

POLICY STATEMENT FOR WRITING WOOD FARM PRIMARY SCHOOL, HEADINGTON, OXFORD.

June 1998

DEFINITION

Writing is an ability to construct and convey meaning in written language, matching style to audience and purpose.

AIMS

All children have the right to learn to write. In order to ensure that this entitlement is achieved it is important that:-

- writing is used for a variety of purposes
- children are taught the range of social functions that writing can perform, e.g. to inform, entertain, instruct, persuade
- teachers are aware of what is involved in the process of writing
- teachers will create a learning environment which supports and inspires children to write effectively.

In order to achieve the above aims, it is important to ensure that:-

- teachers are aware of what is involved in the transition from spoken to written language and their role in the development of children as writers
- children consistently see adults writing in many contexts and for a variety of purposes
- writing is taught and the features of texts are made explicit to children
- discussion and demonstration are an integral part of the process of learning to write
- there is differentiated support for learners
- the links between reading and writing are recognised and that these are exploited in order to enhance the development of both
- teachers have the opportunity to attend INSET on the teaching and assessment of writing and have access to relevant literature

- teachers will constantly evaluate the classroom curriculum and respond appropriately to children's writing
- time is allocated within the curriculum for the teaching and developing of writing. This includes a daily Literacy Hour and writing as part of other curriculum areas

RESOURCES

- the range of writing taught is represented in the classroom collection of books, which include good quality fiction and non-fiction containing a range of genre and format.
- there is a wide range of good quality writing materials that are available to all children and teachers
- teachers will review and develop resources to support the writing curriculum
- children also have access to Word Processing programs on the computer.

ASSESSMENT

- records are both summative and formative
- annotated samples of writing are collected throughout a child's school career to provide information on development and teaching
- records of an individual's achievements are carefully and consistently monitored and are accessible to those who have a legitimate interest in the child.

PARENTS

- the role of parents and families in supporting the child's development as a writer should be encouraged
- parents should be fully informed about the school's approach to the teaching of writing and their role in that process
- parents should be included in discussions about the development of writing competence and how long this may take.

EQUAL OPPORTUNITIES

Teachers recognise and exploit the fact that all children enter school with a range of language and experiences. For children to write effectively and successfully these experiences must be drawn upon and developed. (Refer to school's Equal Opportunities Policy statement).