

Elmwood Infant and Nursery School

Writing Policy



Article 12 'Every child has the right to be heard and listened to'

Article 28 'Every child has the right to an education'

Article 29 'Education must develop every child's personality, talents and abilities to the full.'



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Date Policy agreed: May 2020

Date of next review: Spring 2023

Introduction

At Elmwood Infant School, we firmly believe that Literacy is a significant life skill and that the development of strong learning foundations will enable our children to listen, speak, read and write confidently throughout their school career and on into adult life. We believe that it is important to foster an enthusiasm for, and an appreciation of, the different strands of English (Reading, Writing and Spoken Language) in a broad, cross-curricular and real-life sense at all stages throughout the school. At Elmwood, we believe it is important to value children's home languages, as children with a strong foundation in their first language acquire additional languages more successfully and have greater academic success. The Intent and Impact statements included in this policy are our English statements and writing is included in this.

English Intent Statement

Our aim is to provide an English Curriculum that fosters children's love of reading, writing and discussion. Our intention is to provide an exciting, relevant, culturally diverse and inclusive English Curriculum that develops a strong learning foundation for all children to acquire the knowledge and skills to read, write and speak with confidence, fluency and understanding. We strive to provide opportunities for all our children to develop as independent learners, self-evaluate and make connections. We promote and develop literacy skills and vocabulary through all the other areas of the curriculum. We encourage our children to be the best that they can be in order to have a love of literacy.

Aims and Objectives

- ❖ To provide children an environment which is safe and secure and which provides encouragement for the development of writing
- ❖ To provide regular opportunities for pupils to write for a range of purposes and audiences
- ❖ To provide children with the opportunity to write independently with confidence, fluency and understanding
- ❖ To support children to be independent writers and spellers using their phonic knowledge
- ❖ To promote a positive and enthusiastic attitude towards writing
- ❖ To develop writers who can re-read, edit and improve their own writing
- ❖ To create an interest in words and their meanings in order to broaden vocabulary

- ❖ To ensure that there is equality of access and opportunity for all children to develop their writing skills
- ❖ To support children who become writers with a legible, fluent handwriting style
- ❖ To prepare pupils for the next stages of their education

Role of the Subject Leader

- ❖ To have an impact on raising standards of attainment for Literacy across the whole school.
- ❖ Ensure the effective implementation of the Statutory National Curriculum for English and the Statutory Framework for Early Years Foundation Stage
- ❖ To ensure, together with the Head Teacher and Senior Leadership Team, a rigorous and effective programme of lesson observations and monitoring.
- ❖ To ensure a regular and effective programme of analysis of children's work sample monitoring is in place.
- ❖ To ensure a regular and effective programme of analysis of short term planning is in place.
- ❖ To effectively manage any funding designated to English.
- ❖ To monitor whole school and individual needs and to be able to assess individual professional development opportunities and needs.
- ❖ To provide training for teachers and support staff.
- ❖ To maintain the availability of high quality texts and resources.
- ❖ To maintain an overview of current trends and developments within the subject.

Teaching and Learning of Writing (Implementation)

The National Curriculum divides writing skills into 4 areas:

- Transcription
- Composition
- Vocabulary, grammar and punctuation
- Handwriting

The school believes that its teachers must work together to plan, deliver and moderate the teaching of writing in order to ensure that expectations are high and that children are able to achieve the best of their ability. We use a variety of teaching and learning styles in our daily English lessons in order to meet the needs of all our pupils. These include demonstration, modelling, explanation, questioning, discussion, conferencing and feedback. In the Early Years, opportunities for writing are developed through focussed activities with an adult, play context, including small world, role-play and construction. At Key Stage 1, the teaching of writing is developed through the week, where the teacher focuses on developing the use of vocabulary, phonic knowledge, conjunctions, sentence openers, grammar, punctuation and spelling. This culminates at the end of the week with a piece of 'Big Writing'.

Children have the opportunity to experience a wide variety of texts, and to support their work with a variety of resources such as word banks, dictionaries and thesauruses. We encourage children to use and apply their learning in other areas of the curriculum.

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children. They are encouraged and supported to choose their own level

of challenge within their learning – Hot, Boiling Hot and On Fire. Staff have high expectations that all children can achieve their full potential. Support staff work in class, supporting all ability groups, specific individuals or groups of children.

In the Foundation Stage, Communication and Language and Literacy development is incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play and small world opportunities are used to develop language, vocabulary and imagination. A language rich environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves.

