

Writing Policy



Policy Document Status			
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Writing

At Wrockwardine Wood Infant School and Oakengates Nursery Federation we believe that the study of English develops children's abilities to listen, speak and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical writers of stories, poetry and information texts.

Curriculum Intent

Writing gives children a voice to share their ideas and communicate their thoughts with the world. Our children come to school with very differing experiences, and we believe children need to find pleasure in reading so they themselves wish to be authors and writers. Through reading children enter worlds beyond their personal experience creating a sense of wonder and imagination to inspire their own writing. Reading ignites children's curiosity and a sense of fascination about characters, places, and facts so they can create their own when writing. Reading encourages children to think critically about how authors manipulate language in a variety of ways to clarify and enhance meaning which acts as a good model for children's own writing. Authors present different levels of interpretation and alternative viewpoints prompting children's creative thinking when they write. Through stories, poems and information texts children come to experience a wide vocabulary in context and hear words and phrases which they can 'magpie' for their own writing. We believe children need to 'think', 'feel' and live experiences before putting pencil to paper so they have a real purpose for their writing. We want our children to develop into confident, able writers who see the value of, find pleasure in, the writing process. We will equip children with the skills they need to be able to orally rehearse, plan, compose, revise, and evaluate the writing process. We have high expectations for all children within our school, so they make good progress in their writing.

Curriculum Implementation

To ensure children develop a love of writing and gain the knowledge and skills they need to be an effective writer we will:

- ensure teachers receive professional development to gain the necessary subject knowledge to teach children the writing process.
- plan our writing curriculum in a progressive way so children build on what they already know and can do.
- ensure children write for a real purpose and reason.
- immerse children in high-quality texts and encourage each child to think of themselves as an author.
- teach writing through a range of exciting stimuli including film clips, artefacts, visitors and meaningful real-life and first-hand experiences.
- model the writing process daily to support children's writing and make expectations clear.

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- provide children with opportunities to develop a rich vocabulary to bring their writing to life.
- use a systematic synthetic phonic scheme called Floppy's Phonics to support the teaching of early spelling.
- teach punctuation and grammar explicitly.
- teach the children how to proof-read and check their writing makes sense and then, how to make revisions and additions to improve their writing.
- give children opportunities to write in varied genre including narrative, poetry, instructions, persuasive, non-fiction reports and newspapers.
- give children opportunities to develop and apply their writing skills across the curriculum.
- use a rigorous, sequential teaching approach to teach handwriting.
- encourage children to hold a pencil effectively, using the tripod grip in almost all cases.
- provide opportunities for children to acquire adequate strength, dexterity and coordination to form legible letter.
- encourage children to:
 - form lower-case letters of the correct size relative to one another and use spacing between words that reflects the size of the letters
 - begin to use some of the diagonal and horizontal strokes needed to join letters
 - develop a sense of pride in the presentation of their work and realise the importance of clear and neat handwriting in order to communicate meaning clearly

Role of the writing subject leader

The role of the subject leader is to:

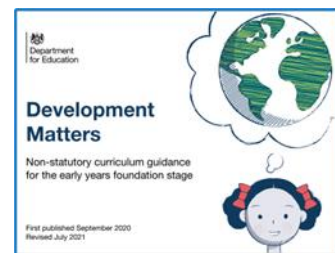
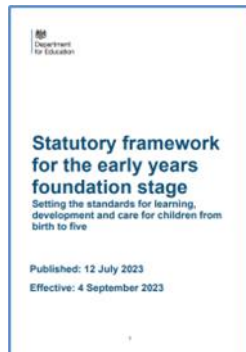
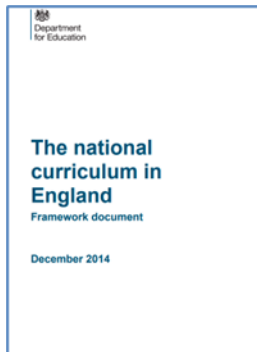
- develop good working relationships, to instil confidence by sharing expertise and knowledge and to be open to suggestions.
- have an overview of art in the Early Years Foundation Stage and Key Stage 1 and monitor the implementation of the National Curriculum
- lead staff professional development so they have the knowledge to teach writing.
- attend professional development and read research articles to keep up to date with developments in teaching writing in early years and primary.
- review long, medium- and short-term planning to ensure it is relevant.
- update and manage resources.
- Speak with children to measure the impact of the curriculum.
- work with other professionals and establishments
- Devise an action plan in response to monitoring and keep a PowerPoint portfolio of how writing is taught in school and standards.
- keep parents and governors informed about standards in writing.

