

# *Pilton Infants' School*

## *Writing Curriculum Statement*



*At Pilton Infants' School, our role is to set the foundations for a successful learning journey. Literacy skills are at the core of what we do: a strong start in the skills of speaking and listening, reading, writing and spelling will enable children to succeed through school and into the work place. Good communication skills form the basis of our understanding: academically, socially and emotionally.*

*In recent years, our cohorts have changed to include more children with EAL or with speech and language difficulties. We address this by providing a language rich experience from day one. Speaking and listening is important in every subject and the children hear, and begin to build a bank of songs, nursery rhymes and story-telling as soon as they start school.*

*The content of the EYFS and National Curriculum is taught through a carefully planned programme or Writing Progression (see separate document) of texts which allow children to revisit, secure and apply prior learning through subsequent sequences. Our writing curriculum is informed by the DfE's 2022 Research review series: English. It is designed to focus primarily on narrative writing but also planned to cover a range of genres. In this way, as the children progress through the school, they are taught a wider range of text types. Our writing programme is reviewed regularly between teachers and the English lead using up-to-date assessments and to ensure coverage, progression and quality.*

### *Intent*

- Every child, regardless of background, needs or ability, learns to write and enjoys independent writing.*
- Children develop the gross and fine motor skills required to write neatly.*
- Children write every day (this can include handwriting, phonics, English lessons, continuous provision in Reception and the start of Year 1 and in other areas of the curriculum).*
- Children listen to, enjoy and learn about a wide range of texts and genres, including fiction, non-fiction and poetry. They become familiar with texts so that they are confident in retelling or adapting them.*
- Staff members model the transcription and composition processes explicitly. They involve children directly in this through shared writing so the two become interrelated and proficiency is developed throughout the school.*
- We provide high quality phonics lesson every day. Phonics is subject to ongoing assessment so that children who are at risk of falling behind, have 'keep-up' sessions. A summative assessment takes place half termly to ensure children are taught what they need to make the most progress. Children are taught how to apply their phonic knowledge in their writing.*
- Children revisit and review previously learned parts of the curriculum so that the skills and knowledge required for proficient, confident writing are embedded.*
- Children are given a range of purposes to motivate them in their writing. For example, they might perform a poem to the school in assembly, write a fact sheet for another class or write a short booklet to take home and share with their families.*

- Parents and carers receive regular communication about their child's phonics or spellings. They are given guidance on how to support them at home through information on our website and parent workshops.

### **Progression**

- In Reception, there is a greater focus on transcription skills than on written composition. Children begin their phonics lessons straight away on entry to the school, following Little Wandle Revised Letters and Sounds. This allows them to begin to orally blend and segment while learning their Grapheme - Phoneme correspondences. In this way, they begin word work within the first few weeks of term. They are able to focus on the transcription skills of fine motor control, applying their phonic knowledge and spelling a range of sight words without overloading their working memories thinking about composition. Children have daily oracy sessions where good talking and listening is modelled and taught (see Oracy progression). Opportunities to apply writing skills are planned and delivered through Continuous provision.
- In Year 1 children are taught to have a secure understanding of full stops, simple and compound sentences and will be able to check their own spellings. They will be able to writing in the present and past tenses. They build on the transcription skills they have been taught and are expected to start to compose more sentences independently. This is done through mapping, learning and practising texts and sentence types until they are secure, before writing them. Some children might extend these ideas independently.
- By the end of Year 2, children's transcription and composition skills are proficient. They secure their understanding of grammar, punctuation and spelling from Year 1 and build on this with understanding and application of more complex sentences and a greater range of punctuation. From the start of the year, children are taught the importance of editing their work. They learn how to read back their writing and use their green pens to check, correct and improve their written work. They regularly look at model texts by their teacher and peers, picking out what's gone well and editing errors together. They learn a wider range of text types and write for a wider variety of purposes. They begin to select appropriate writing tools to write interesting and engaging texts. They learn the grammar and spelling rules in the Year 2 curriculum using Twinkl Spelling as a starting point. They write neatly with most of their writing joined and with the stamina to write longer texts. Children who are working at Greater Depth will develop a broader understanding of different genres and apply these in their writing independently with some awareness of their audience.

### **Implementation**

Our Writing curriculum is planned using the objectives from the Early Years Foundation Stage in Reception, and the 2014 National Curriculum for English in Year 1 and 2. We choose high quality texts to provide a range of narrative, non-fiction and poetry.

