



Writing Policy

Date of Policy: June 2022

To be reviewed: Every three years.

This policy should be read in conjunction with other relevant school policies:

- Reading Policy
- Communication Policy
- Teaching and Learning policy
- Assessment and Recording Policy

Intent

Our vision, our values and our rights underpin all of our policies and the education we deliver. Article 3 of the United Nations Convention on the Rights of the Child states that: “The best interests of the child must be a top priority in all decisions that affect children”. This policy has been created to keep the children at Delamere School safe and happy.

At Delamere, we believe that writing is a significant life skill that is essential to being able to participate in society. Communication is the foundation for all writing and therefore remains a priority in all sessions. In addition, we aim to support all children to develop the core physical skills required for writing.

All children at Delamere are on a personalised learning pathway which may be less dependent on age and based more on their individual starting point.

As our children all have varying degrees of learning difficulty and additional complex needs such as limited communication skills or autism, we place additional significance on the teaching of vocabulary throughout the curriculum, which in turn will improve the quality of children’s writing.

We believe in being aspirational for all children at Delamere despite the obstacles they face and therefore emphasise rigorous teaching of small steps and additional support interventions for those that need it.

We aim to develop the following in all children;

- An awareness of hands / reaching out / making movements to create a change in a material.
- An awareness that marks convey meaning.
- The development of physical fine motor skills required for writing e.g. hand / eye co-ordination
- A functional communication system
- An interest in words and their meaning

We aim to develop the following in children (as appropriate in line with their cognitive and physical ability);

- A fluent handwriting style.
- An ability to write their name.
- An ability to use writing for a variety of purposes, and to address a range of audiences.
- Opportunities to be creative in their writing.
- Confidence in using writing to convey their thoughts and ideas in a range of subjects.

Implementation

In order to achieve our intent, we will;

- Provide a rich play-based learning environment where children represent their thoughts and feelings in different ways.
- Provide a language rich environment using a range of communication approaches.
- Develop children's imagination and creativity including by providing opportunities for writing / mark-making in a range of role play scenarios.
- Develop a love of books and immerse children in a strong reading culture at school.
- Follow Occupational Therapy recommended strategies for developing fine motor skills as a pre-requisite for writing.
- Provide a range of writing tools and opportunities to work on different surfaces and / or at different levels e.g. chalk board, whiteboard, working on the floor or sitting at a table etc.
- Provide opportunities to make and complete patterns.
- Model writing for a range of different purposes.
- Provide quality phonics teaching (Essential Letters & Sounds) to enable children develop their awareness of the sound to symbol relationship which in turn progresses into writing separate words.
- Use visual support strategies such as colourful semantics to aid pupil understanding of sentence structure.
- Provide quality handwriting teaching (Letter-Join) to develop children's confidence and fluency
- Opportunities to use writing in real life situations such as a shopping list for an educational visit.
- Teach the basic skills of writing – spelling, grammar and punctuation – so that children can then focus on content and creativity in their writing.
- Provide opportunities for pupils to display their writing or show to other adults and peers.

In addition to this we will;

- Identify pupils who require additional support and intervene at an early stage.
- Provide access to a personal electronic notepad or laptop where pupils' reading level is significantly higher than their writing (at least one whole level).
- Where appropriate provide differentiated support including specialist equipment e.g. sloping desk, specialist advice e.g. from the Visual Impairment team,

Impact

Every child should leave Delamere with the writing skills they need to access their next steps in life. We want every child to make at least good progress from their starting points on entry to our school.

Assessment

We use a wide range of formative and summative assessment strategies to monitor children's learning and assess the impact of our approaches.

Teaching and learning linked to Writing is reviewed regularly by the class teacher, the subject leader and members of the Senior Leadership team.

Pupil Progress is rigorously investigated through meetings where every individual child is discussed three times a year.

Children needing additional support are provided with appropriate intervention by trained staff which is monitored regularly for impact.

Evidence for Learning is collated through;

- Bsquared Assessment software
- Evisense
- Workbooks
- Class Floor books
- Intervention reports
- End of Year reports
- Annual review of EHCP
- Personalised Learning Targets

References:

- Bsquared Assesment / Evisense Early Years Assessment software
- Statutory framework for the Early Years Foundation Stage effective from 1st September 2021
- Essential Letters and Sounds (Validated Phonics Scheme)
- Letter-Join (Handwriting Scheme)
- Manchester University NHS Trust - Occupational Therapy service
<https://mft.nhs.uk/community/trafford-services/childrens-occupational-therapy/>
- Development of Writing within Pscals

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