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Teaching and Learning

In Key Stage 1 we follow the National Curriculum for writing. In Nursery and Reception, we teach Literacy (writing) as one of the seven areas of learning set out in the Statutory Framework for EYFS and Development Matters. This gives our literacy teaching a clear focus and direction which ensures continuity and progression for children from Nursery/Reception through to Year 2. We adapt our teaching to ensure we include exciting, stimulating activities aimed to motivate, inspire and actively engage children in their learning.



Our aim is to develop children's cognitive skills, imagination and personal expression through a range of writing tasks. We encourage children to use clear, concise language with accurate punctuation and grammar in styles appropriate for the purposes.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

We aim for every child to:

- enjoy writing
- to celebrate their writing
- become an enthusiastic and competent writer in transcription (spelling and handwriting) and composition (sentence level work, vocabulary, grammar and punctuation)
- understand that there are different forms of writing for different tasks and audiences
- develop knowledge of how language works

Each teacher:

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- provides a rich environment to encourage an interest in writing, they read and discuss examples of the written word – stories, poems, instructions, recipes, notes, labels, signs, a variety of texts
- follows the planning guidance to ensure coverage of the Statutory Framework for EYFS and the National Curriculum
- values a child's writing at every developmental stage
- offers a range of purposeful writing activities
- supports every child so they develop their skills as a writer
- models writing daily in a shared writing session

The Teaching of Writing

We have found shared writing is a powerful teaching strategy and the principal means of teaching writing. It is much more than merely scribing for pupils and writing down their ideas.

Children should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

We believe shared writing with a class is a helpful bridge between thinking and writing. It focuses attention on how written language sounds and is structured in order to:

- Transform speech into sentences.
- Select appropriate vocabulary – words and phrases.
- Choose from a range of connectives to sequence and structure the text.
- Use style and voice appropriate to the type of text, its purpose and audience.

Most shared writing sessions begin with a demonstration by the teacher, modelling how the text is composed, maintaining a clear focus on the objectives. The teacher thinks the process through out loud, rehearses the sentence before writing, making changes to its construction or word choice and explaining why one form or word is preferable to another. Shared writing sessions enable the teacher to:

- work with the whole class to model, explore and discuss the choices writers make at the point of writing, demonstrating and sharing the compositional process directly
- make the links between reading and writing explicit by reading and investigating how writers have used language to achieve particular effects and by using written texts as models for writing
- scaffold some aspects of writing to enable the children to work independently

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- focus on particular aspects of the writing process for example the importance of rehearsing sentences orally before writing them down
- introduce children to appropriate concepts and technical language as a means of discussing what writers do, then give children opportunities to explain what makes their work 'a good piece of writing
- provide an essential step toward independent writing by helping children to understand and apply specific skills and strategies

During shared writing sessions we feel it is important to:

- identify specific text, word and sentence level objectives
- discuss the content and purpose of the writing, telling and re-telling to get ideas clear
- compose and rehearse sentences orally before writing them down
- constantly re-read to gain a flow from one sentence to another
- discuss any errors or improvements which can be made
- focus on the use of SPAG
- discuss and explain why one decision might be preferable to another
- pause during the writing to focus on discussion upon a specific objective but otherwise move the rest of the composition on quickly so that the children's attention is not lost
- take suggestions from children of different ability so that any misconception can be dealt with sensitively, children may be identified who need further support within a focus group
- make the occasional deliberate error to hold children's attention and focus on common errors or an error related to the specific objective being taught

