

Writing

At Hamstel Infant School and Nursery we believe writing is a **fundamental life skill** that is needed as a means to **communicate** knowledge and ideas in a variety of ways. It is essential that we provide the children with the key **tools for writing** so they become **confident writers and enjoy writing** for different purposes at the age expected outcomes.



INTENT—*We aim...*

That our children **acquire a wide range of vocabulary** that they can **apply** with confidence to enhance their **independent writing**.

For our children to be able to **spell at age appropriate expectations**. To ensure children apply taught phonics, spelling patterns and rules **independently to writing** across the curriculum.

To provide a flexible writing curriculum and **clear adaptations** for children so they can be successful at composing and **applying taught skills** across a range of narrative and non-narrative styles through **exciting writing opportunities**.

For our children to write in a **fast, fluent, legible and sustainable handwriting style** across our themes and curriculum by the end of KS1. That children value their writing and demonstrate **care and pride** in the **presentation** and organisation of their written work.

That our children have a **good understanding of the grammar** knowledge and skills needed to be a **coherent writer** for their **age expected outcomes**.

That our children have **high quality modelling and scaffolding** to support the **fundamental writing skills** needed for writing fluency.

IMPLEMENTATION—*How do we achieve our aims?*

At Hamstel Infant School and Nursery we use a **theme based approach, quality texts and enriched experiences** to inspire and give purpose to our young writer's. Our Hamstel Headlines form part of our drive for quality first teaching in writing across the school.

Sequenced Planning and Progression

The Writing Curriculum is carefully planned to show the **sequence and progression from Nursery to end of KS1**. Our **bespoke progression grid** highlights the development of the writing skills and knowledge across the year groups. This informs our **Writing Long Term Plan**, which shows explicit termly coverage of skills and knowledge to be taught across the school. **Medium Term planning** outlines the coverage, highlighting **skills to revisit and new skills or knowledge to be taught** over a weekly basis which then feeds into sequenced and adapted short term planning. The year group short term planning helps provide a **clear sequence to develop, practice, apply and embed the tools needed to write independently** at an age appropriate level.

Planning ensures **connections are made to previous learning and informs future learning**, and is **linked to a text, or stimulus to meet the writing outcome or links to our theme based learning**.

Oracy and Vocabulary Development

Through our well-planned **sequenced lessons** we ensure we provide opportunities for children to **rehearse** and prepare for their writing through the use of oracy. We provide the children with **pre-writing activities** that support and **engage our young writers** this may involve a hook, or a quality text or a photograph that provides **talk and vocabulary development** before they write. **Creative or subject specific key vocabulary** may also be deliberate and planned explicitly to support the enhancement of writing. Key vocabulary will be **modelled** within an appropriate writing structure for the children in lessons to provide context and understanding. To support some children, staff give opportunities to **rehearse their sentences verbally** before writing them, techniques may include, My Turn Your Turn or Dictated sentences with an adult. Appropriate vocabulary that is current to the learning will also be **displayed in the classrooms**, and **in KS1** provided in individual word banks as a tool in which children can refer to independently when writing.

Transcription: Handwriting

At Hamstel **Handwriting is a taught skill**, where we provide regular opportunities for practice with careful and consistent instruction. Our Handwriting Scheme is based on PenPals for Handwriting along with the advice and guidance from the National Handwriting Association. **The P checks** (Posture, Pencil, Paper and Pressure) are used to help focus staff and children on the **physical process of writing and form good habits**. **Efficient and effective pencil grip is directly taught**, encouraged and monitored on a termly basis.

In EYFS children are encouraged to explore and experiment with a wide range of mark-making tools. **Gross and fine motor** activities are an integral part of daily activities and learning opportunities, both adult and child-led, are carefully planned to promote the development of muscle groups needed for successful preparation for handwriting. All children are taught to write lines and patterns before moving onto letter formation. In Reception daily adult-led handwriting lessons are taught. Letters are taught in their letter families through explicit modelling and instruction. All children learn to form letters starting and finishing in the right place by the end of the Early Years. **In KS1** consolidation of correct letter formation is a key focus before children move onto learning to join letters. Letter joins are taught in a systematically through explicit modelling and instruction.

Transcription: Spelling

Spelling is predominately **taught daily through RWI** (phonics). In **Year 1** children have additional opportunities to **practice and apply their weekly spelling focus** and the common exception words. In Year 2 we follow the **Year 2 RWI spelling program** which introduces the children to new alternative graphemes to spell words and use of suffixes to change the meanings of words. The Year 2 children have **explicit spelling lessons** as well as regular opportunities to practice and apply their new learnt spelling patterns and the common exception words. In KS1, children are **assessed on their common exception words** half termly to track their knowledge of these, gaps are identified to create personal spelling bookmarks and teachers use this information to plan in more teaching and practice opportunities.



