



Streetsbrook Infant & Early Years Academy



Policy for Writing

Streetsbrook Infant and Early Years Academy

'Learning for Life'

At Streetsbrook, we strive to provide an equal chance for all to become responsible citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Our values are:

Desire to Learn

To enjoy the lifelong process and challenge of learning; alone and with others

Love and Respect

To have respect for ourselves, others and the environment, recognising and celebrating individual lifestyles, cultures and faiths

Happiness

Developing successful relationships where individuals can build and follow their dreams

Confidence

Having the self-belief to embrace and follow your own choices.

Being a Good Citizen

Making a positive contribution to communities on a local and global scale

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INTENT

Subject Statement

At Streetsbrook, we believe that every child matters and every child matters equally. We aim for all our children, including those with SEND, to have fun, to develop positive relationships, achieve good outcomes and be prepared for their next steps in learning. We achieve this by ensuring our provision is well planned and delivered by highly skilled staff in partnership with parents and external professionals who are all committed to putting the children's needs at the heart of everything they do.

Our broad and balanced curriculum celebrates the diverse nature of our society and encourages adherence with the fundamental British values. We do not tolerate discrimination of any kind. Through quality first teaching practices we support, guide and inspire our children educationally and promote their spiritual, moral, social, cultural, mental and physical development.

Aims

At Streetsbrook we recognise that language is essential for social, personal and emotional progress and a prerequisite for educational success. We aim to ensure children acquire the knowledge and skills required to become articulate, imaginative communicators in the spoken and written word. At Streetsbrook we believe that all teachers have a responsibility to develop children's competence in speaking and listening, reading and writing, to ensure children have full access to the curriculum and to prepare them for adult life.

Our curriculum leader for Writing is Mrs Elspeth Miller.

Cultural Capital

Proficiency in reading, writing and spoken language is vital for children's success. Through our curriculum we maximise opportunities for children to learn about society and the world around them and offer enrichment opportunities that are accessible to all. We foster curiosity and encourage children to engage in the world around them, including making the most of the diversity and experiences of literature and within our school community.

Embedding Ambition

We believe that all children can learn to read and write, regardless of their background, needs and abilities, and we are determined to make this happen. We promote a culture of reading for pleasure, ensuring that the desire to read is at the core of our curriculum and believe this gives the best springboard for promoting writing. We monitor and evaluate our provision regularly and make sure all children are making sufficient progress, including those who need the most support. We have a team of expert teachers who know and understand the processes that underpin learning to read and write, and draw on expert practice and training to achieve this. We make sure all children have access to engaging texts and involve families in supporting their children.

IMPLEMENTATION

Learning Environment and Resources

The staff at Streetsbrook provide safe, secure and stimulating environments that allow learning to flourish. We ensure we have access to high quality resources that fully support teaching and learning for all children. This includes all resources required to implement each of our Little Wandle programmes effectively and the provision of reading resources which engage, inspire and promote equality, diversity and inclusion.

Curriculum

We base our curriculum on the DfE's statutory Early Years Foundation Stage Framework and the National Curriculum for English. This is supported by Little Wandle Letters and Sounds Revised and Literacy Shed, Book Based Writing Units.

How is the curriculum taught?

EYFS

In EYFS our curriculum is built around the seven areas of learning and development outlined in the 'Early years foundation stage statutory framework'.

1. Communication and language: listening, attention and understanding; and speaking
2. Personal, social and emotional development: self-regulation, managing self, and building relationships
3. Physical development: gross motor skills and fine motor skills
4. Literacy: comprehension, word reading, and writing
5. Mathematics: number and numerical patterns
6. Understanding the world: past and present; people, culture and communities; and the natural world
7. Expressive arts and design: creating with materials; and being imaginative and expressive

Our curriculum provides activities and experiences which enable children to establish links between the different areas of learning and to develop their writing skills. Children are supported to meet the expected level of development for writing (Early Learning Goal) before Year 1, namely that they are able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

At Streetsbrook we are acutely aware of the link between spoken language and the development of reading and writing. To this end we provide language rich environments and ensure ample opportunities to hear, retell, dramatise and create stories within our provision, to build strong literary foundations and allow children to develop their composition skills orally at a level that exceeds their emerging reading and writing ability.

KS1

All children in KS1 are taught writing in line with the requirements of the English national curriculum. English is taught daily, our writing curriculum comprises lessons and activities relating to the following areas:

- Transcription: spelling and handwriting
- Composition
- Vocabulary, grammar and punctuation

Children also encounter writing opportunities across a range of curriculum areas.

Year 1 Transcription: Spelling

Building on their EYFS learning, children will continue to learn grapheme phoneme correspondence (GPC) and revise and consolidate those already learnt. Embedding the understanding that the letters on the page represent the sounds in spoken words will underpin their reading and spelling of all words.

