

Biscovey Nursery and Infants' Academy

Teaching and Learning Principles

Subject: Writing

'With strong roots we learn and grow together'

School Vision:

At Biscovey Nursery and Infants' Academy we aim to ensure that all children can develop the skills they need to become happy and confident learners who, with guidance and support, can reach their full potential.

Our curriculum ensures that we deliver a range of topics across the age phases which develops sequential learning where pupils know more and can do more, ensuring that they are ready for their next stage in education.

Our nurturing ethos endeavours to support all children and their families. Through this approach we are able to work together so meeting the needs of all learners in our school.

We pride ourselves on delivering beyond the academic curriculum developing a child's individual character. Our core values run through all areas of school life and learning which allows the whole child to develop into a confident and caring young individual. The Biscovey child shows respect, and through self-belief and courage approaches learning with an inquisitive mind.

School Mission Statement:

Biscovey Nursery and Infants' Academy has developed a curriculum and approach to learning with the following principles at the heart:

- For children to know how to be treated and how to treat others.
- For children to become happy, confident learners
- For children to reach their full potential
- A nurturing ethos which supports children and their families.

Writing Intent:

At Biscovey Nursery and Infants' Academy we value writing as a key life skill, and alongside reading, place it at the heart of our cross curricular topic approach. We recognise that mastery in phonics is fundamental to support the process of learning to write and aim to teach pupils the key skills of writing through the Read, Write Inc phonics approach. The key skills taught in RWI sessions are explicitly reinforced and developed across the wider curriculum where written outcomes are closely matched to a range of genre with skills developed progressively across the year groups.

Our curriculum is structured through high quality texts. These text types are carefully selected, across all year groups, so that children are systematically exposed to a variety of genres. This is particularly important in closing the vocabulary gap. Furthermore, through this, timely opportunities are seized to develop opportunities for writing across the curriculum.

Through our sustained approach, children become inquisitive about language and its structure and actively write for a range of purposes. They also develop widening knowledge and use this to make connections between subjects and aspects of learning. As a result of this, children become happy, confident writers who develop an enquiring mind.

Writing Implementation:

Our early stages of learning to write is closely linked to our synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc. This is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and writing activities that are matched to their developing needs. The teachers draw upon these early skills and work carefully to reinforce links between the RWI lessons and embed the skills within the wider curriculum.

We follow the Letter Join handwriting programme which works alongside RWI. The early skills of letter formation are taught using a RWI letter formation rhyme. As the children progress in the accuracy of letter formation they are taught to develop a 'lead in' line so developing a pre-cursive style as they move through Year 1. As pupils secure this pre-cursive script they are then taught how to join in a progressive manner both in RWI lessons and whole class teaching. A key element of the Read Write Inc. approach and the use of Letter join is that practice across the school is completely consistent.

We use the highly successful Read Write Inc. Phonics programme to teach our children to read, write and spell. As the children progress beyond the Read Write Inc. Phonics programme they move onto the Read Write Inc. spelling programme which teaches the fundamentals of spelling built upon the phonic knowledge already learnt.

We teach writing through the powerful and effective tool of storytelling which is based on the Talk for Writing model devised by Pie Corbett. This approach places the learner, through formative assessment, at the heart of the planning, teaching and learning process. Talk for Writing helps the children become better speakers, listeners, readers, writers and thinkers. The underpinning process of Talk for Writing is moving from imitation (laying the pattern of language in the children's heads), innovation (using an original text model for creating something new) into independent application. The Talk for Writing approach successfully draws on the other elements of our English curriculum combining them in an approach which pins high quality literature and vocabulary at the heart.

Through our cross curricular approach opportunities for writing are presented so that a range of genre is experienced. There are also regular opportunities for developing independence in producing a 'Wow' (Wondrous, outstanding, writing) piece of work half termly. This will reflect upon teaching content/a genre from earlier in a topic.

Subject Impact:

An initial assessment in the form a 'cold task' is the planned prior to starting any writing unit. This enables teachers to establish where the children are on their learning journey. Ongoing formative assessment takes place

within each writing lesson to ensure children are making progress in their writing. Teachers use an assessment tool to frequently look for skills which are being developed in children's writing. This allows for quick identification of gaps in learning or skill acquisition allowing for teachers to quickly reinforce concepts. The lowest 20% who are not likely to meet end of year expectations and/or not making expected progress are quickly identified by teachers and the written assessments allow for targeted work for these individuals. At Biscovee Nursery and Infants' School it is our intention that children will become confident writers make clear and sustained progress from their starting points.

Skills Progression:

EYFS1 and 2

Children will be encouraged to develop early writing skills from the earliest age. These will be taken from Development Matters: Physical development, moving and handling. From 22- 36 months children will be immersed in activities which allow them to develop control in holding equipment including mark making tools. They will be encouraged to use the tripod grip to hold writing tools and begin to show a preference for the dominant hand.

Creating large movements, lines and circles together with using more complex tools such as scissors through 30-50 months and on into 40-60 + months will enable pupils to move towards being able to copy some letters. By the end of EYFS we aim for pupils to have moved on from early starting points towards achieving the early learning goal.

Running alongside this will be the Literacy: Writing thread. Again pupils will start at the earliest stage of 22 - 36 months being encouraged to distinguish between the different marks they make. As they move through 40-60+ months they will be able to give meaning to marks as they draw, write and paint. They will be able to use clearly identifiable letters to communicate meaning, write their own names and attempt to write short sentences in meaningful contexts.

Our aim for all pupils will be that they reach the early learning goal of using their phonic knowledge to write words which match their spoken sounds. They will be able to write simple sentences which can be read by themselves and others. Their developed phonic knowledge will allow them to ensure that some words are spelt correctly and others are phonetically plausible.

KS1

As the children move into KS1 the skills for writing will be taken from the National curriculum. These will be taken from the Year 1 and 2 Programmed of study, with the skills clearly linked to the long term overview of topics so that previous learning is built upon sequentially in order for pupils to know more and remember more.

Additionally the key principles of learning to write will be taught within Read Write Inc lessons following these steps where the children will:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred Talk
- learn to build sentences by practising sentences out loud before they write

Teaching and Learning Expectations:

- High quality texts will form the heart of all topics
- Lessons will be planned to promote a love of learning
- Activities and questions will promote curiosity
- There will be highly effective cross curricular links between subject areas.
- Regular opportunities for AfL through a range of activities
- Recall of prior learning through a range of activities and assessments including discussion with pupils.

Working Walls/Displays:

- A VCOP wall which will focus on:
 - V - vocabulary which will be closely linked to the topic and genre
 - C - conjunctions to be taught for the relevant year groups (to include coordination and subordination)
 - O - openers which link closely to the genre and are explicitly taught
 - P - punctuation linked to the Year group expectations.
- Simple and complex speed sound chart
- Red word wall
- Set 1/2/3 RWI friezes
- Pocket chart

Monitoring/Assessment:

- The use of an initial assessment in the form of a 'cold task' to establish starting points.
- Formative Assessment using the Aspire assessment for writing grids based on the end of KS1 teacher assessment frameworks. These have been further developed to support writing assessment in Year 1.
- Assessment of work using end of KS1 teacher assessment frameworks/Early Years Development matters documents
- Aspire year group moderation meetings where examples of work are shared and cross moderated.
- Summative Assessment - EYFS, Year 1 and end of KS1
- Pupil Conferencing
- Learning Walk/Lesson Observations