



E-Act Blackley Academy Writing Policy

Aims

At E-Act Blackley Academy we aim to develop in all the children:

- A positive attitude towards all aspects of Literacy.
- The ability to communicate and respond effectively.
- The competence to produce work of high quality.
- As much independence and confidence as possible.
- A keen awareness of audience in all areas of Literacy, across the range of Literacy skills.
- Persistence and stamina.
- The confidence to tackle and solve problems through the application of knowledge and the use of skills.

Objectives

- To provide a language rich environment that promotes a culture of reading and writing;
- To teach children the craft of writing in order to develop in children the confidence and skills to write well for a range of purposes and audience;
- Teach the basics well – spelling, handwriting and punctuation - to liberate creativity;
- To foster in children the confidence, desire and ability to express their views and opinions both orally and in writing;
- To value and celebrate diversity in culture and language.

Whole School Philosophy

At E- Act Blackley Academy we aim to develop the abilities of all children to communicate effectively in speech and in writing; to listen with understanding and to become enthusiastic and responsive readers so that they can cope with the language demands in adult life. We aim to use a wide range of multi-cultural literature and reference materials, to develop the self-esteem of all children and an understanding and respect for all cultures alongside their own.

Emergent writing

Children are encouraged to mark make and write across EYFS with a wide variety of tools and equipment available, for example, chalk, chalkboards, pens, pencils, paintbrushes, paint, paper, wipe clean boards and pens. Children's mark making and writing is valued and put up on display / shared with parents regularly/ displayed in learning journeys.





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How we teach writing.

Units of work are planned using the National Curriculum statutory guidance. These units cover the phases of the 'Writing Sequence'. All the units will be based on carefully chosen high quality books with supporting texts for each topic. Each unit, (lasting between 2-4 weeks) will cover outcomes for Speaking and Listening, Reading and Writing. Each plan will have a writing outcome with a particular purpose and audience in mind. Each unit will be planned using a route planner initially.

Over the year each Year group will cover a balance of Narrative, Non-Fiction and Poetry text types. A clear set of end of year expectations are followed by each year group and incorporated into planning and assessment. In each year group Writing is taught by the class teacher. Lessons are structured ensuring independent learning along with a group guided session by the teacher and/or a teaching assistant. The independent learning sessions are differentiated to meet the needs of the children. English is taught daily for approximately 1 hour and through other curriculum areas.

Speaking and Listening-Talk for Writing

If children can't speak a sentence, they can't write a sentence. Speaking and Listening forms a key element of the Teaching Sequence for Writing and is incorporated throughout the teaching phases.

Talk for Writing

Talk for Writing involves making explicit the processes and thinking involved in the writing process so that ultimately they can be internalised and applied by children in their own writing.

Talk for Writing will be embedded in every phase of the 'Writing Sequence'. The main principles of Talk for writing are;

1. Book-talk

'Book-talk' is the extended opportunity to use talk to explore children's personal and collective responses to a text as readers.

2. Writer-talk

'Writer-talk' is the articulation of the thinking and creative processes involved in all stages of the act of writing; talk that helps children to think and behave like a writer (and consider themselves to be one).

3. Storytelling and story making





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This involves the learning and repeating of oral stories, building children's confidence to develop them through telling and then extending that development into writing; later creating 'new' stories orally as a preparation and rehearsal for writing. The sequence being imitation, innovation and invention.

4. Non-fiction

Children will learn to write a variety of non-fiction texts through the creative curriculum. These are: Explanation Writing, Journalistic Writing, Biography Writing, Discussion Writing, Report Writing, Instruction Writing and Persuasive Writing; to name a few.

The four key components of teaching non-fiction through Talk for Writing across the Curriculum are: SECURING SUBJECT MATTER – ensuring children become experts and enthusiasts in the topic; IMITATION – using a strong shared text as a model from which children internalize the key language features; INNOVATION – using the structure and language patterns of the model text for shared planning and writing in a new, but closely related context; INDEPENDENT APPLICATION – children independently writing that text type in literacy lessons and across the curriculum.

5. Word and Language games

Talk games and activities are used to:

- stimulate and develop vocabulary
- 'warm up' the imagination, stimulate creative thinking
- Orally develop a character
- Orally develop a setting

6. Role-play and drama

Techniques from the Primary Framework are used- 'hot seating' 'conscience alley' etc... Talk for writing strategies will be used frequently both within literacy lessons and across the curriculum

Shared Writing

Shared writing is planned for and taught during whole class and group sessions with the teacher modelling specific genres or aspects of genres to the children.

Guided Writing

Guided writing is an important element of the teaching sequence and is a key step between whole-class teaching and independent writing. It is during the guided writing session that children are supported to improve their writing and to work with increasing independence.

During guided writing, teachers work with carefully selected groups of children according to their current targets or specific needs. Teachers consider carefully these targets or needs and plan the content of the session accordingly.

Independent Writing





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Independent writing is planned for and carried out throughout the school at varying amounts of time during each week. Children are expected to write every day in a range of subjects.

Extended writing

Extended writing is planned for and taught during each unit of work. These happen at various times during the unit depending on age. Children from Year 1 up are expected to complete at least one piece of extended writing each week across all subject areas.