Assessment

In Writing, we our **bespoke assessment steps grid** that progresses in clear stages to the end of year framework statements for **EYFS and end of KS1**. This helps identify key gaps to inform next steps and any intervention that needs to be put in place. We meet **termly** within all year groups to moderate writing to ensure our **process is consistent** with our teacher judgements. We also work within the Portico Academy Trust to moderate writing in the Spring Term. In EYFS, the **assessment checkpoints** are used to inform judgements through the year to then make a judgement against the **Early Learning Goals**. At the end of KS1 we use the **non-statutory Assessment Framework** guidance to ensure we have a consistent approach across the classes and provide ourselves with a clear framework of expectations for writing.

In **KS1** children are assessed every half term on their **Common Exception Word Spellings**, this informs staff on any spelling gaps and informs teaching and learning for the class or individual targets.



Adaptations

Short term planning is developed in year group teams and **adaptations are considered for all children to support and challenge learning** as well as meeting the children's needs. Adaptations may include the types of resources the children are provided with to help them be **independent** and successful with their writing outcomes. Staff also **adapt writing outcomes** with well thought out success criteria's to allow children to achieve and still access different types of genre writing.

In the **moment adaptations** occur during lessons, for example by changing of language used, clarifying tasks, providing challenge, providing a prompt to support and giving feedback to children to edit and improve their writing.



Writing Skills

Writing skills are developed explicitly in our **sequence of teaching writing in KS1**, which includes **Vocabulary, Grammar and Punctuation**. Our planning develops over time to ensure key skills are firstly progressive but over the weeks **are revisited, practiced and applied** to a piece of compositional writing at the end of each week. We ensure new learning is taught explicitly and then threaded into a piece of compositional writing at the end of the week to allow application. Additional writing skills to support grammar and genre types are taught to ensure children are challenged with their writing and are taught skills to enhance the **quality of their compositional writing** as well as **develop fluency and coherency**. In **Reception** weekly writing lessons build on knowledge and skills throughout the year. At the start of the year, children are taught to use their Fred fingers to **hear and say the sounds in words** and write these sounds accordingly. This builds onto writing **dictated sentences**, until by the end of the year the majority of children will be able to **compose and write their own sentences**. Progression is planned for on a weekly basis, starting with a high quality theme based book to inspire learning. Alongside adult-led learning opportunities, all children are encouraged to **practice and consolidate their knowledge and skills in child-led provision**.



Modelling and Scaffolding

We understand that **high quality modelling and scaffolding** is needed to ensure all children are provided with **key knowledge and skills** to understand the purpose of their writing but also **be successful in their writing**. We use **high quality stimulus's** to provide **meaningful contexts** to writing as well use a variety of strategies to develop the children's writing skills. In the classroom, strategies that may be used as part of our **Hamstel Headlines commitment** are; shared writing, where the children and teacher compose together, modelled writing, where the teacher as the expert models thought processes and choices by articulating them aloud. Children are also provided opportunities to work in groups and be part of a supported composition or when needed staff may work with a guided group based on assessment. **Success Criteria's** are carefully planned to support our young writer's and used effectively in the classroom to develop writing and ensure children are successful. Teacher's provide **in the moment feedback** during writing lessons to provide success's and support on moving learning forward.



Editing and Improving Writing

Across the school **from Reception to Year 2**, we teach the children how to **edit and make simple revisions to their work**. This may be by feedback during a lesson or as the children become independent with their writing skills and use of success criteria's, they carry out some simple editing and revisions themselves. In Reception children are introduced to using a purple pencil for this process and as the children move into KS1, we introduce a purple pen. We call this the **Purple Pen of Power**. As part of this process we model editing and improving writing and teach the children to cross out their errors carefully and edit neatly, to **take care of their presentation**.



IMPACT—How will we know we have achieved our aims?

All children are exposed to and **confidently use a wide range of creative and subject specific vocabulary in their writing** at age expected outcomes.

Children **confidently use their phonics to segment words** and apply to writing independently. Children apply with **accuracy** the Common Exception Words to their writing and develop a good understanding of spelling patterns and strategies.

Our **Hamstel Headlines** drive forward **high expectations of teaching and learning in writing**. Staff are highly skilled at **adapting, modelling and scaffolding writing** to meet the needs of our young writers.

Children enjoy writing for different purposes and make **excellent progress** from their entry point through a **high quality, flexible and inspiring writing curriculum**.

Children **value their writing, take care and pride in their handwriting presentation** and all writing across the curriculum.

Writing skills are **explicit and threaded through the writing curriculum** to ensure children **revisit, practice and apply to different narratives**, allowing them to become **fluent and coherent writers**.