



British Section

Writing Policy

We believe every student deserves to learn in an inclusive, international environment that embraces diversity, respect, trust and integrity. At AIS we create aspirational thinkers, reflective learners and responsible citizens. Developing academic, personal, and interpersonal qualities are at the core of the Six Cs of Deep Learning.

Students will have success for today and be prepared for tomorrow

Aims

At AFNORTH we believe:

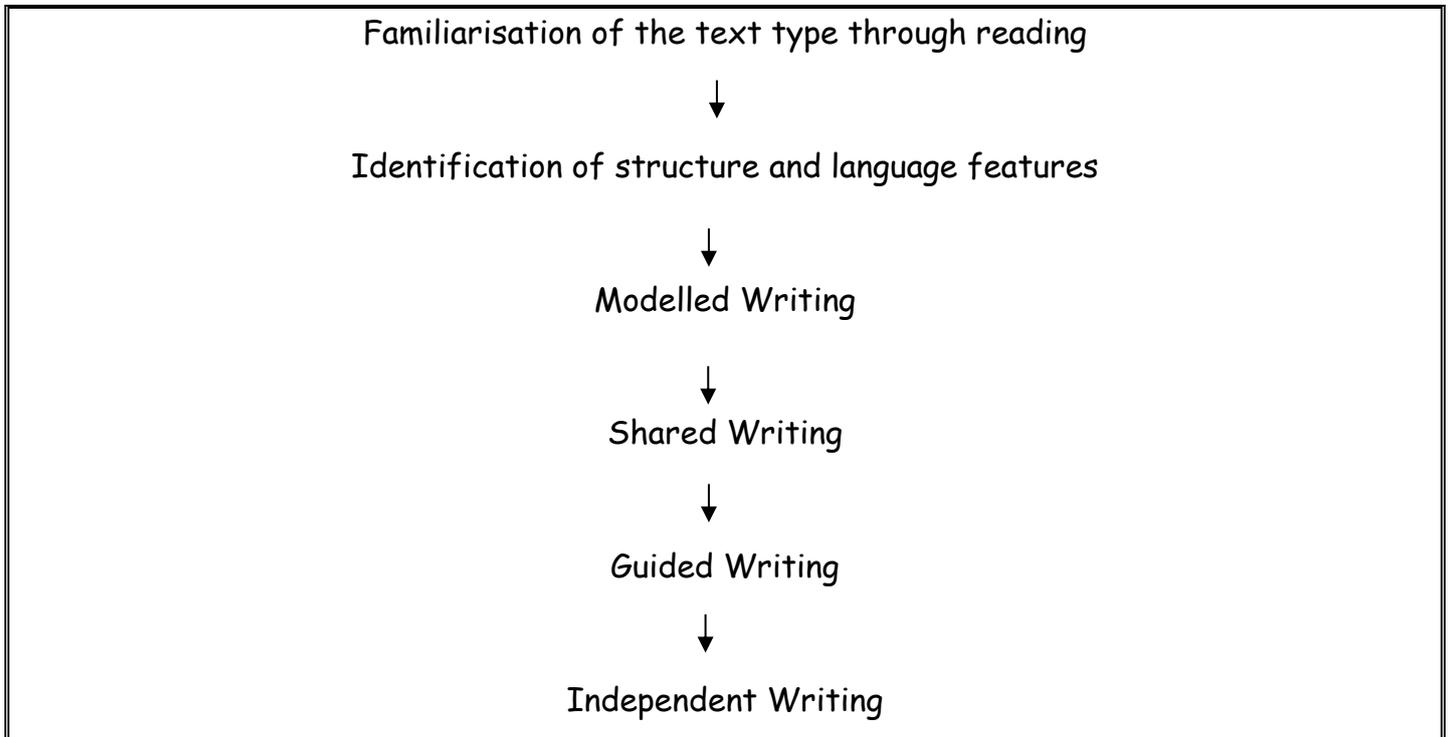
- Writing is seen as purposeful.
- That children are taught the range of social functions that writing can perform (e.g. to inform, entertain, instruct, persuade) and have a clear understanding of the structure and language features of the text types.
- Teachers have sound subject knowledge and high expectations of what children can achieve.
- Children should be able to apply form and content to suit purpose and audience.