From Autumn in Year 1, most sequences include the following elements:

- Elicitation - an assessed write within the planned genre to allow teachers to assess the next steps of the children.
- Familiarisation, including re-reading/ retelling the text, discussions, vocabulary lessons, learning and mapping the text and drama.
- The teaching of transcription skills through discreet grammar lessons where children learn the specific word, sentence or grammatical features required.

These are explicitly taught alongside the rules or patterns, and practised before applying within their writing.

- The teaching of composition skills through shared writing.
- A final piece of writing where the children have added their own ideas.
- More proficient writers will write more independently.

Where the objectives from one sequence have not been met and need to be continued, an elicitation may not be necessary. For example, if teachers decide the children need another narrative sequence with further work on the past tense and the *ed* suffix. The subject leader will review the writing progression with teachers throughout the year to ensure coverage and make any adaptations necessary for each cohort.

### Books

*English Workbook*: An exercise book (½ plain and ½ lined in Reception. In KSI, they will use an exercise book (with handwriting lines and margins) which will contain all examples of work e.g. elicitation task, teaching following this (including photos of the learning and remembering stages of a teaching sequence), the outcome, further teaching and the invention stage (where applicable).

KSI children will also have a handwriting / spelling books. This is a practise book for the children. Assessment of SPAG will take place through the work in their English books.

### Presentation

Each piece of work should be dated and should have a learning objective.

Each new sequence should be signposted in books with a 'front cover' so that it's clear where one sequence ends and the new one starts. This is a little picture to mark the start of the next teaching sequence.

Work in books should not be on pre-produced worksheets. Teachers can make their own frames.

### Shared writing and modelling

Shared writing involves the whole class. It is the process by which the teacher carefully models the type of writing/objective being taught and staff and children compose ideas, improve and review it against success criteria. During the writing stage the teacher will model aloud his or her thinking process with the children. Shared writing should demonstrate the processes and skills we want to encourage the children to use in their own writing. Teachers also share non-examples to check understanding and poor examples of writing for the children to help them improve. This is an opportunity to discuss what makes good writing such as thinking aloud and re-reading aloud to check for sense and punctuation. This is especially important throughout Reception when children are writing sentences dictated to them by a teacher. Through shared writing, they learn about composition and transcription skills as well as seeing the editing part of process as an important part of writing.

### Links to Reading

Where appropriate, in each sequence, teachers will make links between reading and writing. Teachers discuss shared texts by talking about the story plot, characters etc but also commenting on, explaining and questioning the children about language choice and the impact it has on us as a reader.

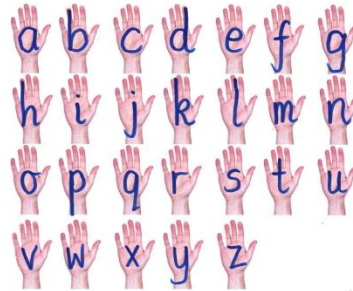
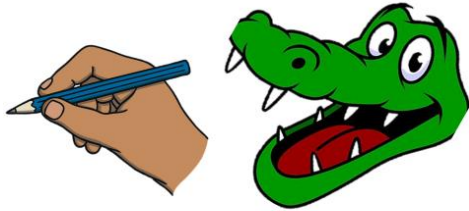
### Handwriting

Reception and Year 1 children are taught letter formation using the mantras in the *Little Wandle Letters and Sounds Revised* scheme. In Reception children are taught to form letters when they learn them in phonics lessons.

In Year 2 children continue to have daily lessons and practise until they are able to start joining.

Correct pen grip is taught using the Crocodile grip poster and formation of letters in relation to the line is taught with the hands poster below.

## Crocodile grip



Children who are identified with poor fine motor control have additional support in the form of Fun Fit, High 5 and 'Beaky Fingers' activities as appropriate (a variety of activities to develop fine motor skills).

Poor or incorrect letter formation will be dealt with as soon as they are identified or mistakes picked up in marking will be followed up in the next handwriting session.

### Spelling

Children in Reception and Year 1, are taught to spell in their daily phonics lessons, following the *Little Wandle Letters and Sounds Revised* scheme.

Children are taught to use the Grapheme Charts (Reception) and Grow the Code Charts (KSI) to aid their segmenting to spell. They have smaller versions of these available during writing lessons.

Those year 2s who no longer need to follow a phonics scheme will have 4 discrete spelling lessons a week using the Twinkl spelling scheme.

The Appendix 2 Grammar part of the 2014 National Curriculum is planned and taught within the sentence level part of the teaching sequence in English lessons.