The importance of talk in planning writing

We believe that writing should start from talking. This discussion helps to focus on the content and purpose of their writing and to sequence their ideas on what they are about to write. Children should know and have rehearsed what they are going to write. Talking should be used to recall or invent the content of what is to be written so that the whole sequence is clear. Examples include:

- re-telling a story
- recounting a personal experience
- recount of a visit/outing/class activity
- talking about captions/photographs/illustrations
- repeating an instruction
- reading a letter/note/invitation out loud
- composing a letter/note/invitation out loud

Role play, puppets and drama sessions can be used extremely effectively to support talk in the planning of writing.

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Planning

Key Stage 1

The strands of the National Curriculum are to be referred to for long term planning.

The strands are as follows:

- Writing – transcription (spelling and handwriting)
- Writing – composition (sentence level work, vocabulary, grammar and punctuation)

Early Years Foundation Stage

In the Foundation Stage, an over-arching theme is planned each half term first and foremost to develop 'Communication and Language development', whilst offering opportunities for the children to cover a range of objectives, providing engagement, motivation, and purpose for learning. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. We believe that the most effective method of ensuring progress is a balance between adult-led activities and independent learning.

A bespoke curriculum has been developed by the EYFS team, selecting statements from 'Birth to Five Matters 2021' and 'Development Matters 2021' tailored to the needs of the children within our setting. The Early Years Foundation curriculum consists of seven different areas that the children will learn and be assessed on throughout the year. Children should develop the 3 prime areas first. These are: Communication and language (CL), Personal, social and emotional development (PSED) and Physical development (PD).

These prime areas are those most essential for a child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas. These are: Literacy, Mathematics, Understanding the world (UW), Expressive arts and design (EAD).

Long Term Planning

A flexible long term overview to map out the literacy coverage for the year. This ensures all genres of writing are covered through a cross curricular approach.

Medium Term Planning

The Medium Term planning maps out the sequence of individual lessons.

Short Term Planning

When planning for writing, teachers speaking and listening, word level and sentence level activities in a meaningful, creative, and engaging contexts. Children are given opportunities to write based on first hand experiences using a cross curricular approach. Quality texts are used as models on which to base children's writing. Short term planning will have:

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- Clear learning objectives and success criteria identified.
- Key vocabulary carefully planned
- Key learning points identified
- Clear and concise learning intentions linked to skills and purpose.
- Questions to be asked
- Flexible timetabling – specific skills being taught and identified plus activities that will support this.
- Literacy activities identified with links to other curriculum areas identified.

Speaking and listening

We provide an environment where talk is valued and where everyone uses an appropriate voice when talking to each other. We recognise that the development of speaking and listening skills can take place in all areas of the curriculum. We recognise the importance of speaking and listening as a vehicle for all other learning and believe 'Talk Drives Learning'. By articulating thoughts children can clarify their thinking. This begins in the schools early years curriculum. A rich cross curricular vocabulary is planned in all subjects.

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. National Curriculum 2014, DFE.

Writing in the Early Years Foundation Stage

Some children enter Nursery with an understanding of making marks as 'writing'. Some have had experience at home of using crayons, chalks, pens and pencils. The children are introduced to the early stages of writing and are given opportunities to 'scribble' using a range of mark making tools. Writing behaviours are encouraged by adults modelling and supporting children to make left to right continuous writing movements across paper, in the shaving foam, finger paint, using brushes and water, etc.

We begin to teach writing in Nursery by providing focused activities and a continuous provision of mark making materials for children to access. Provision focuses on providing a rich and varied vocabulary to enable children to master the spoken word. EYFS provide opportunities for children to see adults writing and encourage children to experiment with writing for themselves.

