



## **Writing Policy**

### **Intent**

At Standhill Infants we aim to develop competent and confident writers who are willing to be resilient and have a go. We want the children to see the value of writing and find pleasure and reward in the process of learning to write.

We understand that the development of early oracy and fine-motor skills, alongside exposure to stories and texts have a fundamental impact on a child's growth as a writer. Our curriculum is therefore shaped by exciting, carefully considered texts and the development of vocabulary. Before we have quality writers, we need quality talkers and story tellers.

Writing is a complex skill to master with many elements. We are eager for our children to be creative writers as well as technically adept. We aim for our children to write for a variety of purposes and in all areas of the curriculum. We want our children to strive for their writing to reflect good language skills as well as neat, carefully presented work that they can be proud of. Therefore, to support the children in the development of their skills we use the following :

- TALK FOR WRITING
- Role Play
- DAILY PHONICS BUG CLUB
- Early fine motor activities
- A quality handwriting programme ISHA and handwriting practice.
- Quality modelling by adults.
- Opportunities throughout the curriculum to apply and practise their writing skills., inside and out.
- Real-life experiences and wow moments to make writing meaningful.

### **Teaching and Learning**

At Standhill Infants' school, the teachers work together to plan, deliver and evaluate the teaching of English to ensure that expectations are high and that children are given the opportunity to reach their full potential. The writing progression is followed from F2 to the end of KS1. Talk for Writing texts and techniques are used across the school and children are given daily fine motor opportunities too.

In F2, writing opportunities are provided within the environment as part of continuous provision. The children have access to a specific writing area which includes a wide selection of resources and activity ideas. Further writing opportunities are provided within play-based contexts such as role-play, small world and construction. Children's writing skills are also developed through focused teaching activities with an adult and a daily whole-class phonics session.

In Key Stage 1, the teaching of writing is developed throughout the week (minimum of four sessions). The focus is on developing the use of vocabulary, phonic knowledge, sentence openers and sentence structure, grammar, punctuation and spelling. This culminates at the end of the block with a piece of independent writing.

Teachers at Standhill use a cross-curricular approach to planning and therefore seek opportunities to plan meaningful writing opportunities linked to themes, topics and other subject areas. Children are expected to maintain a high standard of writing within all areas of the curriculum.

## **Spoken Language**

Oracy is a key driver at our school and speaking and listening is integral to our curriculum which is incorporated throughout from F2 to Year 2. At Standhill, we create a vocabulary-rich environment where children are given explicit opportunities to develop their language skills and extend their vocabulary. Opportunities for all children to develop their speaking and listening skills include:

- Providing a range of opportunities for children to talk to and listen in formal and informal settings
- Listening and responding to stories, rhymes, poems and non-fiction texts
- Retelling stories and poems
- Using drama and role play to re-enact stories, explore imagined situations and develop vocabulary
- Talking about personal experiences in or out of school
- Expressing opinions and justifying ideas
- Listening to the ideas of others including adults and peers
- Responding to ideas with comments and questions
- Answering questions
- Discussing and editing work and ideas
- Taking part in school performances and assemblies
- Discussing ideas with a talk partner or small group during group work
- Using lollipop sticks to explore the meaning of new vocabulary
- Chatterboxes

## **Handwriting**

Handwriting is taught using the Improvement in Schools through Handwriting and Art (ISHA) scheme. During the Autumn term, KS1 access four explicit handwriting lessons per week, reducing to two lessons per week once the basic skills have been embedded. In F2 explicit handwriting lessons happen twice a week from the Spring term. Pens are used when writing.

All teaching staff have high expectations and are rigorous in correcting the formation of letters, that have already been taught, during writing sessions across the curriculum.

## **Feedback, Assessment and Recording**

Feedback is provided to children throughout the lesson and work is marked against the success criteria. Writing expectations are represented as images (see marking policy) which are clearly displayed for the children to see.

Children in Key Stage 1 are given individual writing targets. These are represented as images on a display within the classroom.

Starting in F2, each child is given their own Assessment Writing Book, where independent pieces of writing are kept (a minimum of one every half term). Teachers use this as their main form of summative assessment. In F2, teachers also use Development Matters as a guide to make best-fit judgements about whether a child is showing typical development for their age. By the end of F2, children are expected to have attained the Early Learning Goal. Teachers also use formative assessment methods to plan the next steps for pupils' learning and to ensure children are progressing in every session so that support and challenge can be given immediately to ensure all pupils make progress.

The effectiveness of our writing curriculum is monitored throughout the year using a range of methods including observations of teaching, pupil voice, book analysis, and internal moderation events within our school or alongside other schools and the local authority.

### **Inclusion**

At Standhill Infants' School we teach English skills to all children, regardless of their ability or individual needs. English forms part of the school curriculum policy to provide a broad and balanced education for all children. We strive to meet the needs of those pupils with special educational needs, with disabilities, the gifted and talented and those learning English as an additional language and we take all reasonable steps to achieve this.

Connor Worrall – Writing Co-ordinator

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