complete at least one longer piece of writing every week (extended narratives to be completed over two weeks)
- be given opportunities to reflect on their writing process, proofreading, editing and improving.
- have opportunities to write in a range of cross-curricular contexts
- have their independent writing marked against the writing outcomes for their year group.
- have their work marked and opportunities provided for them to feedback
- have their writing ability assessed over time.
- have opportunities for using computing to promote writing, when appropriate

It is expected that every classroom in Ormiston Herman Academy:

- displays an effective and up-to-date working wall for children to refer to throughout the day
- display key vocabulary that children will need for all subject areas that are currently being taught.
- Will provide visual and cultural stimuli for children to respond to, in preparation for their writing
- Will, where appropriate, promote communication through writing, using their experience and knowledge, from role play in the Early Years to hot-seating and drama in Key Stage 2.

Assessment of Literacy

‘Effective assessment drives progression in learning. It is an ongoing process through which teaching teams are expected to use professional judgement and expertise to continuously identify assessment opportunities.’

Each teacher is responsible for collating and maintaining formative assessment material.

Records of assessments are to be recorded daily for Literacy on the school assessment sheets and used to inform next steps against TBAT for that session. Independent writing assessment should show progress over time and should inform staff where gaps are and where coverage is still needed.

Assessment will be moderated internally and externally (with other schools) to ensure that judgements are rigorous.

Literacy and Inclusion

At our school we teach Literacy to all children, whatever their ability. It is part of the school Curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that teach to the top and do not cap the learning of children with learning difficulties and those learning Literacy as an additional language. All lessons provide appropriate challenge for those children who are working at Greater Depth.

Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Ormiston Herman Academy is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

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