



## WEST EARLHAM JUNIOR SCHOOL

### WRITING POLICY

Date Approved by Governing Body: 23/2/16

Date of Next Review: February 2017

Signed Headteacher: 

Date 23.2.16

Signed Chair of Governors: 

Date 23/2/16

- Effective feedback
- Whole school planning for Talk for Writing to include the allocation of language features across the school
- Guided writing and shared writing
- Supporting the development of writing with images, objects, drama and story maps
- Creating a supportive learning environment which includes text maps, whole school agreed actions, key vocabulary, working walls and examples of shared writing
- Sharing good practice
- Blogging

### **Celebration of writing:**

A key element of writing at West Earlham Junior is to celebrate the children's achievements. Opportunities to celebrate their writing include:

- Star work displays in each class room
- A whole school 'Wonderful Writing' display
- Writing competitions
- Awards given out in assembly
- Opportunities to contribute to school newsletters and blogs

### **Classroom organisation and resources:**

Classrooms should be organised to allow flexible use of the available space for whole class, group and individual activities, with easy access to book corners, dictionaries, thesauruses and other resources. Each classroom should have an English working wall, which supports children with their current learning, and a star work board which promotes a high standard of children's writing. Other useful resources will also be displayed, supporting the children in writing independently and reflectively.

Each classroom should have a wide variety of helpful resources, easily available to the children, including:

- Writing prompts
- Dictionaries
- Thesauruses
- Working wall
- Book corner
- Word banks
- Other displays as documented in the classroom organisation policy

### **Assessment:**

The National Curriculum and our school planning provide the framework for progression through termly and yearly plans.

Assessment data is passed between year groups, along with verbal and written information, to ensure continuity.

Children continue with the same writing book to ensure continuity and to reduce the impact of a 'summer dip'.

Close liaison is also kept with our Special Educational Needs Co-ordinator so that progress and support for children with special educational needs is consistent and appropriate in the classroom and in withdrawn sessions.

Moderation is organised internally, and externally, at regular intervals throughout the year, to ensure teacher judgements are accurate and consistent.

Learning ladders for writing enable each child to know what they need to do to improve their writing. Teachers will also use these to identify when children have met certain objectives and to assess each child's ongoing attainment.

These personal targets are discussed with children in their mentoring meeting and with parents at parent consultations.