



# Writing

## Intent

The intent for writing is based on our curriculum driver: Be Brave. This driver underpins our approach to learning by providing opportunities for all our children to challenge themselves, take risks and build resilience. At Woodthorpe Infant school, the teaching of writing is of paramount importance within a broad and balanced curriculum.

Our aim is to ensure that every child develops competency in both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). We ensure that that the teaching of writing is a creative and engaging learning experience.

At Woodthorpe Infant school we follow the National Curriculum in England 2014 Framework for English as the basis of our curriculum planning. We also use the scheme 'Talk for Writing' which structures English units into three clear sections: Immersion, Innovation and Independent Application.

A range of high-quality texts and stories have been carefully selected to promote a love of writing at Woodthorpe. These texts have been chosen as they are exciting and engaging for our children as well as being representative of our modern diverse society. They also ensure children are exposed a range of genres and text types so they can apply these in their independent writing.

Our intent is that:

- All writing lessons are linked to a high-quality text from our reading journey
- The children will orally rehearse the text
- The children will read texts as a 'reader'
- The children will understand texts as a 'writer'

- The children will complete their own writing inspired by each text

## **Implementation**

In Foundation 2, we follow the EYFS Statutory Framework and development matters to teach writing. In Key Stage 1, we follow the National Curriculum. Our writing journey is underpinned by our wonderful reading journey which is planned from the day the children start with us until the day they leave. Our reading journey texts have been carefully chosen because they are exciting and engaging. The children love these texts and become very familiar with them. This familiarity supports and inspires the children in their own writing and ensures that they develop a love of writing too. We ensure that the texts we use are representative of our diverse society and have clear links to the national curriculum for English and Early Years Foundation Stage Framework.

Whole class writing lessons take place in Foundation 2 and Key Stage 1. In Foundation 2, English lessons follow the 'Drawing Club' approach; children learn the structure of a story with a focus on characters, settings and imaginative story development (adventure time). Drawing is a crucial element of the lesson structure as it helps children plan and develop their ideas before writing and is explicitly modelled by the teacher. Letter formation, spelling and punctuation are directly taught during whole class inputs and are further developed and consolidated in small group and independent learning challenges. Key vocabulary that links to each text is discussed and embedded into each literacy session, expanding children's language development and understanding.

In Key Stage 1, grammar is taught through the writing lesson and embedded through a daily WIS quiz. Key stage 1 lessons include a whole-class input focused on the key text. Children then work independently to access open-ended learning challenges which are accessible to all children. The children are encouraged to reflect on, share and improve their learning. All learning is made visible to the children and is displayed on a learning line in the classroom. Each year group has an 'all the time' toolkit which sets out the expectations for all pieces of writing.

The teaching of Writing is linked to reading and daily phonics lessons start from week 2 at the start of F2. We follow the Little Wandle Phonics scheme. Children are taught in whole-class groups and are assessed formally every half term and informally daily

and weekly. The phonics lessons build over time to include the daily spelling of words. In year 2, some children begin to transition from daily phonics lessons to daily spelling lessons.

The expectation for letter formation changes as our children progress through school. In Foundation 2 and Year 1, children work on forming letters without leads ins or lead outs, concentrating on starting and finishing in the correct place. During Year 2, children continue to work on their letter formation with lead-ins and lead-outs. When children are forming their letters correctly in relation to each other and the line, they will begin to work on joining their writing.

## **Impact**

All children will be exposed to high quality teaching and learning that contributes to deep learning and changes being made to their long-term memory. We assess against the early learning goals in F2 and teacher assessment frameworks for writing in Years 1 and 2. As a school, we understand that new learning is embedded when it is revisited often. The children will be given the opportunity to apply their existing knowledge and skills with every piece of writing they complete. In this way, learning will take place over an entire Key Stage, enabling the children to revisit learning regularly whilst adding new ideas, knowledge and skills. By the end of their time at Woodthorpe Infant School, our children will have developed skills needed to be a 'writer' and will understand how they can apply these in Key Stage 2 and in future careers.

## **Writing and SEND**

For pupils with SEND, adaptations may be made in writing which are based on the child's individual needs. We ensure that pupils with SEND are appropriately challenged in writing by:

- Using teaching methods which match the needs of children.
- Chunking content into smaller steps and ensuring the curriculum is designed to reduce excessive or unhelpful demands on working memory.
- Ensuring adaptations are based on individual needs and aim to retain ambition for pupils with SEND.
- Understanding that, for pupils with more complex SEND needs, it may be appropriate to have different curriculum expectations.