

## **Writing**

### **What are the aims and purpose of this subject?**

We have mapped English (following National Curriculum) and this consists of: genre, composition, text structure, sentence structure, punctuation, spelling and handwriting. We understand it is essential to build children's competence in all of these areas.

We have also specifically and separately mapped grammar, punctuation and spelling across year groups 1-6 to give teachers further grasp of the sequence of learning in this area. This follows the National Curriculum. We felt that an overview of GPS at a glance would further add to our understanding of progression across this subject.

Within the main progression mapping, we split it into each year group from nursery up to Year 6 so we have a secure understanding of how we want to build knowledge acquisition for our children. We have considered the genre coverage per year group that we wanted the children to be exposed to and the knowledge and skills we wanted to support the children to acquire sequentially over time. Genre coverage can be found in our long-term mapping. Knowledge and skill progression can be found in our progression document.

We aim to ensure all our SEND children access writing at an appropriate pitch (both for challenge and support) and have full access to the curriculum. This means that where possible, children access the age-related texts that are used in class, with appropriate support and aspirational targets which reflect their next steps. Where children are not able to access age-related texts and join in with whole class lessons, we ensure they access high-quality texts and follow our whole school approach from the year group at which they are working.

As per National Curriculum, we understand: *Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.*

We aim for our objectives to link well to the genres chosen. The mapping of this has allowed us to carefully consider what to place where and why, ensuring good coverage and effective placing of objectives linked to genre to support knowledge and skill acquisition over time. For example, when looking at novels and story writing, speech marks are taught within grammar that can be directly applied within the writing.

## **The National Curriculum:**

At Oswald Road we follow the National Curriculum for writing.

### **We understand the aims of the National Curriculum:**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English (writing) aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

### **Linked speaking and listening:**

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

We are also aware of the aims of the EYFS statutory Educational Programmes in Literacy and also in Physical Development and how these link to writing development:

**Literacy:** *It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).*

**Physical Development:** *Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.*

## **What are the National Curriculum requirements for this subject?**

We understand the following direction within Development Matters 2021 (non-statutory), Early Years Statutory Framework and the National Curriculum and have applied this to our curriculum mapping for Early Years and Key Stage One and Two.

By the end of Nursery, the writing strand includes using some of their print and letter knowledge in their early writing - for example: writing a pretend shopping list that starts at the top of the page or writing 'm' for mummy; children confidently moving towards two finger, one thumb grip for appropriate activities/ tools; writing some or all of their name; and writing some letters accurately (lower case, plus capitals used for their name.). In terms of developing communication and meaning, it also includes children beginning to understand a written word as a unit that conveys meaning; beginning to encode their name; relating the meaning of the marks they make; and 'pretending' to write in different contexts, for example: writing a shopping list, birthday cards and signs.

By the end of Reception (ELG), this is writing recognisable letters, most of which are correctly formed; spelling words by identifying sounds in them and representing the sounds with a letter or letters; and writing simple phrases and sentences that can be read by others.

We are also clear that content within Physical Development is an integral part of our writing curriculum. In Nursery this will include beginning to use one-handed tools and equipment; progressing to controlled marks: e.g. enclosures, lines, dots, dashes, back and forth scribbles and circling; encouraging use of two finger and thumb grip; establishing preferred hand; and copying shapes and patterns using increasingly precise tools.

By the end of Reception (ELG), this has developed to holding a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; using a range of small tools, including scissors, paint brushes and cutlery; and beginning to show accuracy and care when drawing.

During Year 1, teachers build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs.

Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

During Year 2, pupils should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in the phase. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during the later part of this phase. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of

letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

By Year 3 and 4, Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence.

Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Junior stage, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

As they move into year 5, pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During Year 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their facility as writers. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

By the end of Year 6, pupils' writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Year 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

We are aware of the requirements in the development of spoken language and this is very clear in our approach (see below on how our subject is organised).

*The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.*

*All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.*

## **How is this subject's curriculum organised?**

### **EYFS**

In Nursery, children access Penpals from Autumn 2, and complete it three times a week, with additionality of other elements such as Dough Disco and Squiggle Whilst You Wiggle. Nursery has a focus on motor skills with a range of activities, moving to unit 2 of Penpals in the last term, where the children are introduced to white boards and pen grip, working on forming patterns and focusing on fine motor control. During continuous provision, children are provided with opportunities for writing across the environment both indoors and outdoors, including two malleable areas and a writing area. The Nursery children are provided with large, chunky mark-making tools to encourage whole hand grip for their mark making. Throughout the year, Nursery children learn how to recognise and write their name. In the Autumn term children begin to recognise their name using a visual, moving to recognising without a visual in the Spring term and beginning to copy the letters from their name. During the Summer term, children begin to write their name independently on pieces of work.