In the EYFS children have lots of activities to help develop their fine motor skills. One of those activities is Dough Disco. Dough Disco is a high tempo, high energy session with play dough. Designed to encourage maximum participation the sessions are created for all levels of ability. Children develop fine motor muscles by manipulating the dough in a variety of ways, which in turn helps to improve their mark making and writing.

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Spelling, Grammar and Punctuation

Spelling

We acknowledge that children need to develop a range of skills in order to help them write and spell. Spelling in KS1 is taught following the National Curriculum guidance (see English Appendix 1 in the National Curriculum: English programmes of study). The National curriculum 2014 sets out that children need to be able to spell quickly and accurately.

Children learn to spell by learning:

- the relationship between sounds and letters (phonics)
- understanding morphology (word structure)
- understanding orthography (spelling structure)

Early Spelling

There are two ways in which young children spell:

- by segmenting a word into its constituent phonemes
- by visually recalling the letters in a word

In order to be an efficient speller a child needs to:

- be able to segment words into component parts
- know which letters represent the phonemes in words
- be able to distinguish visually between words which are correctly spelt, ie wait not wate
- know the meaning of homophones, eg been and bean, so that they use the correct one in their writing
- recall, eg by mental image, by memorising or using a rhyme to order the letters of 'tricky' spellings
- know spelling conventions and rules, eg relating to doubling letters, prefixes and suffixes
- look for similarities in the spelling of words which are related, e.g. sign/signal.

Spelling is taught both in phonic and literacy sessions and is also embedded throughout other curriculum areas.

Grammar and Punctuation

Wherever possible, our grammar and punctuation lessons are embedded within our writing units and the grammar and punctuation that we teach is linked to the genre of writing. For example, we teach noun phrases in a unit of work that is describing a setting or character.

Handwriting

Children need to understand from an early age that much of their writing will be read by other people and therefore needs to be accurate, legible and set out in an appropriate way. Therefore, we aim to help each child to develop a legible style of handwriting and to understand the importance of clear and neat presentation in order to communicate their meaning effectively.

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In order that children can eventually acquire a legible, fluent and fast handwriting style they need to develop skills including:

- Good gross and fine motor skills.
- A recognition of pattern.
- A language to talk about lines, shapes and movements.

Correct letter formation is taught at the same time as phonics so that the children can form the letter sound they are learning from an early age. Through discrete handwriting sessions children are taught to sit correctly at a table, holding a pencil comfortably and correctly. Teachers act as good role models and model handwriting.

In order to achieve these aims children should be taught:

- how to hold a pencil
- write from left to right and top to bottom of a page
- start and finish letters correctly
- form letters of a regular size and shape ensuring ascenders and descenders are an appropriate size, using a cursive script
- put regular spaces between letters and words
- how to form lower case and upper case letters
- how to join letters

If children are encouraged to use the correct formation of letters from the beginning then the correct movements will later lead to a neat, legible style

Teachers will:

- ensure children use the correct pencil grip and apply the correct amount of pressure
- consider the child's posture and position of paper for both left and right handed children
- provide discrete handwriting practise when children can see a correct demonstration of how the letters are formed and later how joins are formed correctly
- from year 1 when children are ready, they are encouraged to start letters in the correct place to form a cursive script
- ensure children are introduced to and understand the language of writing terms such as top, bottom, left to right, curved, straight, line, join, diagonal, horizontal, ascender, descender
- use multi-sensory activities to teach letter formation
- teach children how to use a range of line-guides, sitting letters on the line
- show children how to form capital letters e.g. take their pencil off as they add each stroke

Assessment

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Teachers provide children with continuous feedback orally within lessons to develop children's written work. Written feedback will take the form of a blue highlighter to indicate that the child has met the objective. A yellow highlighter will indicate that a child has not met an objective or expectation and has a chance to improve this e.g. correct the spelling of a common exception word.