The teaching of spelling in Year 1 is based on the delivery of daily phonics lessons. Children will be taught in line with the statutory requirements of the KS1 English national curriculum. For spelling, this means all children will be taught to:

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell the days of the week.
- Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes:
 - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
 - Using the prefix un-.
 - Using -ing, -ed, -er and -est where no change is needed in the spelling of root words.
- Apply simple spelling rules and guidance.

- Write from memory simple sentences dictated by the teacher, including words using the GPCs and common exception words already taught.
- Understand and apply the further statutory requirements as outlined in 'English Appendix 1: Spelling' of the 'National curriculum in England: English programmes of study'.

Transcription: Handwriting (see separate section below)

Composition

Children will be taught to:

- Write sentences by:
 - Saying out loud what they are going to write about.
 - Composing a sentence orally before writing it.
 - Sequencing sentences to form short narratives.
 - Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other children.
- Read their writing aloud, clearly enough to be heard by their peers and the teacher.

Vocabulary, grammar and punctuation

Children will be taught to:

- Develop their understanding of the concepts set out in 'English Appendix 2', as outlined within the English programmes of study: key stages 1 by:
 - Leaving spaces between words.
 - Joining words and clauses using 'and'.
 - Beginning to punctuate sentences using a capital letter and either a full stop, question mark or exclamation mark.
 - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
 - Learning the grammar for Year 1 in English Appendix 2
 - Using the grammatical terminology in 'English Appendix 2' in discussing their writing

Year 2

Transcription: Spelling

Children will be taught in line with the statutory requirements of the KS1 English national curriculum. Spelling is taught daily using the Little Wandle Spelling programme. Children will be taught to:

- Spell by:
 - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
 - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
 - Learning to spell common exception words.
 - Learning to spell more words with contracted forms.
 - Learning the possessive apostrophe (singular), e.g. 'the girl's book'. - Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.
- Apply spelling rules and guidance, as outlined in 'English Appendix 1: Spelling'.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Transcription: Handwriting (see separate section below)

Composition

Children will be taught to:

- Develop positive attitudes and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional). – Writing about real events.
- Writing poetry.
- Writing for different purposes.
- Consider what they are going to write before beginning by:
 - Planning or saying out loud what they are going to write about.
 - Writing down ideas and/or key words, including new vocabulary.
 - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:
 - Evaluating their writing with the teacher and other children.
 - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
 - Proof-reading to check for errors in spelling, grammar and punctuation.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Strong links between a child's writing development and their exposure to quality texts are clear. At Streetsbrook we look to maximise access to quality literature through our curriculum and by providing freely available texts for children to share at home. Our strong ethos of developing and sustaining Reading for Pleasure across the school supports this further.

Vocabulary, grammar and punctuation

Children will be taught to:

- Develop their understanding of the concepts set out in 'English Appendix 2' by learning how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists, and apostrophes for contracted forms and the possessive (singular).
- Learn how to use:
 - Sentences with different forms: statements, questions, exclamations and commands.
 - Expanded noun phrases to describe and specify.
 - The present and past tenses correctly and consistently, including the progressive form.
 - Subordination and coordination.
 - The grammar outlined for Year 2 pupils in 'English Appendix 2'. – Some features of written Standard English.
- Use and understand the grammatical terminology in 'English Appendix 2'

Handwriting

At Streetsbrook we take a whole school approach to handwriting. We teach a simple print style, as used by Little Wandle Letters and Sounds Revised. The formal teaching of handwriting is carried out regularly and systematically to ensure children develop an efficient, legible handwriting style, as outlined below.

EYFS

Letter formation is taught alongside phonic development during daily phonic sessions. Little Wandle handwriting formation phrases and mnemonics are used to model and support correct letter formation. Our early years practitioners focus on developing fine motor skills as well as letter learning to familiarise letter shapes, formation and vocabulary.

KS1

Teachers continue to link children's handwriting to their phonic development as they learn to write new GPCs

Year 1: A formal handwriting lesson is taught at least weekly; children are taught to: □

Sit correctly at a table, holding a pencil comfortably and correctly.

- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters and digits 0-9.

