



INTENT – We aim to ...

Subject on a Page: Writing



Lifelong enthusiasm and skills to write.

Children develop a wide range of skills to enable them to write freely, confidently and independently.

Provide children with basic skills to be successful beyond our school.



IMPLEMENTATION – How do we achieve our aims?

Planning/Curriculum:

The teaching of early writing is closely linked to phonics and reading. Writing from Nursery to Year 1 is taught through Greg Bottrell's 'Story dough', 'Drawing Club' and 'The Curious quests' and is embedded through continuous provision. In year 2, Writing is linked to the school's half termly topic/afternoon planning (Dimensions). The Writing lead provides long term planning for staff that covers all statutory National curriculum and EYFS framework requirements. In each year group staff will plan weekly from the long term plan/EYFS framework ensuring all statutory requirements are met and the ideology of Drawing club is maintained. In Reception and Year 1 a different book is used each week and in Year 2 planning usually covers a book/topic over a 2-week block.

Children have access to a Writing toolkit, that contains age related spellings and grammar and punctuation resources. They are taught to use the resources in there and are encouraged to access these independently to help their writing. Punctuation and grammar are taught, reinforced, and applied throughout lessons. Handwriting and Spelling have separate weekly lessons but are then reinforced and applied in daily lessons.

Recording:

Children have different books to record their writing in, depending on the year group and/or purpose. Each lesson has a clear purpose that reflects the objective for that lesson (formally or informally). Some tasks are teacher led; others are child led. Lessons that are practical or child led (through continuous provision) can be photographed. Evidence in EYFS is found on Tapestry. Children complete half termly assessments that are recorded in their writing book or learning journals. Children in year 2 record weekly spelling tests that are shared with parents.

EYFS:

In Nursery we use 'Story dough' which leads into 'Drawing club' that is used in Reception. This approach enables children to explore new vocabulary, share a range of texts and stimuli. Children develop their creativity through playdough, verbal story telling and the 3 m's – Making conversation, Mark making and Maths skills. There are a variety of mark making opportunities for children to access daily within the EYFS provision.

Assessment:

Where possible the teacher marks with the children as they write. If improvements need to be made it is with the children, sometimes they are guided how to make changes/corrections themselves. Formal writing assessments are carried out each half term. These are assessed and marked against the 'Teacher assessment framework', by the class teacher to inform future planning and keep a track of progress. Children's progress is recorded termly on class trackers against the National curriculum and EYFS framework objectives. The assessments where possible are part of the children's learning and can be found in workbooks. All assessments throughout school are on the same format so can be easily identified. Most children in Year 2 have a weekly spelling test that is matched to their phonics.

SEND (inclusion and adaptations):

Interventions are in place and constantly reviewed. Children needing extra support are identified through Phonics, Writing and Spelling assessments. Their progress is tracked using the Engagement model or Formative footprints – these also inform next steps. Extra resources are put in place for children that need it. The lowest 20 % of writers across the school have support in most Writing sessions and assessments are adapted to suit/show their needs. Extra resources are made available to use in their writing toolkit. Celebratory checkpoints are used to assess and plan for SEND children in EYFS.

Vocabulary:

For each topic ambitious vocabulary is introduced and included on class 'working walls'. Drawing club working walls have a format that builds daily. Children are taught the vocabulary at the start of the week and encouraged to use it daily. Children are encouraged to use the correct terminology for grammar and punctuation.

Disadvantaged children:

All Writing sessions are inclusive. All children have access to the teaching and application of Writing, writing toolkits and writing skills regardless of background.

CPD:

All staff are updated regularly of any changes. Staff meetings/inset takes place to develop further subject knowledge. Staff questionnaires will be completed termly to assess their needs for any support/CPD required.

Monitoring:

The Writing lead carries out learning walks, book looks and regularly observes classes in writing sessions. Pupil voice activities and data monitoring are used to monitor consistency and progress. Questionnaires are given to staff for feedback. The Writing lead reports to governors twice yearly. The school governor linked to writing is Charlotte Burton who works in partnership with the Lead to monitor writing provision across school.



IMPACT – How do we know if we've achieved our aims?

Children write confidently and apply and use taught skills and spellings, in all areas of their learning.

Children apply taught Writing skills in now and in future learning.

Children enjoy writing and write for a range of purposes regularly at school and home.

Children know and use a wide range of vocabulary and correct terminology through their Writing.