Early Years Foundation Stage Assessment

- Children's progress is tracked on individual profiles
- Individual profiles inform the Early Years Foundation Stage Profile scores
- Each term in EYFS the ages and stages for all areas of Communication, Language and Literacy are recorded for each child.
- Judgements are made through formal and informal observations of the children.

Key Stage 1 Assessments

In Y1 and Year 2 children will be assessed against milestones for writing taken from the National Curriculum 2014 learning outcomes (see appendix). Approximately twice each half term (or at the end of a unit of teaching), children complete an independent piece of writing. Teachers use this writing to assess progress and set new targets. These assessments are used to inform planning and next steps for children. In the front cover of each child's book there is a piece of independent writing from the previous year group to measure progress against for each child. Dictated sentences are used weekly in year 1 and 2 to assess the children's spelling.

Writing Moderation

We regularly moderate the children's independent writing. These moderation meetings take place between year groups and across the school. We also moderate writing with other local schools to ensure consistency of attainment.

Inclusion and equal Opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion, and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

Lessons and activities are planned to include all children by using a range of approaches. This includes questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class.

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All children, including those with individual needs, thrive when quality first teaching is in place. Quality Inclusive teaching is maintained by:

- Setting suitable learning challenges.
- Responding to pupil's diverse learning needs.
- Overcoming potential barriers to learning and assessment.
- The Special Educational Needs & Disabilities Co-ordinator (SENCO) is available to advise teachers on the best strategies and resources to achieve this.

We challenge all children regardless of their ability to reach their potential. Some children may require additional provision. Teacher assessment is reviewed by the literacy team/Assessment co-ordinator and the SENDCo to identify those children who are achieving below Age Related Expectations in literacy or not making expected levels of progress. For those children identified a range of intervention strategies can be put into place, whilst working closely alongside parents and where appropriate outside agencies. Additional support will be detailed in the school's provision map and its effectiveness will be reviewed as part of the process.

For further information see the SEND policy

Writing resources

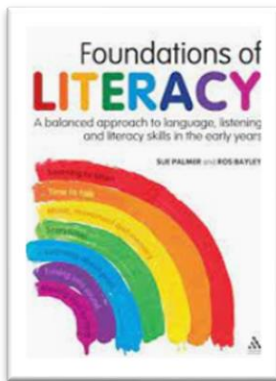
The classrooms should be a print rich environment and children should have easy access to the following resources as and when appropriate:

- Word banks.
- Dictionaries.
- Alphabetic code (Floppy phonics)
- Alphabet strips (Floppy phonics)
- Tracing/handwriting cards.
- Writing tables with selection of writing tools.
- Role play areas/puppets/drama.
- A progression of wordbanks.

Resources for teachers

- Developing Early Writing.
- Foundations of literacy.
- The writing continuum.

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Appendix 1

A typical teaching sequence for speaking and listening will look like this:

1. Teaching objectives – make explicit to the class.
2. Provide a relevant example/model and use in class/group investigation or discussion that will engage learners.
3. Identify purposes, outcomes, success criteria, ground rules and key language conventions.
4. Set an activity, task or key question that enables pupils to rehearse and explore the objective collaboratively and independently in a supportive context.
5. Reflection and review (plenary), refocusing on the objective(s).

Appendix 2

Teaching techniques

Our aim is to develop children's knowledge, skills and understanding in English and we use a range of teaching techniques including:

Direction e.g., to ensure children know what they are doing, to draw attention to points which will develop key strategies in reading and writing.

Modelling e.g., to teach letter formation and join letters, how to read punctuation using a shared text, how to use a dictionary.
e.g., modelling how to compose a sentence out loud, where to start writing, where to leave spaces and use a capital letter.

Scaffolding e.g., providing a framework to help children to understand the four steps required to write instructions.