Year 2: A weekly formal handwriting lesson continues to consolidate correct formation, orientation and sizing. From the Spring term children are introduced to some of the diagonal and horizontal strokes needed to join letters. Children are taught to:

- Form lower-case letters of the correct size and relevance to one another.
- Use spacing between words that reflects the size of letters.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Vocabulary Development A child's vocabulary knowledge can have a big impact on their reading and writing development and later educational success. We aim to help children develop a wide vocabulary through a variety of means, including the following:

- Providing a language rich environment
- Clarifying and modelling new vocabulary
- Practising using the correct vocabulary orally
- Reading a variety of texts to explore new vocabulary
- Dedicating lessons to word patterns and choices
- Creating displays of key words linked to specific topics and subjects
- The use of high quality resources to support learning
- Providing spelling lists and key words for children to take home and practise
- Encouraging the use of dictionaries and thesauruses
- Providing feedback on written work
- Providing targeted small group work and one-to-one support, where required

Planning

The DfE's statutory EYFS framework and statutory national curriculum, programmes of study are used as the starting point for lesson planning. Little Wandle, Letters and Sounds Revised programmes support many of the transcription aspects of writing, including phonics spelling and early handwriting. Writing medium term plans, linked to key texts, outline opportunities for the development of writing skills through carefully structured composition opportunities. Weekly lesson plans balance transcription and composition activities to ensure writing lessons meet the needs of each cohort and those of individuals. In addition, our progression document for Writing ensures curriculum coverage and progression across the school.

Parental Engagement

At Streetsbrook we believe working in partnership with parents is invaluable. We provide supporting resources for writing, including handwriting, via our website and organise parent and child writing workshops to engage and inform our families. We provide spelling lists and key words for children to take home and practise. Additionally, we utilise Little Wandle Letters and Sounds Revised parents' resources to support our families and share information, including ensuring they are well informed about the benefits of sharing books and how children are taught to blend and segment words as early readers and writers.

Inclusion

We utilise the principles of Adaptive Teaching, as outlined in our Curriculum Policy, to ensure teaching and learning meets the needs of all children. Where required, children with SEND are supported to access the Writing curriculum. In line with individual learning plans, interventions or additional teaching opportunities may be required to ensure they are able to access the curriculum in a way that is appropriate to them.

We utilise Little Wandle resources, planning and guidance for SEND children who need the graduated approach to Phonics and Early Reading and Writing

Health and Safety

Health and safety is maintained to a high standard at Streetsbrook to ensure children and staff are protected from harm whenever possible. This includes both their physical and mental health, ensuring we comply with the

Health and Safety at Work Act 1974. As necessary, risk assessments will be conducted to ensure that all potential risks and harms have been identified and that staff understand how to respond should an unexpected risk occur.

Remote Learning

In the case of remote learning being necessary we will provide learning opportunities through a combination of live on line lessons and by facilitating access to lesson content and resources to support independent home learning.

IMPACT

Feedback, Marking and Assessment

Whenever possible staff provide children with 'live feedback' to allow for interaction and dialogue. Age appropriate written feedback is also provided in line with our Assessment and Marking policy. Assessment is used to monitor progress and to promptly identify any child in need of additional support.

Assessment for learning is used:

- to identify children in need of support

Summative assessment is used:

- to monitor attainment and progress
- to identify attainment gaps between different groups of children
- to identify where additional support for teachers may be required

Statutory assessment

The statutory Reception Baseline Assessment (RBA) is completed within the first six weeks of starting in Reception. It is an age appropriate assessment of mathematics and literacy, communication and language. Year 1 children complete the statutory Phonic Screening Check (PSC) each June. Children who do not meet the nationally set threshold score for this assessment in Year 1 retake the assessment the following year. In the summer term, although now no longer statutory, staff in Year 2 make discretionally use of End of Key Stage 1, Standard Attainment Tests (SATs) to support and inform their Teacher Assessment judgments.

Pupil Voice

The views of children on our Writing provision are gathered at least annually through small group discussion sessions involving the Subject Leader and KS1 representatives on our Curriculum Focus groups.

Governors

We work in partnership with Governors to ensure our curriculum is inclusive and accessible and fulfils the requirements of the EYFS statutory framework and the English national curriculum. Governors monitor statutory assessment arrangements and receive regular updates on progress and attainment in Writing, as part of termly Governor' meetings.

Monitoring and review

Our Writing curriculum is monitored and reviewed regularly to ensure its on-going effectiveness. This is done in several ways including:

- Monitoring and moderation
- Learning walks
- Lesson observations
- Work scrutinies
- Displays scrutinies
- Pupil progress reviews
- Pupil voice
- Staff voice
- Attainment tracking and data analysis
- Through staff CPD opportunities

- Planning scrutinies
- Curriculum progression scrutinies

Policy Review

All members of staff are required to familiarise themselves with this policy as part of their induction programme. The Subject Leader will review this policy every three years and will make any changes necessary, in consultation with all stakeholders.

The next scheduled review date is September 2027

This policy was ratified by Governors on 8 July 2024

Signed:.......... Chair of Governors

Signed:..... Headteacher