### Impact

#### Marking and assessment

Following the Education Endowment Foundation's 2016 report into marking we have reviewed our marking policy so that it is in line with its recommendations to be 'meaningful, manageable and motivating'. The purpose of marking is to inform assessment for learning and subsequent teaching, and to help the children improve and make progress. Writing should be marked specifically to the learning objective/prior learning using the marking key - see below.

In Reception, marking is done with the children as they write. In KSI teachers and TAs use live marking within a lesson. For example, using prompts to help remember a spelling rule. Children in KSI will also be given time to respond to marking where applicable. Year 2 children are taught to respond in green pen so that it's clear what impact the teacher marking or feedback has had.

Marking should ask the child to check and apply prior learning. Most of this will be verbal feedback within a lesson. Or, an adult might use our marking key and ask them to check. For example, they could have 'sp' written in the margin on the line of a spelling error, they might have an ear drawn next to a word where the wrong sound has been used or they might write 'Check ©' at the bottom of the writing, asking children to check punctuation. In this way, the children have to think carefully about their response.

Throughout, children will be taught to read their work aloud to assess the coherence across the text. This will be modelled by teachers through their own texts or using children's writing.

## Marking Key

### Marking Symbols for the children to respond to in KS1:

Please check:

Capital letters

Full stops

Punctuation ? ! . , Year 2

Finger spaces

Does it make sense?

sp Spelling

or ph Check the sound

Check your handwriting.

### Teacher Marking Symbols across the school

Objective met

Independent work (Used in Reception. By default, work in KS1 is independent unless otherwise stated)

Teacher support Use the Independence Scale to note the level of support.

TA support

Verbal feedback given (Note what this was in reference to if not clear.)

Verbal feedback is given to reinforce what children have done well. For example, "Well done for checking the spelling of 'some' using a word card."

In addition to this, children who often have adult support will have their level of independence recorded on their work. This allows the teacher to make detailed of assessment of the child's next steps E.g.

Help with using the sound card.

### Independence Scale

Key Stage 1 Level of Support/Provision	Independence Scale	In the Classroom
Currently the pupil cannot achieve what is being taught.	0	The teacher has attempted to teach a learning objective using multi-sensory approaches and the <b>pupil does not understand</b> . This may be due to it being too advanced for their current level and learning may need to be altered or matched to their need.
The pupil achieved the objective with full 1:1 adult support.	1	The pupil is beginning to understand a new concept with lots of <b>adult support</b> and <b>modelling</b> . The pupil is <b>dependent on the adult</b> to keep guiding them and reinforcing their understanding.
The pupil achieved the objective with an adult regularly checking in and correcting any misconceptions (not doing it for them).	2	The pupil <b>attempts</b> to start their learning <b>independently</b> , having a go for themselves. The <b>adult is close by</b> and checks in every 5-10 minutes to check understanding and correct any misconceptions.
The pupil achieved the objective with an adult giving some verbal or visual prompts when they have asked.	3	The pupil <b>starts</b> their learning <b>independently</b> , having a go for themselves. The adult is close by and goes over to help the pupil when <b>they ask for help</b> .
The pupil has achieved the objective when they have tried to use strategies for themselves prior to asking for adult support.	4	The pupil uses lots of strategies in the classroom that help them. The child is able to access the <b>strategies independently and confidently</b> . When they are <b>not successful they them will ask an adult for help</b> .
The pupil has achieved the objective completely independently.	5	The pupil uses the resources available to them in the classroom to complete their learning <b>independently</b> , they do this <b>without adult intervention</b> .

The final piece of writing in a sequence provides summative assessment of children's writing against the relevant curriculum objectives. This allows teachers to show

progress in writing over time and assess whether or not the child is 'on-track' to achieve the expected standard at the end of the year.

In KSI teachers will use the individual writing assessment sheets to tick of any examples of children meeting objectives independently. These will be updated termly. A decision about their attainment should be made and updated on our tracking spreadsheets.

For children entering a new year group, teachers will carry out a baseline assessment of their writing by the end of the first month in the new class. Children who did not reach the expected standard at the end of the previous year will continue to be taught that curriculum so that they can meet all targets. Where appropriate, they will still access teaching for their current year group.

Writing will be moderated by the whole staff and senior leadership team regularly to ensure consistency. Moderation and standardisation will take place each year with other local schools.

### *Special Needs*

Children who do not meet age related expectations will continue to work on the curriculum which they haven't secured and be supported in the following ways depending on their needs:

- Teacher or TA support in guided sessions.
- Small group support in class.
- Little Wandle Keep-up sessions.
- Patterns of lessons. For example, the children might work on a repeated objective for longer to enable success and build confidence.

N Ruddick - English lead

Updated August 2023.