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Explanation to Clarify and Discuss

e.g., when a particular style of writing is used (lists, notes) or how a sentence can be improved by adding adjectives or lengthening it to add an explanation.

Questioning

e.g., in order to probe a child's understanding of a text, or to reflect on their writing and talk about ways it can be improved.

Initiating and Guiding Exploration

e.g., to develop listening skills in very young children by asking them to distinguish between two familiar sounds or to predict rhyming words in a song.

Investigating Ideas

e.g., to understand by discussing or exploring themes in fiction and non-fiction texts. (This may be linked to a curriculum area, eg science, RE).

Discussion and Debate

e.g., to make children aware that people have different points of view and beliefs.
e.g. Philosophy for Children (P4C)

Listening, Responding and Assessment for Learning

e.g., to give children opportunities to talk about their work to other children and adults. Evaluate one another's work by saying what is good about it or helping one another to improve parts.

Appendix 3

Different forms of writing

Writing for communication

- Write labels, captions, greeting cards, messages and letters.

To create imaginary worlds

- Plan and write a story using pictures, notes and story.
- Use a poem and change lines to create own poem.
- Write poems and limericks.

To organise and explain information

- Write non-fiction, recounts and instructions in sequence.
- Write notes and jottings.
- Write a report.

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- Write questions.
- Write using flow charts and diagrams.

To explore experience.

- Write his/her own version of well-known story/rhyme.
- Write a recount of an experience.
- Write using a text as a structure.
- Write about personal experiences/feelings.

Appendix 4 **Boys as writers**

We are aware that boys may need extra motivation to enjoy reading and writing.

Research shows that children's reading of literature has a significant influence on their writing. When children hear a story read aloud they listen to the 'tunes' and rhythms of the texts, echo the pattern of language, recall the original language. This leads them to recall the language and create their own 'episodes' in the style of the original. Visual stimuli, video, drama, play and storytelling have been found to be extremely powerful in stimulating ideas for creative writing in boys and girls.

We have found that in order to motivate boys as writers the following need to be considered:

- good links between reading and writing
- oral work used as a prelude to most writing tasks and vocabulary explicitly taught
- differentiation so that some boys know there is an agreed minimum requirement accepted
- writing for a real audience, real purpose
- good use of writing frames
- writing tasks broken down into smaller steps

- feedback given on writing with something positive pointed out about the characteristics of the writing
- clear advice given on how to improve writing
- some boys show a preference for non-fiction reading/writing
- a balance is maintained between the development of secretarial/spelling skills and the focus on content, meaning and effect
- a balance between support and the challenge to write independently
- opportunities for writers to exercise choice as to the content and expression of their written work

Experience has shown that when boys in Reception and Year 1 have completed a piece of written work following a real experience, ie visit to Hoo Farm, visit from the firefighters, the writing has been exceptional in content and quality. In Year 2 boys enjoyed including some humour in their stories. They particularly enjoy

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researching and finding out about animals as a stimulus for writing. The choice of a character who is a boy/man or animal also inspires them to write with feeling.

Appendix 5

Children will be taught the movement of each of the four letter families.

1	Long ladder (down and off in another direction)	<i>l, i, j, t, u, y</i>
2	One armed robots (down and retrace upwards)	<i>b, h, k, m, n, p, r,</i>
3	Curly caterpillars (anti-clockwise round)	<i>c, a, d, e, g, o, q, f, s</i>
4	Zig Zag letters	<i>v, w, x, z,</i>

LEFT HANDED PROVISION

Left-handed children always sit on the left side of right-handed children, so their elbows don't bump and jog each other. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body, and to have their fingers about 1.5 cm from the point of their pencil.

