



WHOLE SCHOOL

The importance of engagement and enjoyment is explicit within the **whole-school writing policy**. The importance of an **engaging, purposeful and experiential writing curriculum** is evidenced in policy and its rationale communicated to all stakeholders.

Pupils' writing, both formal and informal, is **displayed and celebrated publicly**, for example on notice boards and pupil-voice boards, and in school council notes. A range of writing from across the curriculum (fiction and non-fiction) is displayed and school and class assemblies are used to celebrate.

Pupils have regular opportunities to write for a **real purpose and audience** within the school community, for example contributing to school communications, emails, website content, signage, school council messages, governor enquiries, events advertising and invitation, and questionnaires.

Pupils have **opportunities to produce publications** for the local community, for example a local history guide, information leaflets for local charities, businesses and groups and book recommendations for the local library.

All stakeholders within the school and wider community are encouraged to **model and discuss their daily writing habits**, from kitchen staff to parents and governors – both personal and work-related writing.

Parents are encouraged to participate in writing events and competitions alongside pupils. Parents have opportunities to attend **after-school writing clubs and workshops**.

Research and knowledge of **barriers to writing for specific groups** of pupils (e.g. boys) are used to explore and identify priorities for targeted focus and whole-school improvement.

Pupils are encouraged to explore writing in a **range of different spaces** across the whole school; outdoor writing areas, interactive word walls, graffiti walls, poetry corners, library zones.

A regular **school newspaper, radio station or blog is established** and run by the pupils to encourage writing for purpose in a real context and improve whole-school communication.

All stakeholders have awareness and **knowledge of the impact of enjoyment** on pupils' writing attitudes and attainment.

Research on the importance of writing enjoyment is **disseminated** and explored through staff development and governor/parental updates.

Regular visits from authors are organised to motivate pupils and to provide a focus for events to explore and celebrate writing for all stakeholders.

STAFF

Teachers as writers: **teachers model and discuss** their own writing habits and attitudes. Teachers share successes and preferences in writing styles and model use of writing journals.

The **classroom environment and working walls** demonstrate and celebrate all forms of writing; formal, informal, multi-modal and digital.

Teachers keep up to date with **national and local writing competitions** and integrate these opportunities for motivating young writers into the curriculum.

The school hosts a **writers group for staff** and achievements are shared with other staff and pupils.

Teachers have a commitment to ensuring all pupils see themselves as writers, despite their level of competency in terms of transcription, and demonstrate enthusiasm for the creative process of the communication of ideas – the heart of the writing process.

PUPILS

Pupils host their own **writing groups** both in and out of school, in person or via a virtual forum.

Surveys and reflection activities are used to explore pupils' attitudes and writing behaviours.

Pupils are **encouraged to write for personal pleasure** in a range of different forms; writing journals, diaries, online blogs.

Pupils have **opportunities via the internet to correspond** with pupils in other school communities, both nationally and internationally; sharing poems, stories, information, etc.

Pupils share and **encourage younger pupils** in their writing journeys and preferences to inspire writing for pleasure.

Pupils **design and create their own writing spaces** throughout the school environment.