In Reception the children's writing is linked to a theme, topic or book being explored in class. Each week, the children will complete one adult supported piece of writing, alongside opportunities for child-led writing within continuous provision. All adult supported writing will link closely to our daily phonics sessions, ensuring children are provided with opportunities to practise blending and segmenting using the sounds and HRS (harder to read and spell) words taught that week.

Reception children start by writing initial sounds, then move to writing CVC words, followed by short captions and sentences.

In the Summer term, Reception children will be exposed to the three-phase teaching sequence (as seen in Year 1 upwards- see below) as a whole class and have a go at completing a whole-class 'boxing up' to inspire a shared write.

Children in Reception follow the PenPals approach for handwriting and have a taught session daily. There is a big focus on fine and gross motor skills before the children can correctly form their letters. Children have opportunities each day to practise the formation of the new grapheme they have been taught in Phonics.

SEND children will access regular targeted intervention groups for phonics, handwriting and fine motor skills. All children are provided with opportunities to use and apply their phonics knowledge at the appropriate level.

### **KS1 and KS2**

From Year 1 upwards, the Writing curriculum has been mapped to ensure coverage of a range of narratives and non fiction texts across each year group and key stage, including opportunities to write for different audiences and purposes.

Each half term, there is a fiction and non-fiction writing outcome for every year group, each with its own specific 'toolkit'. The toolkit specifies the focus for that writing piece, and informs the national curriculum objectives that will be explicitly taught through the unit.

In Years 1 – 6, we follow a three-phase teaching sequence.

#### **PHASE 1**

##### Immersion in text

Shared reading

Enjoy, explore and respond to text

Understand text (story/content)

Identify language/genre features (tools)

Understand text structure

Know what a 'good one' looks

and sounds like

#### **PHASE 2**

Capturing ideas

Oral rehearsal

Plan

#### **PHASE 3**

Shared writing

Teacher modelling

Teacher scribing

Supported composition

Guided writing

Draft, revise, edit

#### **Final Independent Write**

This is a piece of writing that is planned and written independently using the structure studied and skills developed across the unit.

Every half term, each year group has a high quality, age-appropriate hook text which is read with the children throughout the unit. This provides opportunities to discuss language, character build up and authorial intent.

In Year 1, this hook text is also used as the model to support and inspire the children's own writing.

From Year 2 upwards, there is also a separate, well chosen model text which will be used alongside the hook text, to study the structure and toolkit being focused on in each unit. At the start of each unit, a summary sheet will be created which clearly outlines the final writing task, highlights key vocabulary, identifies the grammar objectives which will be explicitly taught, and provides the toolkit focus for the final writing outcome e.g character or dialogue. This summary sheet will be shared with all adults involved in teaching the unit.

Through each unit, children will be given ample opportunity to read and respond to the model text, whilst being taught the skills required to write their own independent piece. They will analyse the features and language used in the model text before studying the structure and layout through 'Boxing it up'.

Once children are familiar with the text type they are focusing on, they will have the opportunity to contribute to a shared-write, with their teacher explicitly modelling the planning, writing and editing process, with a specific focus on the toolkit. They will then produce their own version which will be guided by the teacher (Guided Write), allowing writing skills to be embedded and misconceptions to be addressed.

For the final independent write, children will use the boxing up structure that they are familiar with and apply the writing skills and toolkit they have developed to produce their own piece.

We ensure our SEND children access writing lessons with the appropriate level of challenge and support. SEND children who are able to access the sequence of learning outlined above, will be given adapted objectives from the appropriate year group, which link to the toolkit being covered in class. Adaptations may be made to the model text where appropriate.

All of our SEND children (and within our Universal Offer) are taught objectives which reflect the next steps in their learning. We have ambitious expectations for all learners.

Some SEND children (SEND support pupils) need further careful consideration around what is needed to be re-visited in more detail. For some SEND support children, there will be a more tailored approach (most often within the Targeted Learning Model) and it is understood that overlearning is often vital. In some cases, a slower pace and more teacher-led shared writing might be needed initially to support the children towards independent writing outcomes. Toolkits may also need to be adapted to ensure objectives are appropriate whilst remaining ambitious.

Our most complex SEND children (Pupils with an EHCP) have 1:1 support, small groups or a SEND model, with access to the whole school approach at the appropriate year group stage.

