



INTENT

At Trewirgie, writing is a crucial part of our curriculum. We view reading and writing as being linked. Reading is like breathing in and writing like breathing out. All children are taught children to use the skills they learn in reading to help with their writing. They are given regular opportunities to write both in English lessons and across the curriculum. We also understand that reading and writing both float on a sea of talk so oracy skills are of prime importance across the curriculum.

Our intention is for pupils from the first few weeks in the EYFS and throughout KS1 to be immersed in high quality language, storytelling and experiences which develop their vocabulary and for them to have a rich diet of both gross and fine motor skills in preparation for writing.

Our intention is for pupils to be able to both read as a reader where they focus on the vocabulary, grammar and comprehension but also to read as a writer focusing on the author's crafting of language and use of literacy devices. We believe that this will enhance their skills when it comes to composition and effect and use of grammar and vocabulary.

Where possible we always try to have an audience and purpose for the writing and these are often linked to topics, class or community events.

Foundational skills are a focus from the start and throughout the school to ensure children are writing correctly and can then build upon these skills.

Assessment forms the basis of planning and we aim for children to make good progress from accurately assessed and moderated starting points.

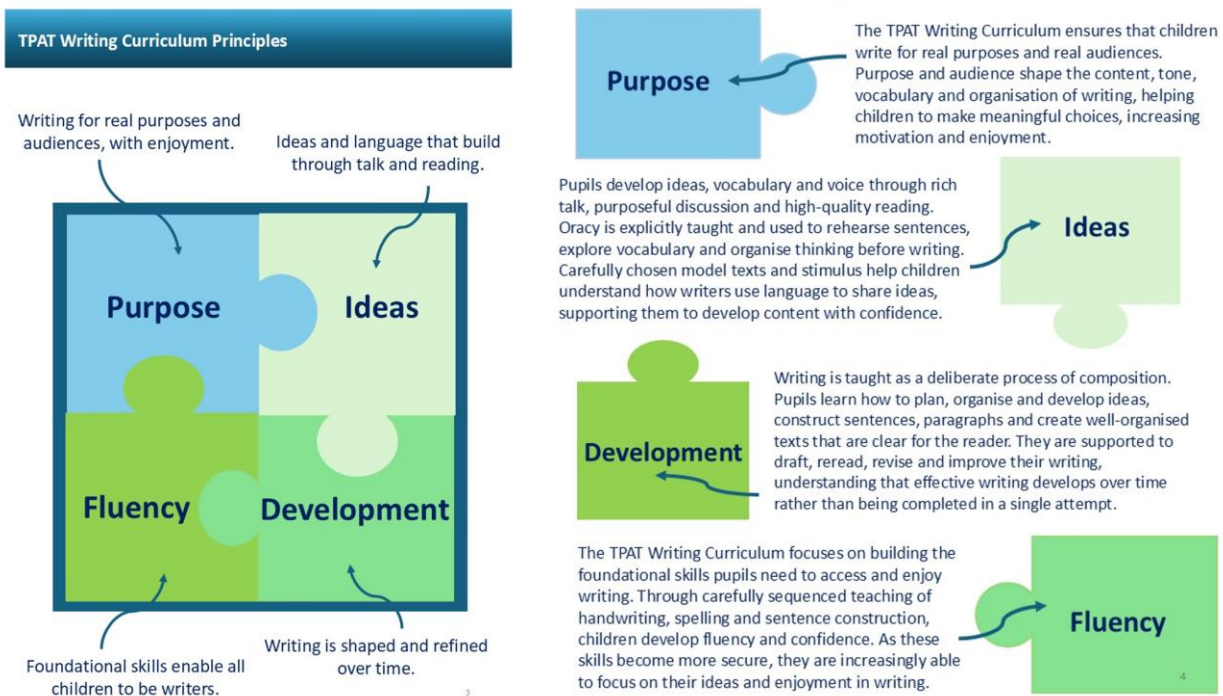
We aim for families to be increasingly engaged in their children's learning not only by hearing children read and help them to learn spellings but also by talking to their child, increasing their vocabulary and sharing the texts we learn in school at home.

We aim for children to be taught by highly trained staff who work as a team to deliver high quality writing lessons. They will be inspired by the texts used, the classroom and outdoor environments and their teacher's passion for writing. This will give children a firm foundation to prepare them for a smooth transition to the junior school and onto their next stage of education.

Our school values – to care, to help and to succeed underpin all that we do. This is built upon a foundation of the children feeling safe and being confident to explore different ways to tackle their writing, caring about their work, helping others and becoming successful at the skills they have practised.