Foundation Stage (Nursery)

In order to develop gross motor skills, activities are planned which develop good posture and balance, ie PE and dance, climbing, cycling, gripping things safely, building with large scale constructional kits, painting using large free flowing movements. To develop fine motor skills activities are planned to improve hand/eye co-ordination, ie threading beads, jigsaw puzzles, building with table top apparatus, small construction kits, painting, clay and playdough shapes, etc.

Children are helped to grip thick pencils correctly to trace along tracks and to form letters in their name. A range of marking tools and activities to develop gross and fine motor skills are planned each week both as part of 'busy time' and 'small group' activities, By the end of their time in Nursery children should be able to write their first and surname, correctly forming the letters.

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Foundation Stage (Reception)

At the beginning of Reception teachers model the correct formation of letters during daily shared writing sessions. Children are supported in tracing over or copying the letters in their name. They are shown where to start each letter. Children's name cards have a red dot to indicate the starting position.

An exciting range of multi sensory activities are planned to develop fine motor skills and the correct orientation of individual letters. Children are shown how to use tracing and pattern cards correctly. By the end of their time in Reception all children should be able to form letters correctly using the correct sequence of movements (The Early Learning Goal). Above average children able to use a wider guide line correctly.

Year 1

At the beginning of the day the children do their handwriting practise each morning between 8.50am – 9.00am. They practice letter formation patterns and link this to the spelling of key words from the spelling list they are working on. Correct letter formation is taught through shared writing and when the group is working with the teacher on a focus writing task. Children use line guides of the appropriate width to practise making capital and lower case letters the correct size and formation.

It is expected that the above average group of writers in Year 1, who are forming letters correctly, should be ready to start on the four basic letter joins and develop a joined style by the end of Year 1. Other children should be able to form all lower case and upper case letters correctly. Individual targets are set for children to develop their handwriting skills throughout the year.

Year 2

During the first term attention is drawn to the formation and size of upper and lower case letters. Children who are forming letters correctly then start on the four basic joins. Children are given appropriate line guides to work on. Handwriting is taught in class sessions and during shared writing sessions. It is consolidated when working as a focus group with the teacher. Individual targets are set for children.

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Appendix 6

Children are encouraged to use 'talk' to aid their writing. They are encouraged to speak in sentences out loud and to rehearse their sentences orally before writing. Planning their sentences out loud, recording their sentences on a tape recorder or using a planning aid (cubes, planning sheet or language master) can help children remember the sentence they have composed.

There are different approaches to teaching writing

<u>Modelled writing</u>	The teacher or nursery/teaching assistant demonstrates an aspect of writing to support the development of an individual learning focus.
<u>Shared writing</u>	The adult and children interact in the modelled writing process.
<u>Guided writing</u>	The teacher works with a group of the same ability and supports, challenges and develops each child's writing whilst encouraging independence.
<u>Sustained writing</u>	The writing is expected to be completed within an allocated time. The focus is on independence, concentration and perseverance. This is usually a task to see if children can apply a range of skills to their writing.
<u>Extended writing</u>	The children independently develop and improve a piece of writing with specific objectives.
<u>Independent writing</u>	The children can access support through dictionaries and word lists.
<u>Unaided writing</u>	Children write without special support. This is used for the purpose of assessment.

Appendix 7

Progression in writing

Writing in Nursey

Develop gross motor skills to improve posture and balance by:

- Activities which involve making large circular movements during dance and movement.

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- Activities which involve moving the body and arms drawing straight, downward movements in the air.

The teacher and Nursery assistants create an environment which promotes and encourages children to write. They provide purposeful and real experiences which encourage writing, eg

- Writing messages in greetings cards
- Appointment cards for the doctors/dentist
- Making shopping lists.

All children's early attempts at writing are valued and encouraged and teachers respond to children's writing positively and respond in writing.

Writing in Reception

During guided writing sessions the teacher will work with children in groups of two or four to improve their writing.

Writing always starts with a stimulus, e.g. Educational visit, retelling a story, talking about an exciting event, etc. Children have an illustration or photograph to refer to.

