

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 Infant School as a fluent writer.

The National Curriculum requirements of writing are taught using Literacy Tree's Writing Roots programme in KS1. In EYFS the writing curriculum is taught alongside children's phonic development and supported by Development Matters and the Early Learning Goals.

The teaching of writing is based around a "Teach Through a Text" pedagogy across the school. Through this approach we want to motivate children to write for a range of audiences and purposes using high-quality diverse children's literature by significant authors. It is our intention that our chosen texts include a range of genres and grammar features.

We immerse children in a range of literary worlds and themes which is intended to heighten engagement and create curiosity through drama, discussion and debate. This allows children to see themselves represented and explore the lives and experiences of others.

Frequent opportunities to practise writing builds children's motivation, confidence, and stamina in writing. Writing opportunities are driven by purpose and audience so children see themselves as authors and develop their vocabulary and grammar skills for a purpose. Skills are developed in a sequential way, building on prior knowledge. There is a repeated and rigorous coverage of objectives, so children develop a deep knowledge of the writing curriculum.

Through this approach it is our intention that children will have the cultural literacy, fluency and enjoyment of words that allows them to write at the highest level they can and engage fully in the world around them.

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.

In FS and Y1 there are planned opportunities for the children to practise basic writing skills during continuous provision.

How writing is taught

Each year group has an English Curriculum Map that details which texts are to be covered within a term, and provides an overview of the written outcome for each half term.

EYFS

In EYFS the children's writing outcomes are inspired by the text that is being read.

Children will write labels and captions, building up to writing a simple sentence or sentences. The chosen texts are closely linked to the half termly Enquiry Theme.

There is a focus on teaching new skills, including fine motor skills, to ensure the children have the building blocks for writing a sentence. Appropriate knowledge is taught alongside these skills, for example what letters look like and how they are formed. Writing is taught following the guidance given in the Communication and Language strand and the Literacy strand of Development matters, supporting the children to work towards achieving the Early Learning Goals.

Main skills include writing phonetically plausible words, thinking of ideas and writing these onto paper, using the correct pencil grip. Using finger spaces and full stops is modelled and encouraged.

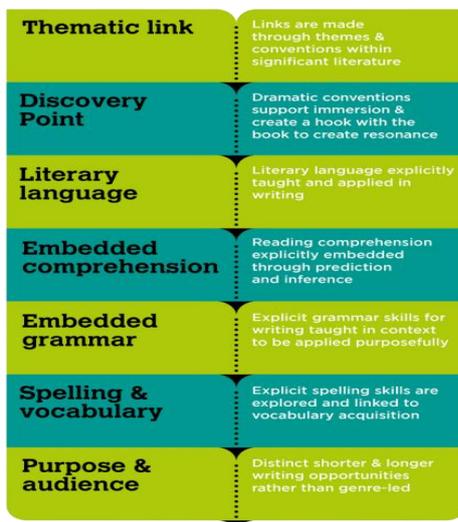
Writing opportunities are provided daily throughout the provision, guided and independent. Children are exposed to a wide range of rich vocabulary which they understand and use.

Core skills to prepare for Year 1:

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

KS1

In KS1 writing is taught through a “Teach Through a Text” pedagogy using the sequence below:



Carefully planned sequences of lessons are used from Writing Roots which are adapted to suit classes and year groups. Writing Roots covers all aspects of the National Curriculum requirements for writing. English lessons provide opportunities to explore writing conventions, which are embedded and applied in authentic writing for a range of real-life audiences. Skills and outcomes are revisited to practise and consolidate learning.

Year 1

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

Children are given more chances to write at length.

Lots of modelling, practising and refining of skills and techniques takes place.

Homework: SpaG and spelling homework is set every other week from the Autumn Term.

Core skills to prepare for Year 3:

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

Handwriting is taught in discreet sessions and through daily phonics lessons. We use our phonics scheme (ELS) to help support our teaching of handwriting, using ELS mnemonics and rhymes with children to help with remembering letter formation.

Resources

Specific texts for each year group.
Spelling and/or phoneme mats, finger spacers, Common Exception Word lists, dictionaries are 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 may 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 using symbols from the marking policy. If the children are required to respond to the upward arrow they use a purple polishing pen.

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

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. Teachers then complete termly assessments on Scholar Pack. This data is analysed by the English Lead, and any patterns or anomalies are discussed with staff.

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 book.

Work completed should be recorded in the children's English book. 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 of the text being studied, examples of children's work and reminders of the essential elements the children need to include in their writing to achieve a successful outcome piece.

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 (through 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 three 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 English lessons by following the school's agreed behaviour policy of reminders, warnings, reflection and time outs.