



Little Houghton CEVA Primary School Curriculum Statement for the Teaching and Learning of Writing

Our Vision for Little Houghton CE Primary School

'Learning for Life'

Through:

- ❖ Growth – realising our potential
- ❖ Community – sharing and contributing
- ❖ Spirituality – reflecting and thinking deeply
- ❖ Environment – appreciating local and global environments

So that each child can flourish – like a flower of the field (Psalm 103:15)

- At Little Houghton CE Primary School, we want to ensure that each child:
- views themselves as a writer
- becomes a confident writer
- sees a purpose for writing, and
- is enabled to realise their potential as a writer.

In the EYFS, the children begin their writing journey; there are opportunities for mark making throughout the environment and children also take part in adult-guided writing sessions.

In KS1, the children continue developing their basic written skills through short, focussed sentence writing sessions. In addition, they are given purposeful opportunities to write longer pieces through drama, using 'Mantle of the Expert'. They might, for example, write a letter to a king telling him how to defend his castle, or write a set of instructions for putting out a fire in 1666. This way, they are engaged in and motivated by writing.

From KS1 we follow 'The Write Stuff' method with results that we are very proud of. The Write Stuff is the work of the teacher, author and education consultant Jane Considine. Teachers adapt the units of work provided to suit their classes, or create their own units of work using the same approach of quality sentence writing. Across the school, the combination of fiction and non-fiction units we have carefully selected provide children throughout their journey with the experience of a wide range of high quality texts and authors.



Intent

The School aims to:

- ❖ develop the children's confidence as young writers;
- ❖ ensure writing is an enjoyable experience by presenting a wide variety of engaging writing opportunities;
- ❖ give writing a purpose, helping children to see writing as an important means of communication within different communities in which they function;
- ❖ develop children's written skills by using positive teaching and encouragement
- ❖ give each child the opportunity to write in a variety of genres and for a variety of audiences.

Writing is a crucial skill, the teaching of which plays a central role across all year groups.

In the Early Years and KS1 the focus is on children learning the basic skills for writing. These include:

- ❖ fine motor skills and pencil control
- ❖ correct letter formation
- ❖ phonic strategies
- ❖ basic punctuation

In KS2, this foundation is built upon so that the children become more independent and confident writers. We are intent on our students leaving Little Houghton CE Primary School with a certainty that they are able to communicate effectively in writing – and to enjoy being able to express themselves in this way.

Children will be respected as an individual writer, provided with regular opportunities to make individual choices, reflect, think deeply and encouraged to develop their own creativity. Regular practise of key writing skills will provide children with the confidence to apply these in a range of independent situations whereby they have the chance to show what they have internalised. The range of writing experiences we provide will enable all children to alter their long term memory and know more, remember more and be able to do more as writers.

Implementation

In line with the National Curriculum (2014), we ensure that children in each year group are taught the explicit grammar, punctuation and spelling objectives required for their key stage. All children write during English sessions, and across the curriculum. Teachers plan writing based on 'The Write Stuff' by Jane Considine; these plans show clear progression through the different year groups.

Early Years Foundation Stage (Class 1)

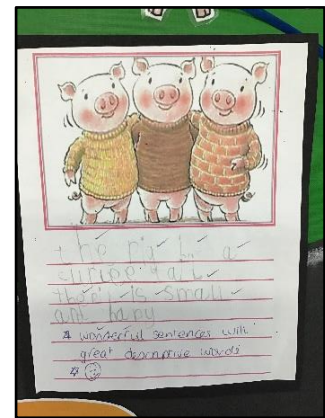
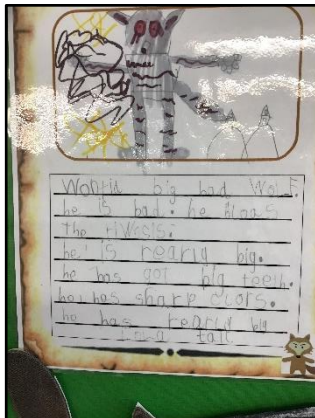
Children learn by first-hand experience and in the Foundation Stage children are provided with a wide range of opportunities and writing stimuli. The classroom promotes writing by setting up exciting role-play environments, displays and writing areas.

Children are given informal and formal opportunities to write. Writing experiences are planned based on the children's current understanding of the world and experience, building on these with purposeful tasks.

Every day children practise phonics, learn sounds, words and correct letter formation.

Children's emergent writing is encouraged through a multi-sensory approach; with a variety of tools such as chalk, pens, paint and surfaces such as walls, boards and sand to make marks and form letters and words.

As the Foundation year progresses, children start to put words together and begin to write sentences independently. By the end of Foundation Stage, we aim for the children to achieve confidence and some independence as a writer.



Key Stage 1 (Class 2)

In Class 2, each day starts with differentiated phonics and spelling work. Children work in groups on skills that match current ability and understanding.

Each day children have an English lesson where the focus is on writing. The aim is for quality over quantity; writing one to three good sentences applying the vocabulary, grammar, punctuation and/or spelling that is being taught. Grammar concepts are embedded where possible within these lessons and taught discreetly when needed. In addition, the children are presented with a range of different writing opportunities through 'Mantle of the Expert', a teaching approach that uses storytelling and drama to teach the curriculum.