Handwriting

The Penpals Handwriting scheme is used to teach letter formation and then joined handwriting in school. Penpals offers clear progress from the Foundation Stage to Year 2. Children in the Nursery are provided with activities to develop their gross and fine motor skills. The children in Reception are taught how to form the individual letters alongside practical activities to develop their fine motor skills. In Key Stage 1, children have a weekly handwriting lesson to continue learning their formation of individual letters, capital letters and numbers and learn the joins. Handwriting is also modelled daily during shared and guided writing. Handwriting homework is given to children in Years 1 and 2. (See Handwriting Policy)

Curriculum Planning

The English Curriculum at Elmwood is planned for and delivered using the Early Years Foundation Stage Curriculum and the National Curriculum (2014). Pupil provision is related to attainment rather than age.

We carry out curriculum planning in three phases (long, medium and short term). The National Curriculum details what we teach in the long term. Our medium term plans ensure there is an appropriate balance and distribution of work and genre across each term.

Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific objectives for the week's lessons and gives details of how the lessons are to be taught. Planning also includes details of each challenge: Hot, Boiling Hot, On Fire and a deeper thinking challenge - Lava.

The English Subject Leader and other members of the Senior Leadership Team are responsible for monitoring planning, Writing journals, (EYFS) literacy books, 'Big Writing' files (KS1) and outcomes.

Use of IT

Opportunities to use computing will be planned for and used to support the teaching and learning of writing if it is appropriate and will enhance the learning. The use of IT enables children to use and apply their developing skills in English in a variety of ways.

The interactive white board is used daily to model writing and allows children to interact and engage with the writing process.

Contributions of Writing to teaching in other curriculum areas

The skills that children develop in Writing are linked to, and applied, in every subject of our curriculum. We encourage children to learn about other cultures through planned learning experiences. Links with children's spiritual, moral, social and cultural development are actively promoted throughout the school. Rights Respecting values and articles and our super skills are also integral to the teaching and learning of Writing and all areas of the curriculum.

Writing and Inclusion

At Elmwood, we teach Writing to all children, whatever their ability. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning English as an additional language, as well as providing appropriate, challenging planned work for those children who are Gifted, Able and Talented.

Assessment and Recording

Teachers make daily assessments, which are used to inform their short term planning. These are closely matched to the teaching objectives and will often be made from day to day observations. We believe written or verbal feedback is pivotal in helping guide children's progress and helping them to understand their next steps in learning. (See the Marking and Feedback Policy)

In EYFS and KS1, the teachers assess children's work in writing every term. Their progress is recorded and tracked on 'O'Track'. In the Foundation Stage, children's progress is also recorded on 2simple and included in each child's writing journal.

KS1 class teachers also record children's progress on writing assessment sheets created by the school. We carry out end of year teacher assessments at the end of the summer term and use them to assess progress against school, local authority and national targets.

We carry out whole school moderation of writing several times a year. Teaching staff from all year groups attend external moderation of writing with local schools. In addition to this, Year 2 teachers attend the Local Authority moderation of writing meetings during the year.

Resources

The school is well resourced with a range of resources to support the teaching of English across the school. We believe in providing a vocabulary rich environment, which supports our children across all areas of the curriculum. All classrooms have dictionaries, thesauruses, and a range of other support materials. Each classroom has a reading corner with access to a range of fiction, poetry and non-fiction texts.

Parents and Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what their children are learning by:

- ❖ Sending weekly information on seesaw to explain what the children will be learning the following week.
- ❖ Sending home half-termly curriculum letters to parents, with areas of focus for that half term.

- ❖ Holding workshops to develop parents' knowledge of how to support their child with writing.
- ❖ Holding termly 'book looks'. An opportunity for Parents and Carers to look at their children's English work and 'Big Writing' folder (KS1).
- ❖ Holding parents' evenings to discuss children's progress.
- ❖ Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning.

Monitoring and Review

Monitoring of the standards of the children's work and of the quality of teaching in English is the role of the English Subject Leader alongside the Senior Leadership Team and Year Group Leaders. We are aware of the need to regularly review our policies to take account of the new initiatives, changes in curriculum or developments in technology.

Impact Statement

We strive to ensure that our children's attainment will be at least in line with national expectations or they will make at least good progress from their starting point in Nursery or Reception and that some of our children will attain Greater Depth in Reading and Writing by the end of Year 2. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond Elmwood Infant School.

The impact of our curriculum will inspire children to write and to use the features of different genres and styles that are age appropriate by the end of KS1. Children will be proud of their writing and form their letters in a clear, legible way and will join some letters by the end of Year 2. They will be able to write for different purposes and audiences and enjoy using the adventurous vocabulary choices they have learnt. Pupils will respond to feedback and see it as a positive way to improve their work and will be aware of and use classroom resources independently to support their learning. They will remember their learning, transfer skills they have learnt and make connections with other areas of the curriculum.