“A nurturing environment where we all learn and aspire together”

“To be the best we can”
The United Nations Convention of Rights of the Child (CRC) is at the heart of our schools planning, policies, practice and ethos. As we work towards becoming a Rights Respecting school as we not only teach about children’s rights, but also model rights and respect in all relationships. Linked to articles 3, 19, 32, 33 (CRC).

The classroom environment will communicate the message that writing is a normal activity used to carry meaning and also something all children are able to take part in. This will encourage children to begin mark making and emergent writing, the foundation of reading and writing.

**Early Years experience will:**

a) Immerse children in an environment rich in print and possibilities for communication.

b) Provide opportunities for children to write.

c) Invite children to explore and use different kinds of writing e.g. lists, greetings, letters, notes, stories, instructions, explanations etc.

d) Draw the children's attention to print in the environment and encourage them to use it to help themselves wherever possible.

e) Share by example, the pleasure and uses of writing through correct and enthusiastic role modelling e.g. scribbling and labelling and shared writing in Reception.

f) Support children who show enthusiasm and readiness for writing in correct letter formation and pencil grip.

g) Increase the opportunities for writing by encouraging it in a wide range of role-play situations, both indoors and out.

h) Provide opportunities for children to re-read and discuss their writing with adults and other children.

i) Give opportunities for children to write collaboratively as well as individually.

j) Include bookmaking.

k) Include teacher response to children's writing both verbally and in the written form.
l) Foster an understanding of 'the language of writing' through the use of books, rhymes, songs etc.

m) Encourage the child to notice the letters of her/his name in other forms of print e.g. packaging, place names, newspapers etc.

n) Ensure all children, regardless of any gender/cultural differences are supported in writing, and have equal access to writing through the curriculum.

o) Ensure writing seen in the Early Years reflects the cultural and language differences of the school, where possible exploring other writing systems i.e. braille, Urdu, Punjabi, Tamil, Somalian etc.

p) Value the messages children write from the earliest mark making phase onwards, giving them an incentive to 'write'.

q) Ensure teachers provide an outstanding model for writing and that all writing in books, on the whiteboard and displays is written legibly and in accordance with the schools handwriting policy. Children must however be exposed to a variety of fonts at this age to support reading and letter recognition.

r) Teach letter formation formally (handwriting).

Provision will include:

- A writing area, well resourced with paper, card, blank books, a range of pencils and pens, 'computer', letter stamps, 'telephone', sellotape etc.

- Spontaneous writing opportunities in role play areas e.g. café menus and orders, lists, appointment books, registers etc.

- Resources for children to use independently to support their own writing e.g. name cards, letters, alphabets, labels, keywords, displays, books, etc.

- Tracing cards.

- Hand writing patterns for play in nursery progressing to handwriting books in Reception.

- Computers and interactive whiteboards with a broad range of programs, supporting all aspects of the Foundation Stage Curriculum.

- Book making equipment including blank books, a range of pens, stapler, glue, scissors, etc.

- An easily accessible book area/library (see reading).

- Writing models e.g. notices, labelling, signs etc.

- Large equipment outdoors i.e. chal克斯 and rollers/paintbrushes and water.

- Display reflecting the RWInc synthetic phonics program to support children to learn phonics and segment to write.

- iPads for writing and spelling (app's)
- Whiteboards and pens
- Literacy books in Reception for teacher focussed writing.

The provider will, through constant modelling and encouragement, ensure that children understand the reasons for and the fun involved in writing and be the excellent role model for writing and handwriting that children require.