



PRE-PREPARATORY DEPARTMENT

Curriculum Policy for Writing (Literacy) in the Early Years Foundation Stage

School Mission Statement:

***“Learning and growing in
the light of the gospel”***

WITHIN THE POLICY:

- Aims and Objectives
- Strategies for Learning / Development Matters
- Resources
- Management and Evaluation

AIMS AND OBJECTIVES

These will link with the developmental matters in the practice guidance for the Early Years Foundation Stage.

To develop an interest in writing and the value of print in the world around us

To create a stimulating and supportive writing environment that shows children that the purpose of writing is to convey information.

To provide a wide range of opportunities for children to enjoy and experience writing using a variety of writing materials and implements.

To encourage children to express their thoughts and ideas through writing.

TEACHING AND LEARNING

- The use of role play situations that encourage children to write, ie post office, shop, baker's, travel agents, estate agents, café etc.
- Class books that include stories written by the children (computer and written stories) and annotated photographs, displayed in the classroom.
- Providing a role model through the use of writing and labels for displays.
- Introduction of alphabet and weekly phonic work. Daily phonic work with Cygnets and Swans – in line with the Jolly Phonics and Letters and Sounds programme (continuing to Year 1 and 2).
- Name writing on all loose paper work.
- Making children aware of writing seen in the environment around school.
- Discussion about news and story sequence based on familiar events.
- Teaching correct formation of letters including flicks on joining letter and develop left to right orientation of letters, in line with the School Handwriting Scheme and Policy.
- Teach importance of word order in sentence making, so that it makes sense.
- Various writing forms in topic books, descriptive and creative writing books.
- Use of tracing, whiteboards, marble letters, letters on textured paper, painting, drawing in the sand/foam to show correct letter formation.
- Writing and designing cards, letters, invitations, posters linked to the topics.

- Alliteration and fun with sounds suggested by words (onomatopoeia).
- Listening to sound patterns, poems and stories, and the introduction of syllables.
- Matching letter patterns to rhymes, through books, jigsaws and games.
- Spelling patterns in the summer term, linking to Phase 3 letters and sounds, digraphs and trigraphs, (CVC words with the same ending and High Frequency words) more able to use the words in simple sentences. (Swans)
- Tracing, copy writing where appropriate, and dictionaries when needed.

Assessment Opportunities

Marking work on an individual basis and encouragement to pursue the correct formation of letters (bubble and block).

Re-drafting where necessary.

Use of copy writing, sentence books or dictionaries depending on child's ability.

Weekly spelling tests in the final term (spellings at own level). (Swans)

Reports to parents at the end of year. (Swans)

Evidence in their Learning Journeys: photos, post-it notes, pieces of work and free writing displayed in the classrooms.

Resources

- Pencils
- Felt tip pens
- Crayons
- Magnetic boards and letters
- Sahara sound trays and tools, tough spot trays with foam and tools
- Paint
- Chalks
- Templates/stencils
- Sandpaper letters
- Tracing paper and cards
- Writing pattern books and cards
- Sound books, sound table each week
- Sequence cards, jigsaws
- Computer programmes – writing own stories and sound work, CRT talking books, letters and sounds (OLW)
- Reading books linked to sounds of the alphabet, sound cards.

Management

Ordering appropriate material for children's needs.

Review of material available in each classroom.

Reporting to parents on child's progress, parents' evenings, learning journeys.

Make known to parents what help is needed to ensure progress is made.

Samples of work sent home at the end of each term (not prior to inspection).

Encouragement through the Gold Book Award System.

Monitoring and Evaluation

Monitoring through the Early Learning Trackers, progress summaries, post-it notes, observations, assessment against the 3 E's.

Monitor each child's progress and what steps are necessary for improvement, highlighted in the planning.

Work marked and discussed with individual child (bubble and block system) – in line with the School marking policy.

Child's progress is assessed through frequent observation.

Progress discussed with parents at consultation evenings in the Autumn and Spring term and also written in the report at the end of year. (Swans)

Samples of written work added to their Learning Journeys.

(Reviewed ND August 2017)