|  |
| --- |
| Polesden Lacey Infant SchoolPolesden Lacey Infant School  Writing Policy |

Intent

At Polesden Lacey Infant School we believe that our English curriculum will develop the children’s love of reading, writing, confidence and the ability to articulate clearly and express their opinion. Our curriculum will create an appreciation of literature by providing them with opportunities to read and listen to a wide range of stories, poems and other genres. We aim to create a curriculum which inspires the children to read and write for a range of real cross curricular purposes.

We believe that a secure basis in literacy skills will allow our children to participate fully as a member of society and be life longer learners.

At Polesden Lacey Infant School we aim:

* To achieve fluent, independent and confident writing in all pupils
* To offer opportunities to write across the curriculum and for real purposes
* To develop use of and understanding of punctuation and grammar
* To use phonic knowledge and spelling rules
* To use rich and varied vocabulary
* To introduce children to rich story literature
* To help children to improve their work by editing and developing a growth mind set

Handwriting: We aim for pupils to develop a neat, cursive script by the end of Key Stage One, through progressive teaching from the beginning of EYFS, where pupils learn to write alongside their phonics instruction.

Spellings: We aim for pupils to develop ability as confident, accurate spellers, applying phonic knowledge and learning which words follow rules and which do not. Spellings in EYFS and Year One are taught as part of the Little Wandle Phonics Programme and pupils move onto the National Curriculum spelling rules to meet the extra challenges of the Year Two specific spelling knowledge.

Oracy: Through our broad curriculum and use of literature, children are immersed in a language-rich environment that aims to develop a wide vocabulary and grammar for speaking and listening as well as reading and writing. They are taught to explain their thoughts and ideas to others, to listen when others are speaking and to ask questions. They are given every-day opportunities to communicate with and present to others, including discussion with a talk-partner, group or whole class, as well as taking part in school assemblies and learning to speak with confidence to larger audiences.

Implementation

Polesden Lacey Infant Schools curriculum ensures coverage of the schools Early Years curriculum (based on Development Matters 2021) and National Curriculum with a clear pathway of progression which allows the children to develop the skills to be able to read and write. We teach a topic based curriculum with key texts being used to support and inspire learning. Children will be exposed to writing different in types of styles including writing instructions and recounts.

At Polesden Lacey Infant School, we believe that all our children can become fluent readers and writers. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

Handwriting: In EYFS and Year One, children are taught handwriting explicitly using the Little Wandle Letters and Sounds Revised Programme where handwriting being taught progressively alongside phonics sessions. Throughout Key Stage One, pupils progressively build their handwriting skills through discrete handwriting lessons. Children begin to learn how to join their writing in the Spring term of Year 1.

Spellings: In EYFS and Year One, spellings are taught methodically as part of the Little Wandle Phonics Programmes, explicitly teaching pupils how to spell common tricky words and to spell words using their phonic knowledge. Pupils are taught to apply their knowledge of spelling across the curriculum when writing in any subject (See Little Wandle Progression overview).

In year 2, discrete spelling lessons are taught as well as embedding spelling in each subject across the curriculum. Each week, children will be taught a spelling rule and there will be a spelling test at the end of each week.

Assessment: Teachers assess children’s work in English by making assessments as they observe them working during lessons. Teachers complete a half termly summative assessment to record if children are at, above or below Age Related Expectations. From this information, same day catch up, keep up groups and other interventions are delivered with targets set and reviewed.

Monitoring: The policy and scheme of work will be reviewed by the staff and adjustments made in response to staff evaluations, as outlined in the SDP. The monitoring of the standards of children’s work and of the quality of teaching in English is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

SEND: Polesden Lacey Infant School prides itself in being inclusive and valueing all children equally. We aim for every pupil to fulfil their potential no matter what their needs. We provide a secure and accessible environment and a flexible, adaptable and if needed personalised curriculum. Through all our practices we strive to eliminate prejudice and discrimination

Impact

The children will display a love for reading and writing, be fluent in the basic key skills, understand different purposes for writing and are enthusiastic to do so. They will be able to edit their work knowing they can always make it better and respond effectively to feedback. The majority of children will meet the end of year expectations and all children will make outstanding progress from their starting points.