



## Copley and New Road Primary School



### Emergent Writing Policy

#### **Rationale**

Writing is an essential element of communication. It is important in our everyday lives. Writing is a powerful tool for interpreting the world and is rooted in real experiences.

Learning to read and write is critical to a child's success throughout the school and in later life and although reading and writing abilities continue to develop throughout the lifespan, the early childhood years through to age eight are the most important period for literacy development.

#### **Aims**

- to give children the confidence to write independently.
- To relate writing to children's everyday experiences.
- To provide children with an appreciation, knowledge and understanding of basic concepts and skills.
- To give children the opportunity to use writing in a variety of ways to encourage a flexible approach to tasks.
- To encourage children to work independently and co-operatively, dependent on the task.
- To enable children to reach their full potential.
- To foster an enjoyment of writing.

#### **School Policy and the EYFS and National Curriculum**

The school policy is to plan from the EYFS profile in Reception and the National Curriculum in KS1 to ensure coverage.

#### **Pupil's Writing Experiences**

Staff will:

- Deliver work in a meaningful context, creating real life situations wherever possible.
- Give children the opportunity to explore writing for a variety of purposes.
- Ensure that pupils always have access to a variety of paper, pens, pencils and other writing and mark making implements.
- Value and encourage any attempt at writing. Pupils need to be given opportunities to write without feeling that they have to be corrected.
- Ask children to read back their writing.
- Create situations for pupils to write cooperatively and independently, and an environment which enables them to do so.
- Recognise the importance of a fluent handwriting styles and provide opportunity for it's development in line with the school policy for cursive script.
- Promote interest in writing by displaying resources, children's work, objects of interest, signs and labels, including questioning, and posters in stimulating and attractive ways.
- Enable children to share experiences of each others working methods.

## **Equal Opportunities**

Staff recognise the need to engender a positive attitude to a non sexist environment. Provision of materials and classroom organisation will endeavour to provide all children regardless of gender, ability or ethnic background with equality of opportunity.

## **Assessment and Record Keeping**

Assessment should be ongoing, the result of quality questioning and discussion and appropriate teacher records kept.

In Reception the EYFS Profile will be used.

In Years 1 and 2 there will be termly assessments of writing. There will also be ongoing assessments of the children's needs which will inform future planning.

Short term planning will be a record of the full range of approaches used in the classroom.

## **Resources**

The curriculum guidance for the Foundation Stage will be used in Reception.

The National Curriculum Guidance for English will be used in KS1.

A range of resources are situated in the room between Green and Yellow Classes.

Classroom resources should be attractive, kept in good condition, easily accessible to the children and labelled clearly (with photographs or illustrations wherever possible ) to promote independence.

- See attached for further information on providing an environment to foster Emergent Writing.

## **Monitoring the Policy**

The Literacy Manager will monitor the implementation of the policy using teacher's planning, examples of children's work and classroom observations.

The policy will be reviewed bi annually

**Karan Fielden**

**Literacy Manager**

**March 2013**