For children who are in the early stages, making marks and squiggles

- the teacher draws attention to letters in writing during shared writing.
- Then when working with them individually or within a group encourages them to look at an alphabet line and write letters, starting at the left hand side of the page and writing across.

The teacher helps children to give meaning to the writing by using carefully phrased questions such as:

- "What does your writing say?"
- "Can you tell me what Snow White is cooking for Grumpy's tea?"
- "Is that what your writing says?"
- "That's a lovely sentence! You have remembered to use different letters in your writing and I've helped you to write across the page and how to start a new line of writing."
- "Would you like me to write in 'book writing' underneath?"

The teacher then draws attention to her 'book writing', ie leaving spaces, Snow starts with S, full stop at the end.

As children gain confidence writing strings or groups of letters and giving their writing meaning the teachers will ask them to join in with 'book writing' perhaps by writing a key word, ie is/to or writing the first letter of the word.

Appendix 8

National Curriculum

Year 1

Writing -Transcription

Statutory requirements

Pupils should be taught to spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

Statutory requirements

- Pupils should be taught to:
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing Composition

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Statutory requirements

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing- vocabulary, Punctuation, Grammar

Statutory Guidance

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2 National Curriculum
 - use the grammatical terminology in English Appendix 2 in discussing their writing.(National Curriculum)

Year 2

Writing-Transcription

Statutory requirements

Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1

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- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

Statutory requirements

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing-Composition

Statutory requirements

Pupils should be taught to develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Writing- vocabulary, Punctuation, Grammar

Statutory requirements

Pupils should be taught to:

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Develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Appendix 9

Milestones

WRITING YEAR 1

Pupils write from memory simple sentences and spell correctly words containing familiar phonemes, common exception words and the days of the week. They name the letters of the alphabet in order, distinguish between alternative spellings of the same sound and apply simple spelling rules. They add some prefixes and suffixes where no change is needed to the root word. Pupils can write numbers, upper and lower case letters using the correct orientation. Pupils can write a short narrative joining words and clauses using 'and'. They are using spaces between words and using punctuation such as, capital letter, full stop, question mark and exclamation mark. They use a capital letter for names of people, places, the days of the week and personal pronoun 'I'.

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WRITING YEAR 2 *Pupils write from memory simple sentences and spell correctly words containing phonemes for which one or more spellings are known. They segment spoken words into phonemes and representing these by graphemes, spelling many correctly. They distinguish between homophones and near homophones and apply spelling rules. They are learning to use the possessive apostrophe e.g. the girl's book. They can spell many common exception words and some words with contracted forms. They add the suffixes ment, ness, ful, less and ly to spell some longer words. Pupils can write numbers, upper and lower case letters using the correct orientation and the correct size relative to one another. They write letters using some of the diagonal and horizontal strokes needed to join letters. Pupils can write for different purposes including narratives, personal experiences, real events and poetry. They plan what they are going to write, writing down their ideas and new vocabulary. They evaluate and reread their writing to check it makes sense and check for any errors. Pupils are using different forms of sentences in their writing (statement, exclamation, question and command) and can demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks. They are using some expanded noun phrases to describe and specify, and they consistently use the past and present tense mostly correctly. They are able to use subordination (using when, if, that, or, because) and co – ordination (using or, and, but)*

KEY STAGE 1 –Speaking and listening (see appendix 1)

Children should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

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Teachers will:

- model the use of good language
- encourage children to listen carefully and respond appropriately
- encourage children to speak clearly so that the listener can hear and understand what is being said
- encourage children to answer open ended and challenging questions which require a more detailed response rather than yes/no answer
- consider the dynamics of a group so that all children will have the confidence to participate
- give children opportunities to talk in front of different audiences, in formal and non-formal situations
- encourage children to extend their vocabulary so they use new and interesting words/adjectives
- encourage children to extend sentences by adding more detail or an explanation