IMPLEMENTATION

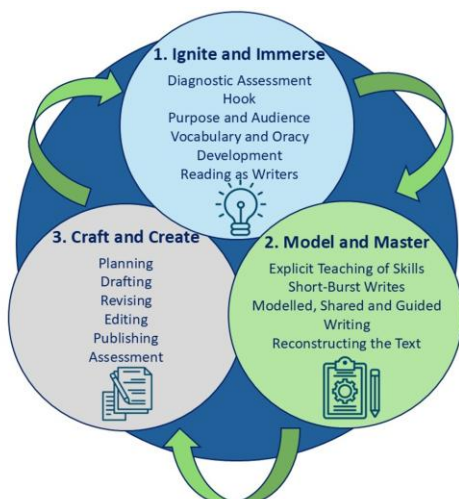
Writing is taught using the TPAT Writing Curriculum using many of the elements of the Talk for Writing approach. Children imitate the language they need for a particular topic orally, before reading and analysing it and then writing their own versions of the class texts.



Children in Nursery use Scribble Club and then in Reception and Year 1, they used drawing club to begin to get children motivated in mark making and exciting about writing. This opens up the magic world of tales and story to children whilst at the same time enriching their language skills, developing their fine motor and storytelling skills.

We follow the RWI Scheme for Reading and Writing. Children are taught the correct letter formation rhymes and follow the RWI scheme including the Get Writing Lessons. This includes daily writing sessions where children focus on foundational skills through sentence dictation (hold a sentence), proofreading and editing as well as building their own sentences and texts in a structured supportive environment.

When the children finish RWI, they move to English lessons which follow this unit structure:



We teach children to read as a reader where they focus on the vocabulary, grammar and comprehension but also to read as a writer focusing on the author's crafting of language and use of literacy devices.

Each half term has a focus multi-week unit which alternates between writing to entertain and writing to inform. It uses a high-quality engaging texts which is written or edited by the teachers to weave in particular grammar and spelling focuses. This text is learnt by everyone in the class using a text map. During the Immerse stage, the children get to know the text inside out and study the language features both as a reader and as a writer. They are then guided through the model and master stage by their teacher modelling writing and encouraging use of writing journals (magpie books) and teaching relevant grammatical structures.

The craft and create stage is then more independent where the children are given the opportunities to write and edit their work themselves with the same genre or story type.

The longer unit each half term is preceded or followed by complementary units where children work on the foundational skills, poetry and other writing linked to topics or educational visits.

Oracy

Oracy skills are highlighted on the long term planning and each unit of work has an oracy focus. We aim to develop this further and acquire further training in this area as we recognise the value that it has to enhance children's confidence and how well they succeed.

Oracy starters across the curriculum support the development of language. In Drawing Club and reading sessions, vocabulary is a high priority and children learnt a set of 5 words each week as part of these sessions.

Writing Across the Curriculum

Writing has as high presence across the curriculum. The expectations for writing in all books are the same in terms of content, accuracy, creativity and presentation.

Local and Popular Culture

Much of our curriculum is planned to link to the school's unique locality. Children are encouraged to write about local places in their stories and non-fiction writing both in lessons and in their independent learning. Texts are chosen to be relevant to children's interests and long term plans are working documents which can be adapted to meet the needs of each class. We encourage children to innovate stories with their own ideas these may be characters from computer games, TV, comics or other books they love. We believe that children will succeed and be more motivated by writing about what they know.

Assessment

Independent, best writing from the craft and create stage is used for assessment. Interventions for writing and focuses for the next units are planned based on the assessments made.

Teachers use Insight and the Babcock moderation materials as well as AIR – An AI writing assessment tool to assess writing. This is done each half term within staff meetings and we also attend other moderation sessions run locally and by the trust.

Early Writing

In EYFS communication and language is a prime area and is a focus throughout every part of the day. Early writing is taught systematically through RWI sessions where letter formation is introduced and sounds are segmented to spell.

In Nursery, children begin to experience the Talk for Writing process where key texts which are mapped out for the year are read to the children as physical books. These are then simplified into text maps using high quality language and repetition for storytelling. The Makaton actions are used as part of the storytelling for key words and storytelling vocabulary. These actions continue through the school and are displayed in each classroom.

In nursery, the stories run over longer periods of time as some children are not in every day. They spend a week reading the story and then a week or more talking the text. When the children are confident with the text they have learnt, they begin to innovate the story and substitute characters and objects using post it notes on the text map. Through the children's continuous provision, they have access to the books and smaller versions of the text maps along with props etc. to allow them to use storytelling in their play.

The children see the adults writing regularly. They experience shared writing where the writing process is modelled to them and adults also use story scribing to capture the children's own storytelling.

Alongside this, the children are given many opportunities for gross and fine motor skills both inside and outside as well as activities that foster good pincer movements. They have access to a wide variety of mark making equipment in all areas and towards the end of the children's time in nursery, those who are ready experience modelling of letter formation using the RWI letter formation rhymes. All children are encouraged to write their name on their work.

