



Writing Progression of Skills

OUR VISION FOR TREWIRGIE INFANTS'SCHOOL

'We care, we help, we succeed'

OUR MISSION:

- To inspire children to engage in learning, and be valued members of a caring, supportive, and successful school.
- For all our children to develop life- long learning skills; to be independent and creative thinkers and to be socially confident.
- To enable children to be successful through a curriculum that captures their interests, stimulates their ideas, encourages inquisitiveness and critical thinking and meets their needs.



At Trewirgie Infants' & Nursery School, children start their writing journey through mark marking opportunities in nursery and reception, where they are encouraged to express their ideas using both indoor and outside continuous provision. This is all linked to real life experiences and is child initiated so that the mark is meaningful to them. At our school, language comprehension, speaking, listening, reading and writing are at the heart of our curriculum. Children are encouraged to share their ideas, thoughts and experiences through partner work, small groups and as a whole class.

As a school, we use Talk for Writing, developed by Pie Corbett. The 'Talk for Writing' approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. We use a core reading spine of quality fiction, poetry and non-fiction books that all children experience and draw upon throughout their time at our school. Each year group designs their imaginative units of work to complement our creative curriculum and this is shown clearly on our whole school T4W plan. The approach includes imitation, innovation and independent application (invention).

The Imitation Stage

The teacher establishes a creative context for each 'Talk for Writing' unit with a 'hook' to draw the children in. Teachers then introduce children to an exemplar text, supported visually by a text map. Actions are created to help the children recall the story or non-fiction piece and reinforce the specific language patterns. In this way, children hear the text, say it for themselves and enjoy it before seeing it written down. Children interact with the text through drama activities and internalise the language patterns through sentence and word games based on the text. Once they have internalised the language of the text, they are introduced to the written text and encouraged to identify the key writing ingredients and 'magpie' key words and phrases. Children will develop their understanding of the structure of the text with the use of the boxing-up technique and by analysing the key features.

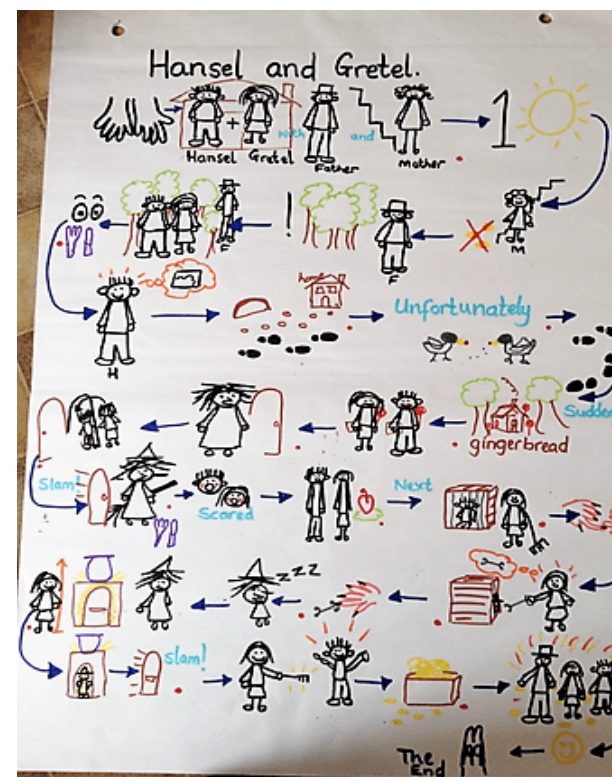
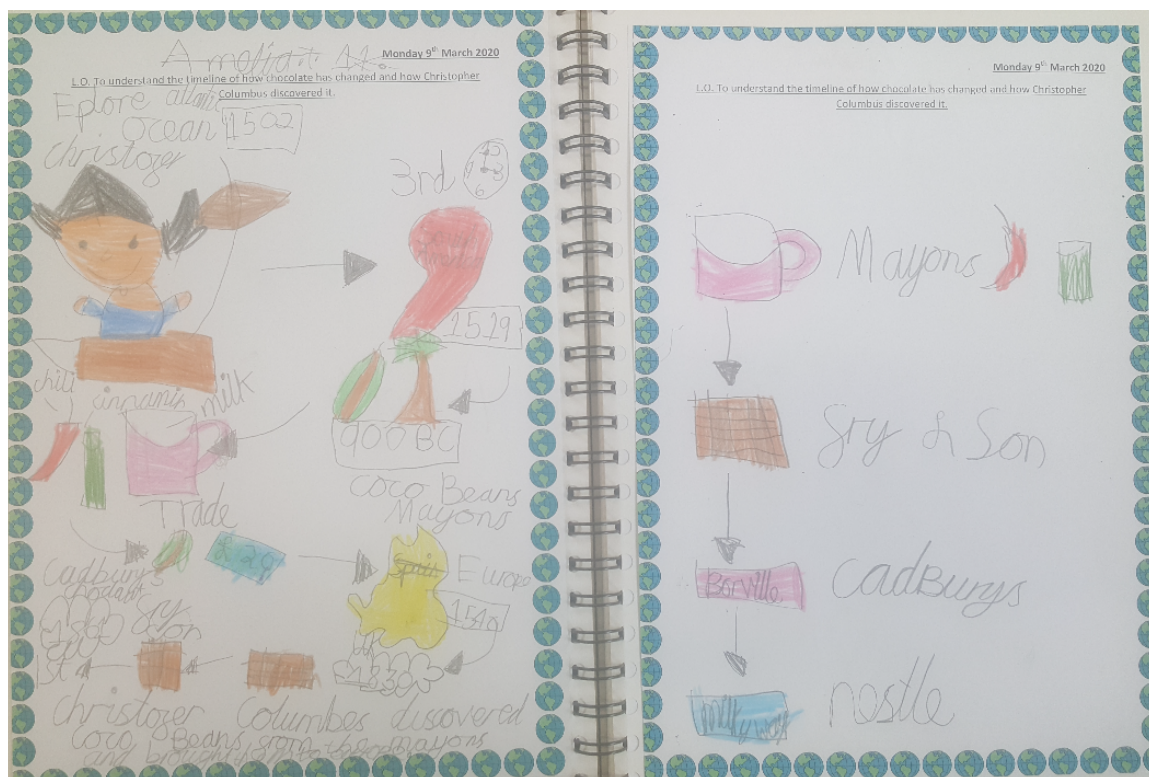
The Innovation Stage

Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. Using an adaptation of the text, children orally rehearse what they want to say then create their own version. During innovation, spelling, sentence games and drama activities continue to be incorporated so that children have a wealth of oral and written practice in the language features required to write. The key activity in this stage is shared writing - which helps the children to create their own version by 'doing one together' first. This begins with the children boxing-up their innovated version of the exemplar text. Each stage of the writing process is modelled by the teacher. Throughout this process key words and phrases and shared writing are displayed so when children begin to write they have models and examples to support them.

The Invention Stage

In this stage, children move towards becoming independent writers. They write the same text type but choose the content. This stage still requires a 'hook', games to help children internalise the language patterns and understand the text, boxing up and shared writing. Teachers guide children through the whole process which ends with rereading and polishing (purple pen).

Throughout the process, teachers use formative assessment to plan the next step in their teaching (based on what the children need to know in order to improve). 'Assessment for learning' clearly involves the child in thinking about what has worked well and points them towards what needs to be done to move forward in their learning.



Curriculum statement

INTENT	IMPLEMENTATION	IMPACT
<p>All children will be taught to use the correct pencil grip from Nursery at our school. They form each grapheme correctly to reinforce GPC and practise letter formation until it becomes automatic. By Year 2, children learn to join their handwriting to enable fluid, fast transcription. Using RWI, they learn to segment words to spell tricky words with confidence and are supported to write sentences that are appropriate to their stage. Children write sentences using appropriate punctuation with understanding and accuracy. Writing skills are shown across the curriculum through engaging and exciting topics that excite our children to write. We develop their language comprehension through the explicit teaching of vocabulary in each subject and guided reading unpicking texts together using adventurous language in their writing. Children are confident to write independently, building the skills to analyse and improve their own writing through self-editing with purple polishing pens.</p>	<p>Children's fine motor control skills are developed through carefully planned activities specifically linked to their needs. They learn the matching Read Write Inc. handwriting phrase for each new grapheme and link this to the phoneme, practise forming the new grapheme whilst verbalising the phoneme to reinforce GPC. Our school follow the Nelson Handwriting scheme and regularly practise handwriting outside Read Write Inc. sessions. They use 'Fred Fingers' to segment words to spell when needed to practise spelling 'tricky Red Words' and common exception words by focusing on the unusual grapheme. Each year group are taught the N.C. spelling rules using the Spelling Planet linked to the RWI program. In daily RWI sessions, children are taught to hold a sentence in their head before writing it down, Orally rehearse sentences before writing. Using Talk 4 Writing, children learn and orally retell stories. Stories are internalised and innovated to provide structure and scaffolding for children to produce their own independent writing. Children are taught self-editing skills to make simple additions, revisions and proof-reading corrections to their own writing. Children's progress is carefully monitored though book looks, learning walks and on-going teacher assessments. Independent 'Cold' and 'Hot' tasks form part of those assessments for units of work in class. Independent writing tasks are used as part of this assessment. Regular pupil progress meetings monitor the progress of all pupils including key stage meetings. All teachers across EYFS and KS1 attend regular writing moderation meetings across their year groups and with SLT and the Writing lead.</p>	<p>Children will be able to write with accuracy and fluency, enabling them to write quickly and confidently. They will have the experiences, story knowledge and language comprehension to write with creativity, confidence across the curriculum and for different purposes. All children will have a wide vocabulary and use adventurous language in written work. They will use the correct tense when speaking and writing, using punctuation effectively to engage readers. We want all children to leave our school with a lifelong love of writing.</p>

