

Our approach to writing

At Oakley CE Junior School, we believe that teaching children to understand the power of writing is an important part of our job as teachers. We believe that if we equip the children with the correct writing tools, they will be able to use them effectively within a literate world.

Children at Oakley CE Junior School are provided with a stimulating writing environment in which we offer encouragement and good quality modelling of writing. We have clear expectations of writing and to communicate these targets to the children. We have high expectations of the finished writing product and to encourage the children to maintain the same standards at all times.

Developing writing

In order to for our pupils to become effective and successful writers, we aim to teach them to

- ❖ Understand the power of writing and equip them to use it well.
- ❖ Enjoy writing and to be competent, confident and not to hesitate in putting their ideas on paper.
- ❖ Recognise the need to adapt their writing to suit a range of audiences and purposes.
- ❖ Use the most appropriate form of writing for a given task.
- ❖ Use spelling and grammar accurately and with confidence.
- ❖ A fluent and legible handwriting style in which to write.

Writing Routines at Oakley CE Junior School

As part of a Literacy unit in any Year group, there will be opportunities for Shared, Independent and Guided Writing.

At Oakley CE Junior School, we firmly believe that children are inspired to write by firstly engaging in good quality texts which act as a model for what the children will be asked to write later in the unit.

Therefore, the first part of a unit tends to be devoted to Shared Reading activities where appropriate.

The second half of the unit is often devoted to Writing activities.

Shared Writing. We use shared writing to model, explore and discuss the choices writers make at the point of writing. It is also invaluable for making links between reading and writing by investigating how an author has used language to achieve a particular effect. During Shared Writing we also scaffold aspects of writing-e.g.-spelling and concentrate children's attention on how to tackle more difficult words.

Independent Writing. It is our aim to make the flow from Shared Writing to Independent Writing as smooth as possible. By engaging in Shared Writing first, every child is 'warmed up' and is ready to work. Independent writing tasks take many forms but all flow from Shared Writing and take the child on to the next step of becoming an independent writer. In the 'independent' part of the lesson, children will also have opportunities to work in pairs and groups on the writing process. We believe this is an important way of sharing ideas and improving the quality of what the children produce.

Guided Writing We devote lots of time to Guided Writing. Guided Writing mainly covers the following teaching points:

- ❖ To support children in planning and drafting their own work.
- ❖ To revise and edit work in progress.
- ❖ To provide differentiated support for particular groups.