



Writing Policy

To be reviewed 3 yearly

Chair of Governors, Jane Jones

Signed

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

East Preston Infant School English Policy

Contents:

1. Intent
2. The Curriculum
3. Planning and Practice

East Preston Infant School is a Rights Respecting School. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

In this Policy we specifically recognise the following articles from the UN convention on the Rights of the Child:



Article 28 – Every child has the right to an education. Discipline in schools must respect children's dignity.

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

1. Intent

We believe that Writing is an important part of a child's development and transition into adulthood. We aim for the children to become confident writers who can clearly communicate effectively in a range of genres.

Our aims are to encourage children to:

- Foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form.
- Be able to write in a variety of styles and forms, showing awareness of audience and purpose.
- Develop powers of imagination, inventiveness and critical awareness in all areas of English.
- Use grammar and punctuation accurately.
- Understand spelling conventions.
- Produce effective, well presented written work on paper and on screen.

2. The Curriculum

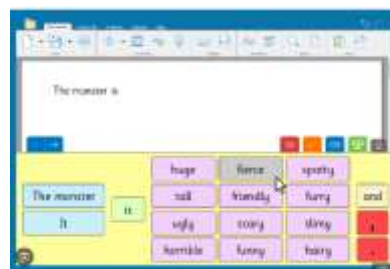
In **writing** children have opportunities to:

- Learn to write for a variety of purposes, for a range of audiences, use ambitious vocabulary and in a range of forms.

- Develop their understanding of how writing is essential to thinking and learning.
- Learn to regard writing as enjoyable, creative and rewarding.

3. Planning and Practice

- The National Curriculum for English forms the basis of teaching and learning in KS1.
- Reception Year Teachers use the Early Years Foundation Stage and guidance from Development Matters in Prime Areas of Listening, Attention and Understanding and Speaking in Communication and Language and the Specific Areas of Writing in Literacy.
- Teachers plan together in order to learn from each other and benefit from individual strengths, experience and expertise.
- Children's understanding of English, communication and language is enhanced through making links to other areas of learning and to wider issues of interest and importance.
- Cross curricular links are made wherever possible to consolidate the learning of skills.
- Computing is used where it enhances, extends and complements literacy teaching and learning.
- Pro-formas for medium term and weekly planning for English are used, copies of which are in the Staff Shared Folder on the School Network.

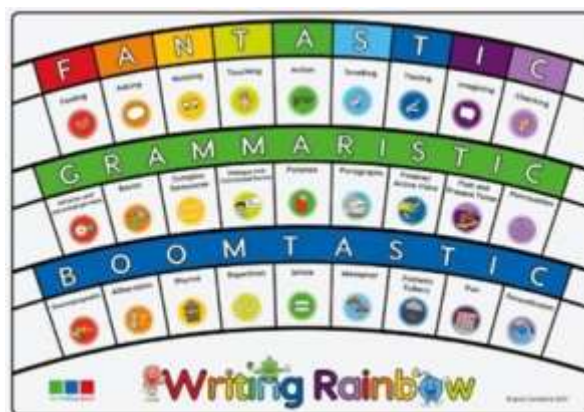


Teaching Writing

All attempts at writing are valued and we believe that ***all*** children have the potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process.

The school has adopted 'The Write Stuff' scheme to support the teaching and learning of writing. This comprehensive scheme covers a wide range of literary types and provides opportunities for the children to have 'Experience Days' during each unit so as to stimulate children's engagement, knowledge and exposure to topics that are to be written about.

Alongside these 'Experience Days/Meaningful Moments' are the 'Sentence Stacking' lessons where children are supported through the process of becoming a successful and independent writer. During the 'Initiate' phase of the lesson children are encouraged to play with language during 'Chotting' time; experimenting and selecting suitable words that could be used for a focus sentence whilst also being introduced to new vocabulary. The children are given teacher-led instruction of what a high-quality 'modelled' sentence would look like and are then given the opportunity to create their own sentence(s). Children are supported in scaffolding their sentences through the 'Writing Rainbow' which comprises coloured 'Lenses'. These lenses focus the learning objective for the writing that day. For example, if the objective is to write a sentence including a verb then the visual lens of 'Action' would be displayed and discussed.



The children's writing can be then extended by 'Deepening the Moment' where they can demonstrate their understanding and skills by writing further sentences.

At the end of each half term the children complete an 'assessed' piece of independent writing which, to showcase the different skills they have learnt. This independent writing is chunked into short sessions over different sessions. Each chunk is completed on a different coloured piece of paper e.g. plot point 1 on yellow, plot point 2 on blue etc.

Spelling and Grammar

Children follow the 'Monster Phonics' programme which provides targeted spelling opportunities throughout the scheme. They begin by spelling simple CVC, CCVC and CVCC words alongside the 'tricky words' for the particular stage of the programme. The children are encouraged to use 'phoneme fingers' to help them find all the sounds in a word. They then move on to more complex spellings using digraphs and trigraphs.



In Year 1 part of the phonics homework is to read and spell the Year 1 common exception words. In Year 2 children take home key words to practice and spell then a spelling check test is conducted at the end of the week.

Children are also exposed to 'Tier 2 Words' throughout their EYFS and KS1 journey. These words have been identified as key words that appear in different contexts and can support the children's comprehension of a text. These therefore strongly influence a child's ability to converse, read and understand. The 'Tier 2' words are selected and planned for according each year group topic and curriculum structure.

In Year 2 the children learn about different grammatical rules, punctuation and spelling. During their time in Reception and Year 1 they will have come across some of the specific vocabulary that is expanded on and taught in greater depth throughout Year 2. The children also learn different spelling rules and patterns, as well as understanding how to use a variety of different punctuation for different types of sentences.

Handwriting

In Reception children are introduced to letter formation as the sounds are introduced as part of the Phonics programme. Children are encouraged to develop their fine motor skills in preparation for writing through a variety of activities including, dough disco, sewing etc. The letter formation used in Reception is included in Appendix 1.

In Year 1 children are introduced to pre cursive script using the Letter Join program and in Year 2 this is developed upon by encouraging all children to write in joined up handwriting.

