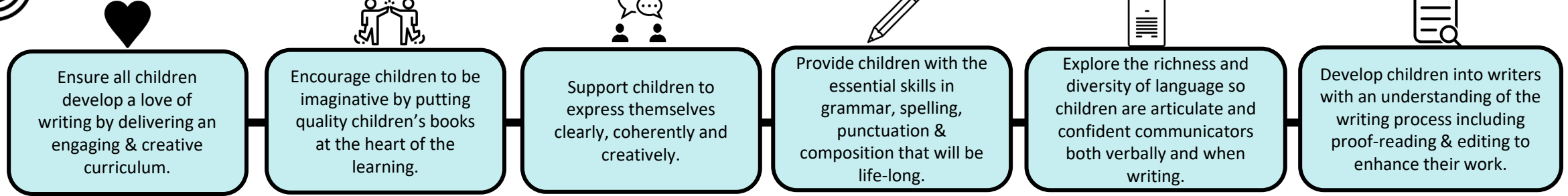




### Intent- We aim to...



### Implementation- How do we achieve our aims?

#### Our Approach

In EFYS, writing is taught according to the Early Learning Goals. Children practice using their phonic knowledge to write simple sentences based upon key experiences and text as inspiration. Across KS1 & KS2, writing often begins with a quality text or experience (a hook into writing), covering a wide variety of media, from film to music to picture books. Teachers might draw on Pie Corbett's *Talk for Writing* techniques where children use drama & oracy activities to unpick the text or genre. Jane Considine's *The Write Stuff* is also used by some teachers to expose children to wider vocabulary choices and to encourage a varied use of sentence structures through 'sentence stacking'. High-quality modelling forms a part of the writing process. This includes not only 'how to write' but the metacognition of 'thinking like a writer'. Independent writing is based on writing for a purpose and a real audience so that children understand the authenticity of the writing.



#### High Quality Texts

*Attainment in writing is intrinsically linked to the reading culture of the classroom and school* (Centre for Literacy in Primary Education). Across the school, children access high quality texts and visual stimuli which spark imagination and inspire ideas for writing because we firmly believe that good readers make even better writers. These texts are used to explore layout and language features of specific genres

#### A clear writing process

In EFYS, writing activities are carefully planned and ideas are collected and discussed prior to mark-making and writing. In KS1, lessons are clearly structured to allow children to develop and practice essential knowledge and skills. There is a clear focus on developing basic punctuation and grammatically correct sentences before moving on to longer, more detailed compositions. Across the school, writing is planned so that children have the opportunity to develop an awareness of audience and purpose, practice relevant grammar and spelling knowledge, and explore a wide vocabulary. They will have opportunities to talk about their ideas and their writing before putting pen to paper. Then sufficient time is given over to craft a piece of writing in order to build stamina. Children are guided to follow the process of writing: developing their ideas, planning their work, drafting, editing, and often publishing their work for an authentic outcome.

#### Writing for purpose

Children in EYFS & KS1 write for a range of purposes and audiences; this is developed and strengthened across KS2 with children enhancing their understanding of a writer's craft. We encourage them to see themselves as authors. A range of purposes is repeated throughout a child's school career to solidify understanding and enhance skills in grammar, sentence structure, and punctuation.





# Implementation (continued)

## Cross-curricular links & Concepts

At Keep Hatch, we follow a **Concept-Led curriculum**. Where possible, units of writing are planned to explore the key texts in the year group and highlight and support the children's understanding of the concept. Additionally, strong cross-curricular links are made so that the purpose and content of writing reinforce the learning of subjects such as History, Geography, and Science. Opportunities to write in these subjects is embedded into their planning.

## Vocabulary

Children are encouraged to draw upon what they have read when writing, and to 'magpie' vocabulary from shared texts. During reading and writing sessions, all classes collect and explore vocabulary, and children make use of these words in English lessons. Children also independently access dictionaries, thesauruses, and word banks to support them when writing.

## Spelling

During EYFS & KS1, children follow the *Read, Write, Inc* phonics scheme. Once this scheme is completed, sometimes in Year 2, spelling is taught using Jane Considine's *The Spelling Book*. The spelling curriculum includes opportunities to investigate spelling patterns and common letter patterns; it draws on children's prior phonics knowledge and explores the statutory Year 3/4 and Year 5/6 word lists.

## Oracy and Drama

In EFYS, children engage in talk during discussions, and drama through role-play and class performances. In KS1, for children to become fluent, creative writers, they are encouraged to express ideas through speaking and listening opportunities including partner talk, roleplay, and hot-seating. In KS2, children explore a range of drama techniques to enhance their spoken language, and presentation skills, and to use as stimuli pre- or post-teaching. Often, children are encouraged to learn parts of a model text to familiarise themselves with how texts 'sound' so that their vocabulary and sentence structures can be emulated in written work. In addition, there are opportunities across the curriculum for children to enhance their spoken language by carrying out presentations, speaking in role, taking part in class performances and engaging in debates when they reach the older year groups.



## Handwriting

Following the *Read, Write, Inc* program, correct letter formation is taught in EYFS and KS1. Once children have mastered this, they are introduced to cursive handwriting which is developed further in Year 2. In Years 3, 4 & 5, handwriting is taught discretely while still following the *Read, Write, Inc* program. Children are expected to become more fluent when joining and to have clear ascenders and descenders. By Year 6, interventions outside of the main English lessons are used to ensure any children not yet writing at the expected standard are able to write in cursive style fluently and neatly. A variety of tools and aids might be used to support children who struggle with the physical act of handwriting.



# Impact- How will we know we achieved our aims?