Teaching and Learning

- Instruction is based on gradual release of responsibility and on a clear understanding of the objectives found in the Renewed Framework and EYFS guidance respectively.
- Building Blocks is to be used for planning.
- Links between reading and writing are made explicit.
- The structure and language features of each text type are explored through exposure in reading and then used as a model for writing.
- Where possible these are linked to cross curricular themes delivered in class.
- Speaking and Listening underpins this process, and teachers plan with this in mind; clear links are shown on planning.
- Success Criteria that is built upon these features are shared with the children at the appropriate stage of writing.
- Opportunities for extended writing are planned for within each text type and evaluated against clear success criteria.
- Writing is marked using success criteria, descriptive feedback, next steps and self/peer-assessment.
- Teachers create opportunities for students to set and reflect upon personal writing goals.
- Children across the school are aware of VCOP: Vocabulary, Connectives, Openers, Punctuation. They are taught how to use these features of writing and displays and marking regularly refer to them.
- Marking Tracker Grids are used half termly to track pupil achievement and identify gaps.
- SB and Reception: daily opportunities are given for children to write, including the use of writing tables and role play tasks. More formal writing tasks are provided at the teacher's discretion. Speaking and Listening and the use of 'talk' forms the basis of writing tasks. ** see continuous provision**
- Y1 and Y2: children are given opportunities to write in different contexts for different purposes. Writing centres and role play areas support writing development in authentic ways. Speaking and Listening activities often form the inspiration for writing. Children use talk partners to discuss their ideas. Teachers provide opportunities to extend children's vocabulary, and classroom word banks are co-constructed with students to support the writing process. Children use word books, spelling strategies and word mats to support the development of phonic & spelling skills in independent writing. Learning objectives are shared with the children. Frequent, high quality response marking which indicates a child's strengths and next steps are a feature of teaching.

- Y3-Y6 children are given the opportunity to write for different purposes and in different contexts. Teachers use quality themed texts as a tool to provide inspiration for purposeful writing tasks. For example: diary entries, letters and writing in role. Speaking and Listening underpins the writing process, and talk partners are used to support this. Teachers provide opportunities to extend children's vocabulary, and classroom word banks are built to support the writing process. Learning objectives are shared with the children. Frequent, high quality response marking which indicates a child's strengths and next steps are a feature of teaching.

There is a clear **progression** in the teaching of writing which includes:



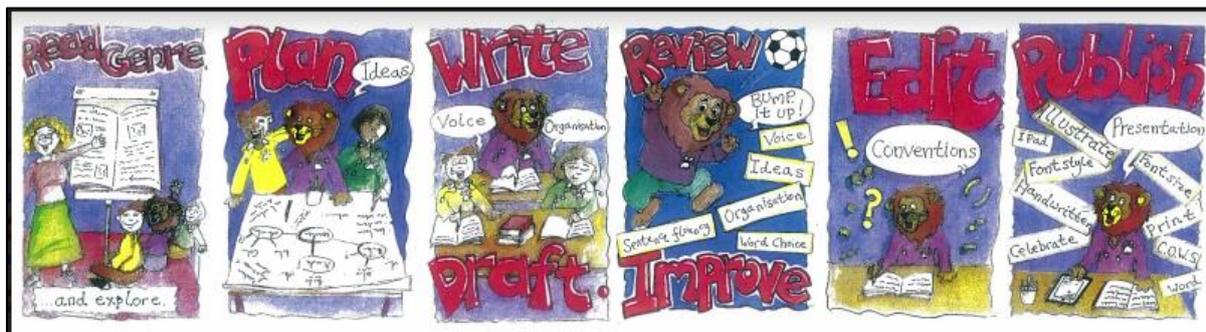
The Writing Environment.

Classrooms promote a 'writing friendly' environment. Displays are prominent and are split between celebrating children's writing and providing an interactive learning environment.

Differentiation of Instruction for EAL Children

Teachers plan for EAL pupils by modifying and/or accommodating some or all expectations so that learning goals are challenging but attainable. Teachers may also 'backtrack' through the objectives to a previous year, to provide support for pupils who require it. Pre-teaching takes place to introduce pupils to unfamiliar vocabulary, text types and language features where necessary. Teachers collaborate with EAL Teacher to plan for the needs of EAL children.

The Writing Process



Planning

- Identify the purpose and audience for the writing.
- Plan what form the writing will take.
- Note and develop initial ideas.
- Consult others for response to plans.



Drafting

- Develop ideas from the plan in to structured written text.
- Concentrate on getting ideas on to paper effectively.



Revision (Re-drafting)

- Alter and improve the ideas in first draft.
- Use own ideas and descriptive feedback from teacher/peers to develop first draft.
- Check use of vocabulary, grammar, style and coherence of text.



Proof Reading (editing)

- Check the draft for spelling and punctuation errors.
- Use help/support from teacher/peers.
- Use word books, dictionaries, thesaurus, spell checks etc.



Presentation (publishing)

- Prepare a neat, correct and clear final copy.
- If hand written focus on neat, legible handwriting.



Metacognition

- Self-reflection on writing to identify strengths and set goals for improvement (with teacher support).

Monitoring and Evaluation

- Monitoring pupil progress is the responsibility of the class teacher. Judgements are based upon a range of work and recorded on writing tracker grids. Progress is reported to parents three times a year
- Monitoring and evaluating the effectiveness of teaching and learning of writing across the school takes place regularly and is led by SLT
- Moderation of student writing takes place termly

Revised January 2019

To Be Reviewed January 2021