As the children enter Reception, the Talk for Writing process continues to develop through whole class direct teaching, guided writing opportunities and through continuous provision in the early years. This also continues to include the development of gross and fine motor skills, pincer movements and use of a wide range of equipment. Pencil control and technique is monitored and intervention for fine motor skills and letter formation etc. is provided where necessary.

Children in Reception are given opportunities to write independently as soon as they are able to. This is supported by RWI sound mats to allow children to easily recall the phonics sounds they have learnt. Continuous provision provides many opportunities for writing in different ways.

Classroom Environment

Teachers have created storytelling areas to inspire and support the children's creativity. These contain props linked the class text as well as open ended and generic prompts for the children's own invented stories. Working walls allow the class to record the journey of their learning through the unit. These include: a story mountain, text map, key vocabulary, boxed up versions of the text and planning aids as well as the classes shared writing. Pupil's work is celebrated on the class recognition boards as well on other displays around the school.

Planning

A long term plan outlines the texts to be taught across the year which are a range of story types and genres. This plan also details the grammar, punctuation, spelling and handwriting that will be taught within each unit. Weekly planning is more detailed and is adjusted by individual class teachers to meet the needs of their class.

Spelling

Spellings are taught in school as part of RWI initially. In the EYFS and Year 1, spellings practice is directly linked to the learning of the 40+ sounds and then when children have mastered these.

When the children have are reaching the end of the phonics scheme and can spell words with the main sounds from RWI, from grey group onwards they follow the RWI spelling scheme. The children take home

spellings to practise each week. Support is provided in school for those children who find spelling tricky through extra sessions for spelling interventions.

Grammar

The requirements of the National Curriculum for grammar are embedded within the texts we use for writing. Children are taught specific grammatical patterns within English lessons and they practise these in their writing. A long term plan sets out these focus areas for the year to ensure coverage. Some grammar lessons are taught as discrete lessons.

Handwriting

Handwriting is taught as a specific skill, little and often. It is taught progressively and in-line with the requirements of the National Curriculum.

Handwriting is taught daily where possible moving from gross and fine motor skills practise in the Early Years to more formal handwriting sessions starting in Year 1.

Initially we teach handwriting (letter formation) by linking closely with the Read Write Inc. scheme in daily phonics sessions. In KS1 children are then introduced to a simple joined handwriting style which is not made complicated by unnecessary loops or swirls. We introduce the slightly different lowercase k and f within Year 1 and then follow the Nelson Handwriting Progression.

We use the handwriting tram lines to support children to show ascenders and descenders. These are introduced in YR as the grass ground and sky. The children are shown by the teachers in shared writing sessions where the letters sit and they used wooden letters and painted boards to position letters in the right place. In the Summer term, children begin using the tram lines to write on. This continued through Year 1 and into Year 2 if children need them still. Most Year 2 children write on 12mm and then 8mm lines.

There are opportunities for children to earn a silver pencil for correct formation and neat writing in Year 1 and to try writing in pen when the teacher and pupil agree that the handwriting is of a suitable standard.

Handwriting by adults around the school is expected to follow the handwriting policy. Twinkl font is also used where possible to give the children clear text to read in a style they can replicate.

Timetable

Handwriting is taught in class each day after the register. RWI lessons happen each morning after that and then following a snack break children have a drawing club or writing lesson.

Approaches to supporting disadvantaged and SEND pupils

Provision maps are drawn up for SEND pupils and specific tasks are planned for these children where they are not able to engage with the main tasks of the lesson.

Planning overviews for the week show where some children may need additional support, resources, scaffolding to be able to access and achieve the LO for the lesson.

PP children are highlighted and targets drawn up to support these children to make good progress. They are supported by the PP lead. These children are also a focus for class teachers when guided groups are formed.

Development of Staff Expertise

Staff receive regular inset and coaching from the reading and writing lead during RWI sessions, staff meetings and inset days. Sessions are planned each term for moderation of writing which included the whole of the teaching staff team.

Parental Engagement

We send home copies of the class text at the start of each unit. Children are encouraged to share the text with their families. We expect parents to read to and with their children regularly and practise their spellings. This is monitored by class TAs and teachers contact parents to offer further support if there are barriers to this happening.

Parent meetings are held in the Autumn term for each year group to outline the Reading, Writing and Maths strategies that we use in school and explore how they can help at home. Parents are provided with a take away leaflet.

IMPACT

The Writing curriculum is evaluated through

- Monitoring of the data, quality of writing in English takes place through books scrutiny sessions, observations, pupil conferencing and moderation sessions.
- Summative assessment takes place each term formally with assessments also made half termly to inform planning and interventions.
- Teachers also attend moderation sessions in staff meetings and where possible with other schools and within TPAT.
- Teachers in attend training sessions and moderation sessions through the year.