

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. 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 and are given guidance on how to support them at home.

Progression (for more detail, see Writing Progression document)

- 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. In the Autumn term, the children learn early transcription skills. From week three, they have a daily writing club where they begin to secure fine motor skills, pre-writing shapes and correct pen grip. From the Spring term, they learn to write their letters and to segment and spell words.
- Children have daily oracy sessions during fruit time where good talking and listening is modelled and taught. Speaking and listening is modelled throughout the day. Opportunities to develop motor 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 write 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. Work is planned through coherent sequences linked to key texts.
- 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. In Key Stage One, sequences are planned into two types: Writing to Entertain and Writing to Inform. They learn a wider range of text types and write for a wider variety of purposes. In Year 2 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. By the end of the key stage, they write neatly with most of their writing joined and with the stamina to write longer texts.

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.
- A range of activities to provide familiarisation with the text.
- 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.

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.

Presentation

In Key Stage One 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.

Handwriting

<p><u>How I hold my pencil</u></p> <p>Pinch </p> <p>Flip </p> <p>Crocodile Grip </p>	<p>Reception children are taught letter formation using the mantras in the <i>Little Wandle Letters and Sounds Revised</i> scheme. In Reception children are taught to form letters when they learn them in phonics lessons, through air writing and teacher modelling. After Christmas, children learn letter formation through the letter families to secure schema and reduce cognitive load. They are taught using Nelson Handwriting teaching resources. Correct pen grip is taught using the Crocodile grip poster.</p> <p>At the start of Year 1, children revisit letter formation and learn to form these correct in relation to the handwriting lines. Then they move onto Nelson handwriting which they continue into Year 2. By the end of Year 1, they will have secure formation of capital letters, lower case letters and digits 0-9. By the end of Year 2, most children will be joining at least some of their writing.</p>
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Children who are identified with poor fine motor control have additional support in the form of Fun Fit and additional support in class.

Impact

Live Marking

Classroom staff are vigilant of poor letter formation and children are given immediate feedback to help them correct and improve.

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 KS1 teachers and TAs use live marking within a lesson. For example, using prompts to help remember a spelling rule. Children in KS1 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.

Marking Key

Key Stage 1			
Ⓒ	Check capital letters.	⦿	Check full stops.
⒫	Check punctuation (Year 2)	Ⓓ	Does it make sense?
sp	Check your spelling	Ⓓ	Teacher support (with note of what support if not clear from live marking)
Ⓓ	Teaching assistant support (with note of what support if not clear from live marking)		

Reception			
Ⓓ	Teacher support (with note of what support if not clear from live marking)	Ⓓ	Work completed independently.

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 KS1 teachers use group assessments to track progress throughout the year, to inform next steps in teaching and to make decisions about attainment. These are updated half termly.

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

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