

# Writing



Learning happily together

## Subject Intent

At Lowe's Wong Infant School, it is our intent to provide children with an engaging and exciting writing curriculum that deepens their understanding of the writing process and builds stamina, resilience, and love for writing. We intend to give all our children opportunities to achieve their full potential in writing and to leave Lowe's Wong Infants School as a fluent writer.

We cover a range of genres and grammar features through our carefully chosen texts. These texts are closely linked to our 'Enquiry Question' that is asked in our whole school approach to teaching the wider curriculum. These texts are used as a stimulus for writing, so children gain a greater depth of knowledge and inspiration to write. Children will experience a diverse range of authors and learn from good models so they can apply these skills into their own writing.

## Subject Implementation Plan

### Timetabling

During each week in EYFS, the children will take part in daily input sessions for Literacy. They will also work with an adult on a weekly Literacy task.

In KS1, there are daily English lessons of 1 hour.  
Handwriting is taught at least 2x a week for 15mins.

EYFS and KS1 follow a long term writing plan that shows the genre to be looked at, the text and the writing skills to be covered within each year group's half termly Enquiry Question.

### How writing is taught

In EYFS there is a new text each week as a focus for learning. Children write about what they have learned from the book and/or the topic they are learning about.

There is a focus on teaching new skills, including motor skills, to ensure the children have the building blocks for writing a sentence. Appropriate knowledge is taught alongside these skills e.g. what letters look like and how they are formed.

Main skills include write phonetically plausible words, have own ideas and put them onto paper, finger spaces and full stops are used, use correct pencil grip.

Writing opportunities are provided daily throughout the provision, guided and independent. Children are exposed to a wide range of rich vocabulary which they understand and use.

### Core skills to prepare for Year 1:

- Have a rich vocabulary and understanding of words.
- Be able to understand and formulate a simple sentence.

### Year 1

A new text is used regularly, sometimes for a week and at other times for several weeks. Teaching moves through features of each text, with skills-based practise based following our progression grid of writing skills, leading up to the children writing their own piece.

Children think more carefully about their writing and base it on a structure or scaffold. Children are expected to use compound sentences and begin to use expanded noun phrases.

Talk partners and verbal rehearsal of writing are used regularly.

**Core skills to prepare for Year 2:**

- Write with a voice to communicate to an audience.

**Year 2**

Writing is taught in a similar way to Year 1. Children are given more chances to write at length.

Lots of modelling, practising and refining of skills and techniques takes place. Children also find features of different genres in their own writing.

Homework: SpaG and spelling homework set weekly from Autumn term, then alternate weeks during Spring and Summer with Maths homework.

**Core skills to prepare for Year 3:**

- Write a narrative coherently, using techniques and features of writing with purpose.

**Resources**

Specific texts for each year group.

Spelling and/or phoneme mats, finger spacers, CEW lists, dictionaries will be available to aid the writing process.

Pencil grips to help with the correct grip.

**SEND**

All children will have equal access to the writing curriculum through adaptive teaching.

Support will be given where needed to ensure all children can participate in English lessons and can aim to achieve the learning objective for that lesson.

**Marking, feedback and assessment**

In EYFS, children get constant and immediate feedback verbally. All work is RAG rated and marked according to the school's marking policy. A smiley face indicates what has been done well and an upward arrow indicates a next step or correction, which occasionally the children may respond to in their books.

In Y1 and Y2, teachers do not acknowledge work with a tick or a stamp. All work on paper should be RAG rated. A smiley face for a positive comment and an upward arrow for a next step or correction are used when appropriate according to the marking policy.

Children are to respond to the upward arrow using their purple polishing pens.

Comments should be written when appropriate to develop understanding and knowledge i.e. linked to the learning objective.

Comments should encourage depth and challenge.

Purple Polishing Pens to be used by the children for editing and next steps response.

Every child has an assessment writing book that stays with them throughout their time at LWI School. Each half term an assessed piece of independent writing is completed in this book. These pieces of writing help to inform teachers' assessment judgements at the end of every term.

**Recording work**

In EYFS, children's work is recorded in their Literacy book and assessment pieces in their writing assessment book. A learning objective will be evident. Evidence of writing will also be found in children's Learning Journey books and morning workbooks.

In KS1, a clear learning objective and date (this can be the short date) should be on each piece of work. This can be stuck into the children's English and Topic book.

Work completed should be recorded in the children's English/Topic books. Assessed writing is completed in the children's writing assessment books.

High levels of presentation are expected for punctuation, spelling and handwriting. Handwriting is recorded in handwriting books.

### **Learning Environment**

Visible English display in each classroom. This may have relevant vocabulary on display, SpaG/grammar features, examples of children's work and reminders of the essential elements to include in a piece of writing.

### **Equality and Diversity**

All children have access to a diverse Writing curriculum. Lessons and resources used should represent people from different backgrounds and cultures. All children should be given equal and equitable opportunities (adaptive teaching methods)

### **Curriculum Enrichment**

Teachers should think about naturally occurring opportunities to develop writing across and outside the curriculum. Children should have opportunities to write for different purposes across the whole curriculum.

Where appropriate authors are welcome into school to talk about writing and books.

### **Behaviour**

It is expected that all children should demonstrate the 3 things for good behaviour during English lessons – good sitting, good listening and good looking.

Depending on the writing activity, teachers will use the visual prompt cards – Talking Turtles, Whispering Whales and Silent Snails to determine the level of noise for a particular activity. Good behaviour will be rewarded in line with the school's behaviour policy.

It is expected that teachers will respond to any misbehaviour promptly during RE lessons by following the school's agreed behaviour policy of reminders, warnings, reflection and time outs.