

Recreation Road Infant School Writing Policy

"English is the language of the future, the language of the computer. English is the most important tool you'll ever need, no matter what career you choose. You have the right to English. Make it your right!"
Benjamin Zephaniah, poet

School Aims and Values

- ❖ To provide a safe and nurturing learning environment for all
- ❖ To develop lively and enquiring minds through an enquiry-based curriculum
- ❖ To develop learning opportunities beyond the classroom
- ❖ To develop healthy and positive attitudes to learning and living
- ❖ To promote positive parent-partnership
- ❖ To enable pupil-voice and participation
- ❖ To enable pupils to benefit from professionally developing staff

We ensure that the National Curriculum Legal requirements are covered for both Foundation Stage Curriculum and Key Stage One.

In Reception, pupils build on their early experiences: differentiating between pictures and print, the connections between speech and print and the symbolic nature of writing; the sounds and names of letters and how to write them.

During Key Stage One pupils come to gain confidence in writing and start to see the purpose of it. They learn to communicate information, ideas and emotions through a range of narrative and non-narrative styles.

We aim for pupils:

- To perceive themselves as writers and writing as a natural tool for expression
- To develop key skills such as spelling, punctuation and grammar
- To encounter relevant and meaningful contexts for writing
- To be able to express themselves creatively and imaginatively through writing
- To be able to understand the purpose of writing and respond to audience
- To enjoy writing across other areas of the curriculum
- To have regular opportunities for writing, structured and pupil-initiated learning
- To be able to evaluate and improve on their writing through discussion with others (Assessment for Learning)

How Do We Achieve These?

By providing rich language environments through focusing on speaking and listening: sharing a wide range of literature for children, providing opportunities for pre-writing skills to develop, vocabulary development and a variety of curriculum stimulus

By creating opportunities and deepening the levels of engagement: through the use of drama and Mantle of the Expert, British Film Institute Resources, use of Writing Sketch-books, writing for purpose, for different audiences, within role-play areas and free access to writing tools

By teaching skills: including new technologies; using Letters and Sounds across all Year groups, spelling patterns, grammatical structures, working in line with Primary Framework Strands, using Espresso English and Textease CT software, developing fine-motor skills and presentation skills

By using assessment for learning: understanding success criteria, seeing idea-development through drafting and editing, focussing on achievements and improvements, pupil's targets and adult's targets.

Inclusion

Pupil's progress is monitored half termly. Intervention is undertaken where necessary with support provided within the classroom. Pupils may encounter difficulties at any time of their school career and we use a range of programmes to support specific issues such as developing fine-motor skills. Where pupils have been identified as gifted and talented we aim to extend the opportunities they have for purposeful writing and extending experiences of literature.

Pupils with English as an Additional Language will receive a highly visual curriculum to complement the language based one. Software and dual texts books are used to engage the pupil and families. Adult acting as scribe supports pupils from the spoken to the written text

Monitoring:

The implementation of this policy is monitored by the Headteacher and Subject Leader. Subject monitoring reports are shared with the Full Governing Body as part of on-going School Self-Review.

Signed.....Chair of Governors
Date.....

Signed.....Headteacher
Date.....

Policy to be reviewed as part of three year review cycle.