

The Treehouse School

Nature, nurture and nourishment

WRITING POLICY

Rationale

At The Treehouse School we take a holistic approach to the development of children's language and communication skills, providing opportunities for them to hone their speaking, listening, reading and writing skills within meaningful contexts when possible. We know that language and communication skills are essential to everyday life: in preparation for this, we imbue our children with the positive attitudes and core skills they will need to be successful users of the English language. In responding to children's developmental needs, rather than their chronological age, we acknowledge that children learn at different rates and need time to practise and revisit key areas of their learning throughout their learning journey.

Principles

We aim to:

- promote the well-being of all children, developing their confidence and self-esteem, within a stimulating and safe environment in which they are willing to take risks and enjoy learning;
- develop positive attitudes towards the development of language and communication skills, through a range of strategies, including the provision of a broad and balanced curriculum and the recognition of individual and group achievements;
- support and challenge all children, developing their confidence and competence, as they pass through the different stages of their development, until they become proficient users of the English language;
- provide opportunities for children to write for a range of audiences, purposes and contexts, as well as the opportunity to write about subjects and interests of their own choice.

Breadth of Study

Through ongoing evaluation, careful planning and continuous assessment we aim to:

- Provide a curriculum that is relevant, motivating and lends itself to a range of meaningful writing opportunities;
- Respond to the children's needs teaching the knowledge, skills and concepts they need in structured sessions as well as in everyday contexts;
- Identify and exploit opportunities for the children to practise and apply the skills they have learned in a range of contexts, both adult and child initiated.

Planning and Organisation

The approach to the teaching and learning of language and communication skills within the school is based on the following key principles:

- Regular formal sessions, focusing on spelling, handwriting and the teaching of key skills for which, the children are sometimes divided into ability groups. These groups are determined by developmental stage rather than chronological age;
- Opportunities to discuss, practise and refine key skills and concepts during less formal contexts, such as our daily 'Morning Meeting' and 'Choice and Challenge' sessions;

The National Curriculum for English 2014 is used as a reference point in planning to ensure both coverage and progression.

Assessment

A combination of formative and summative assessment is used when making judgements about children's writing. Teachers continually assess children's skills both in and beyond lessons, identifying and responding to areas for development. During their 'Focus Child Week', three times a year, children are levelled using Ferre Laever's criteria; this information is used to track both individual and cohort progress.

This policy is reviewed annually, to enable staff to evaluate its impact and effectiveness.

Reviewed: January 2018

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We use observation and

Language develops through the active engagement of

Given that literacy learning is such a complex task, teachers will use a range of different strategies for different purposes according to the needs of the children.

Teachers are consciously aware of which strategies they are selecting, why, and how these actions will impact on the children's understanding of what counts as literacy.

Focusing on spelling and grammar will indicate correctness is valued above content, whereas focusing on the content

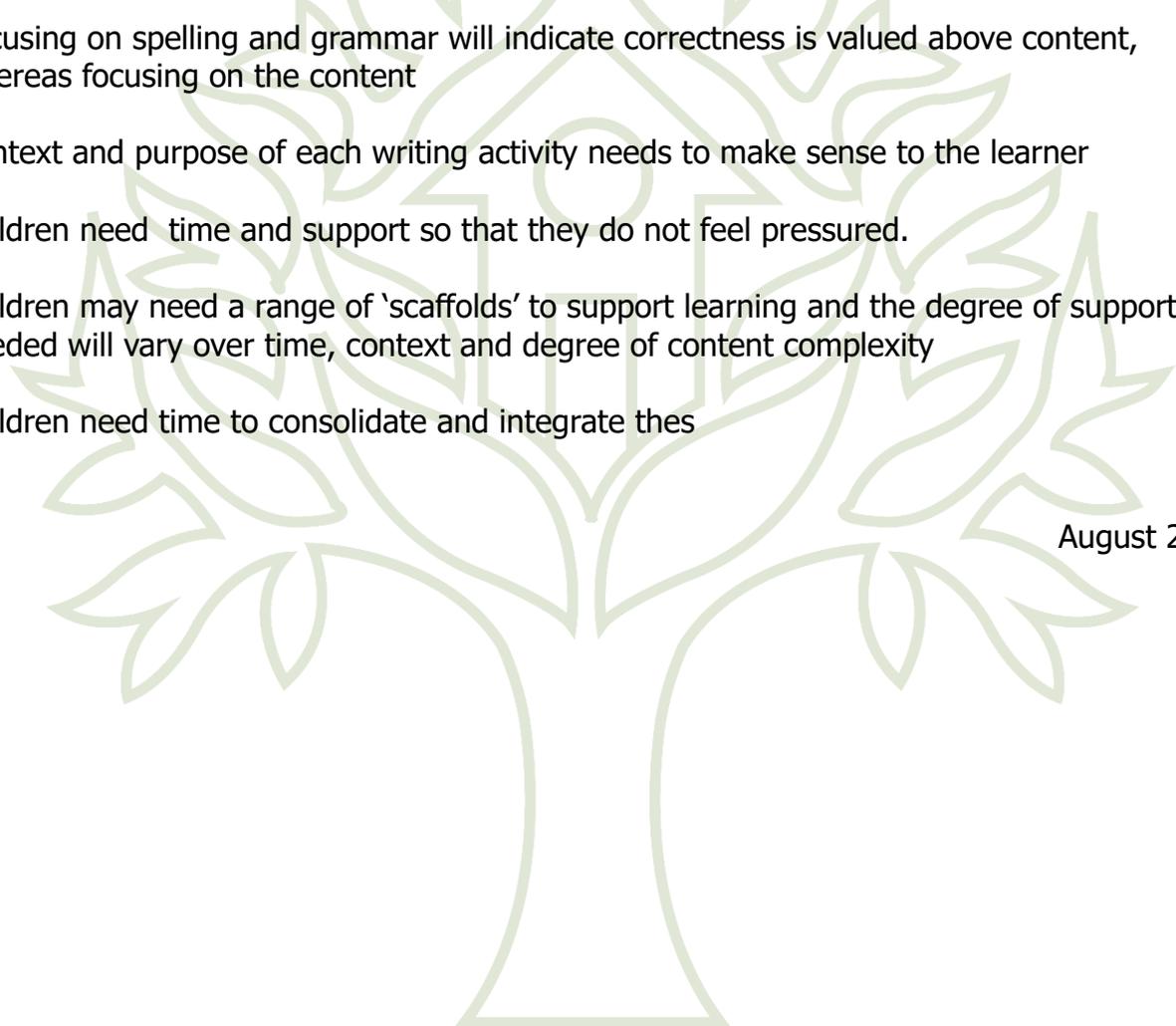
Context and purpose of each writing activity needs to make sense to the learner

Children need time and support so that they do not feel pressured.

Children may need a range of 'scaffolds' to support learning and the degree of support needed will vary over time, context and degree of content complexity

Children need time to consolidate and integrate thes

August 2015



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