By the end of Key Stage 1, we aim for children to be enthusiastic writers, across a range of genres, with increasing independence.



Lower Key Stage 2 (Class 3)

In Class 3, children have daily English lessons. Writing tasks are usually connected to the relevant curriculum topic and children are offered a wide range of stimuli to encourage writing. Where possible grammar and punctuation work is embedded within English lessons to provide purpose and meaning. Sometimes it may be necessary to teach and reinforce grammar and punctuation concepts discreetly. Children are encouraged to discuss ideas and sentences, make drafts and then edit to ensure they are producing quality pieces.

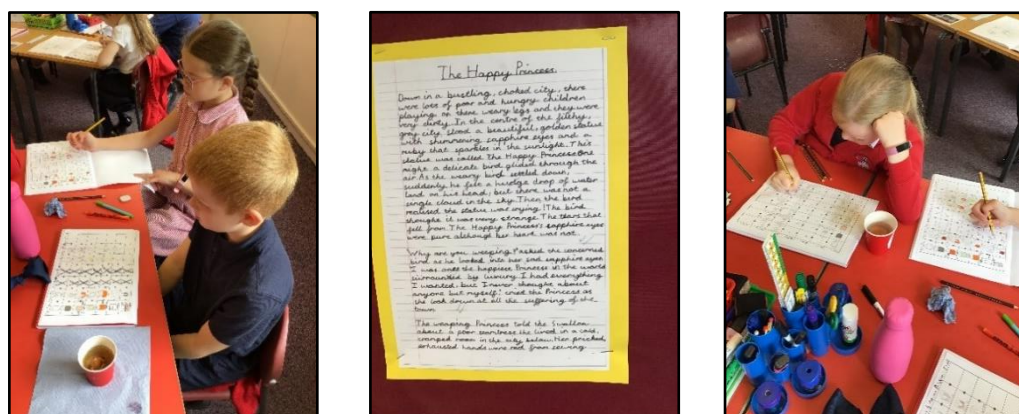
Spelling rules are taught in differentiated groups. Spelling patterns are taught and word lists are taken home to learn.

By the end of Class 3, our children become increasingly independent writers, writing ambitious sentences and more complex paragraphs across a range of genres.

Upper Key Stage 2 (Class 4)

In Class 4, children are taught GPS (Grammar, Punctuation and Spelling) in a more formal way. Children are assessed at the beginning and end of each term, and are then taught in differentiated groups. Spellings are also taught in differentiated groups.

During writing sessions children experience a variety of quality stimuli and a range of genre, to influence their writing. The class follows a structured approach to writing but then progress to writing pieces with increasing depth using a wide range of vocabulary. Classroom writing situations emphasise to the children the purpose of writing and give the children the opportunity to write in a variety of genres and for different purposes and audiences.



Approaches to Handwriting

In our School, we have high expectations for presentation. Handwriting progresses throughout school as follows:

Early Years Foundation Stage (Class 1)

- Fine and gross motor activities to build up strength and skills needed for writing
- Daily letter formation through the ELS phonics programme
- Use of chunky pencils which children can hold more easily
- Gradual development of correct pencil grip, although this may not develop until late KS1
- By the end of EYFS, the aim is for children to use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Key Stage 1 (Class 2)

A formal handwriting lesson takes place weekly with a focus on the skills of handwriting and from year one children use a handwriting book. Pupils are taught to form letters correctly and confidently. The size of the writing implement should not be too small for a young child's hand. Whatever is being used should allow the child to hold it easily and correctly so that bad habits are avoided. Triangular pencils and various pencil grips will be used where needed to help children to develop the correct pencil hold. Left-handed pupils should receive specific teaching to meet their needs.

In Year 1, children will 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.

In Year 2, children are 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.

Only when children are able to form letters correctly, with clear ascenders and descenders, will they be introduced to joined handwriting.

Lower Key Stage 2 (Class 3)

Using resources from the Collins Primary Focus Handwriting Scheme, children have a formal handwriting lesson weekly to develop joined handwriting and fluency. Pupils write in pencil and consistently good joined handwriting is rewarded with a pen license, after which children can write in pen.

In Class 3 children will be taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting.

Upper Key Stage 2 (Class 4)

In Class 4 handwriting is taught as part of the morning activities. Children are expected to write fluently in joined script and also choose the most appropriate tools for the job, e.g. pencil for drafting and maths; pen for presenting work.

In Class 4 children are taught to:

- Write legibly, fluently and with increasing speed by:
- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task.
- Use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Impact

At the end of each unit, children complete an independent piece of writing in a designated writing book. This work is then assessed against the National Curriculum standards and framework.

For Early Years Foundation Stage these pieces are found in the pupil profiles and writing books. In Key Stage 1 children use writing frames which are glued into their writing book. In Key Stage 2 have a lined writing book which is taken through from year 3 to year 6. The designated books stay with the child to provide continuity and evidence of progression.

The impact of our Writing and SPAG curriculum will be shown through

- Summative assessment of grammatical knowledge and spelling using tests (3 x per year)
- Teacher assessment of writing using independently written pieces to provide evidence of national curriculum skills and understanding
- Moderation of writing between year groups / phases and externally providing robust judgements.
- Monitoring of progress from year to year and key stage to key stage ensuring pupils remain 'on track' from their starting points