### **Why is it organised like this?**

We have chosen to follow this sequence as it allows the children the opportunity to immerse in high-quality texts which enrich their vocabulary and encourage enjoyment in chapter books, whilst providing shorter examples which model a structure they can replicate in their

writing. Shared writing allows the teacher to model the writing process from the planning stage through to proofreading and editing. Key writing skills and common misconceptions can be addressed through whole-class teaching and children are exposed to the ideas from their peers. There are also frequent opportunities for the children to write independently and creatively which ensures opportunity to check skills are embedded and can be used and applied. Grammar objectives are taught in a meaningful way and there is an opportunity to embed the skills into writing pieces as they are taught.

For all of our SEND children (and within our Universal Offer) high quality hook texts and models are used to ensure access to rich vocabulary and exposure to the structure of a variety of fiction and non-fiction texts.

For some of our SEND children (SEND support), although our Targeted Learning Models were set up as Catch-Up Models, they have proven to be an effective teaching and learning model which support our less complex SEND children well and have proven impact on their progress. The mixture of highly effective teachers, highly effective and exceptionally well-deployed support staff, well-considered planning with well-considered re-visiting and supporting children towards independent writing, leads to high levels of progress.

For our most complex children (pupils with an EHCP), the targeted support via SEND models, 1:1 support, or small groups allows for the pitch of the learning and the pace of the learning to be fully needs led.

In Year 2 upwards, we follow the Babcock No Nonsense approach to spelling to ensure consistency in approach and progression of spelling rules. No Nonsense Spelling is a complete spelling programme designed to meet the needs of the 2014 National Curriculum in a manageable way. No Nonsense Spelling teaches spelling in a 'Little-but-often' structure which allows children to revisit and review, learn new strategies and apply. This allows for daily lessons that fit into the teaching timetable.

SEND children will continue to be taught phonics as needed. Once phonics knowledge has been embedded SEND children progress through the No Nonsense spelling scheme at the appropriate pace.

We have chosen the PenPals approach to handwriting as it is a complete handwriting scheme for 3–11 year olds that offers clear progression through five developmental stages: physical preparation for handwriting; securing correct letter formation; beginning to join along, securing the joins and practising speed, fluency and developing a personal style. The set out of the lessons (one longer lesson per week, followed by short sessions) works well for our timetables and has shown to have an impact on our children's handwriting. The consistency in approach has worked for our school (as shown in impact on handwriting).

### **How are knowledge, understanding and skills developed in this subject?**

See progression documents.



**What does this subject look like...**

in lessons?	in books?	in the environment?
<p>In Reception, everyone completes daily phonics and handwriting sessions. These sessions link closely to a weekly adult-led writing activity. This writing will be based on a theme or topic being covered in class.</p> <p><u>In Year 1 upwards</u>, everyone follows a three-phase teaching sequence: Phase 1 Immersion in text (shared reading; enjoy, explore and respond to text; understand text (story/content); identify language/genre features (tools); understand text structure; know what a 'good one' looks and sounds like). Phase 2 (capturing ideas, oral rehearsal, plan) . Phase 3 (Shared writing - teacher modelling; teacher scribing; supported composition. Guided writing - draft, revise, edit)</p> <p>Followed by a final independent write.</p>	<p>In Reception there will be one piece of adult-led writing in their books each week. There will be independent writing completed during continuous provision which may be evidenced on Tapestry or displayed in the classroom.</p> <p><u>In Year 1 upwards</u>, there will be short bursts of writing and extended pieces of writing. There will also be independent writing.</p>	<p>In Early Years, there is a writing area in each classroom which is fully equipped. There is a mark-making area outside including a mark-making shed.</p> <p>There are opportunities for writing in other areas of the classroom to encourage independent mark-making and writing. E.g. shopping lists in the home corner, book reviews in the reading area.</p> <p>Displayed useful aids e.g. HRS words</p> <p>Aids on the tables (for example: finger spacers. phonics mats, HRS bookmarks etc)</p> <p><u>In Year 1 upwards</u>, there are working walls that are used within teaching and learning.</p> <p>Displayed useful aids and common exception/year group words.</p> <p>Aids on the tables (for example: common exception booklets, phonics mats etc)</p> <p>Easy access to other aids (for example, dictionaries and thesauruses)</p> <p>Writing may be displayed in classrooms and on corridors.</p> <p>Handwriting progress is displayed on a main corridor.</p> <p>Hook texts for the term are displayed on a main corridor.</p>

<b>How is this subject resourced?</b>		

School ensures there is a sufficient budget to spend on hook texts, professional development and aids such as dictionaries and thesauruses.

There is an investment in the writing team – strategically led by the Assistant Head for Curriculum, with experienced teachers on the team covering Early Years, Key Stage One and Key Stage Two.