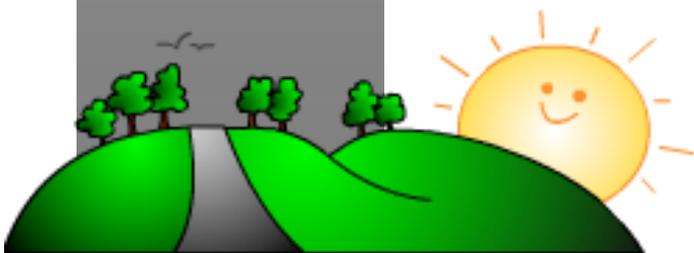


Writing Policy

2015



Eaton Valley
Primary School

Aims

Our overarching aim for English at Eaton Valley Primary School is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Equal Opportunities/SEN/EAL

- See equal opportunities, SEN and EAL policy.

Policy Review

This policy will be reviewed at least annually.

Teaching

There will be 5 lessons of Literacy on the timetable for every class. These sessions will be used to deliver a Learning Journey connected to a high quality piece of children's literature. The Learning Journey involves: a Cold Write - used for assessment purposes; Immersion - drama activities to immerse the children into the text and to engage and enthuse; Imitation - Speaking and Listening activities in order to help the children learn the text, introducing them to high quality vocabulary and writing conventions; Innovation – children planning, adapting and 'magpieing' from good quality texts; Drafting – creating a first draft; Self and Peer Assessment – using a Success Criteria to adapt, change and uplevel their work; Presentation – producing a final draft for an audience; Golden Opportunity – following the 'Big Write' method, children will be given the opportunity to showcase what they have retained.

All lessons will be differentiated by task, questioning, resource, support or outcome to support all the children's needs.

Class teachers will direct support staff to ensure teaching and learning is managed correctly and all adults are aware of what they are to do.

Planning

Long term planning for the following year will be written in the Summer 2 term. This will outline what genres are being taught and what themes/topics are being taught each half term.

Medium term planning will be completed for every Learning Journey. The Medium term planning for each Learning Journey must be handed in to the Literacy Co-ordinator in the week before it is taught. The teachers will use the Programme of Study for English from the New

National Curriculum as guidance and the teachers will also use **APP/TARGET TRACKER** to ensure teaching is geared to address the children's gaps in their learning.

Short term planning will be completed every week. It will be made available to the literacy cocoordinator before it is delivered to ensure a clear learning journey that matches the pupils needs is planned, including the objectives covered and the NC Programmes Of Study/APP references that will be taught to fill in the children's gaps. These short term plans must also be shared with any support staff in the classroom for any point that week. Differentiation by task, questioning resource, support, AfL or outcome will be clear on the planning as well as any resources or needs of the children. All lessons must have Prior Learning (PL), New Learning (NL), Success Criteria (Have I's) , Outcomes and AfL planned for.

Assessment

This is ongoing. The staff will update their APP's/Target Trackers for Reading, Writing and Spoken Language regularly based on any independent work/learning the children have produced. If the child meets an aspect using speaking and listening, the adult will make an accurate note on a post it note and attach to the APP as evidence and/or recorded on Spoken Language.

For formal testing within school see the assessment policy

Signed

A handwritten signature in cursive script that reads "Bill McLoughlin". The signature is written in black ink and is positioned above a long, thin horizontal line that extends across the width of the signature.

Bill McLoughlin

Chair of Governors

