



Our Writing provision aims to enable children to write clearly, accurately and coherently

## BIG IDEAS

- Spoken language is developed prior to writing. Language skills are vital to the progression of writing.
- Writing is meaningful and purposeful through the use of cross-curricular links and Pie Corbett's talk for writing approach.
- Spelling is developed through the application of phonics skills during EYFS/KS1. This then progresses into specific spelling lessons in KS2.
- Handwriting begins with mark making and patterns in the EYFS. This then moves into pre-cursive and cursive handwriting.

## CONTENTS AND SEQUENCING

- Writing consists of two dimensions: transcription and composition.
- Writing down ideas fluently depends on effective transcription. Children are taught to spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Children are also taught to develop fluent, legible and, eventually, speedy handwriting through the use of a cursive style.
- Composition: Children are taught to form, articulate and communicate ideas, and then to organise them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We do this through talk for writing and the process of imitate, innovate, invent.

## CURRICULUM LINKS

Throughout the school writing is taught and enriched through carefully planned cross-curricular themes and interactive activities and also includes discrete vocabulary, spelling and handwriting sessions.

Teachers plan for children to practise and apply the skills, knowledge and understanding acquired through English lessons to all other areas of the curriculum. Where possible other subject areas are the focus of writing during our theme planning.

## RETRIEVAL SCALE AND PROGRESS

The English curriculum is carefully sequenced so that prior knowledge and skills are recapped and built upon from previous year groups. Within each year group National Curriculum objectives are covered.

In writing short term progress is measured using hot and cold tasks. These tasks inform the setting of appropriate targets individual to each child. Long term progress is monitored through termly independent writes. This progress is then used to inform weekly and medium term planning.

## SUPPORT

Everyone has access to the National curriculum for English.

Some children have further guidance from the teacher to access the learning effectively or at a higher level.

We will identify which children or groups are underachieving and take steps to improve their attainment. This includes planned and targeted interventions.