



## WRITING POLICY

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# INSPIRE MULTI ACADEMY TRUST

## WRITING POLICY

### **1.1 Introduction**

1.2 Writing is an important life skill within Inspire Multi Academy Trust and we recognise that Literacy skills are essential to our ability to understand, interpret and communicate about the world to each other.

1.3 Writing is the ability to effectively communicate ideas, information and opinions through writing, in a wide range of contexts.

1.4 Our aim is to equip our children to do this, across the curriculum, and to engage in writing through relevant, enjoyable activities which are suited to their interests.

1.5 Writing skills are developed progressively through literacy sessions to ensure children have understood the steps in learning to enable them to write confidently. We value parental involvement highly and work in partnership with parents to create positive attitude towards reading, sharing responsibility for supporting children's progress in this area.

### **2.0 Aims and objectives**

2.1 We aim for our children to:

- To write with confidence, clarity and imagination
- To understand how to write in a range of genres
- To develop their imagination, creativity and expressive language through their writing

### **3.0 Equal opportunities**

3.1 Inspire Multi Academy Trust is committed to developing all children's skills, confidence and enjoyment of writing. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

3.2 Equal time and provision will be allocated for all groups, but there be occasions where children with additional needs are given extra support. This applies to those children at both ends of the additional needs spectrum, targeted support in this area can ensure that children are stretched and challenged appropriately to their individual need.

#### **4.0 Learning and Teaching**

- The main focus will be through English lessons, and skills will be applied across the curriculum where appropriate
- The interests of the children will be addressed; for example, curriculum topics will be discussed with the children and writing activities will be linked to these topics wherever possible
- ICT will be used where appropriate to engage interest and to allow children to see their 'published' work
- Children will be encouraged to see themselves as real writers by ensuring written activities have a real purpose linked to real life
- Children will be given opportunities to write in a variety of places; outdoor classroom/environment and in areas within their own classroom
- Sustained independent writing are written at the end of a taught unit and through topic work (weekly)

#### **5.0 Spelling**

- 5.1 Spelling is linked to the *Phonic Bug* programme until the child has reached Phase 6 in phonics. Once children have achieved Phase 6, then spelling objectives are taken from *Support for Spelling*.

#### **6.0 Assessment**

- 6.1 Assessment will be based on Assessing Pupil Progress (APP) guidelines and assessed through guided writing and independent reading. Records will detail ability attainment and tracked to ensure progression and pace.

#### **7.0 Monitoring and evaluation**

- 7.1 The development of the teaching of writing is monitored by TLRs through discussions with colleagues, team planning, and observations of lessons and by appraisal of the children's writing progress. This appraisal highlights the specific writing skills the child has acquired and areas which need to be targeted. Each child's writing profile forms of teachers' formative assessment.
- 7.2 In KS2 children are formally assessed termly using Optional SATs.

## **8.0 CPD for staff**

- 8.1 Regular INSET/CPD training is given to teachers to enhance teaching strategies for writing and regular updates on resources and cross curricular learning environments.