

Netherfield Infant School and Nursery

Writing

Aims

- To make writing enjoyable and satisfying
- To develop confident, creative and independent writers
- To encourage individuality - a child's own ideas
- To develop the understanding that writing has different structures for different purposes and develop the ability to use these in their own work
- To develop the use of appropriate vocabulary
- To encourage a thoughtful approach to spelling
- To encourage the use of punctuation
- To enable the children to work in a variety of groupings
- To develop the ability to write for a defined audience
- To develop the children's ability to reflect upon a piece of their own writing and suggest improvements

Objectives

- To provide an environment in which writing of all sorts is valued
- To show and explain different sorts of writing to the children
- To provide children with many opportunities to write independently or with help
- To carry out ongoing assessments of the children's work
- To clearly define our expectations and encourage children's independence
- To teach children a variety of punctuation and different patterns in spelling
- To ask K.S.1 children to learn an appropriate set of spellings weekly
- To provide a variety of starting points for the children's writing, e.g.: artefacts, start of a story, drama, music, life experiences, T.V. etc.
- To use shared writing as a means of developing the children's own writing through demonstrating and modelling good practice
- To provide a variety of formats, e.g.: prose, comic strips, writing to a pattern
- To use a varied vocabulary ourselves and to explain words when we use them for the first time, asking children to explain the meaning of some words that they use
- To give children the opportunity to write for different audiences
- To provide opportunities for oral rehearsal of their work
- To ask children to write individually, in pairs, as part of a small group and as part of a much larger group, e.g.: class/school
- To encourage children to value each other's ideas and work by our own appreciation of the children's work
- To provide a specific time for the children to write at length
- To give children the opportunity to evaluate what they have written
- To provide attractive resources for writing
- To use ICT to enhance writing as often as possible and use the IWB where ever appropriate

Scheme of Work

Independent Writing

- In the early stages, provide children with many opportunities to make marks/write, and value whatever they produce
- Encourage children to group marks and letters as 'words', and be aware of the importance of spaces
- Talk about children's writing with them
- Encourage children to use initial and other known letter sounds in their work
- When reading through work with individual children put in appropriate punctuation together
- Encourage children to find words for themselves (from cards, displays, word books, etc)
- Identify occasional wrongly spelt words from an independent piece of writing and ask children to practice the correct spelling.
Teacher uses _____ to indicate wrong spellings
- With longer pieces of writing children will be asked to read the writing through when it is finished, paying attention to the punctuation
- Children will be asked to consider their use of language, i.e.:- use of and variety of vocabulary
- In KS1 children will sometimes be ability-grouped for independent writing when appropriate

Aided writing

Key words will available in all classrooms for children to use independently

- Whiteboards for 'having a go'
- 'Have a go' books or paper
- Published dictionaries
- Thesauruses
- Writing journals
- Sentence makers

Range of Writing

- Retelling stories
- Poems
- Simple drama
- Imaginative stories
- Observant/descriptive writing
- Diagrams/notes
- Letters
- Explanation
- Instructions
- Lists/labels/notices
- Narrative/factual/diaries

Range of Audience

- Teacher
- Parents - invitations
- Other children of various ages in school
- Other schools - letters and stories
- Letters for a project
- Other adults in our school
- Adults outside our school - e.g.:- Thank-you letters

Glossary

- Oral rehearsal - thinking sentences, saying out loud to partner/group/adult, counting words, writing sentences
- Re-reading - reading written work to check for sense and decide how to develop writing
- Response partners - pairs of children who sometimes work together in lesson, to talk or write with - may be same/mixed ability

Marking

Teacher to mark children's' work using bubble and block. The child's writing target is written on the next page of their literacy book ready for the next time the child writes.

