

Position Statement 2023 Writing

INTENT

The curriculum is planned and sequenced using the EYFS and National Curriculum year group objectives. Objectives are broken down into smaller steps so that we can ensure progressive learning, anticipate misconceptions and reduce cognitive overload. We make links between our wider projects and the teaching of writing to enrich learning, give writing a purpose for the children and to bring the curriculum to life with motivating opportunities. In FS, writing skills are enhanced by providing play-based activities; mark making, phonics, storytelling and guided writing to foster a love for language and communication. We put great importance on finding time to read stories to the children every day. Using the children's starting points as a base from which to plan, we are aware of the skills and knowledge developing through FS and how to build on these in KS1. Individual assessments inform planning to ensure that learning is moved on without gaps. **SEND children access the same inclusive curriculum in Writing unless they are working below their age-appropriate curriculum (these needs are planned for individually). Scaffolding, extension and targeted intervention are planned for.**

IMPLEMENTATION

In FS, continuous and enhanced provision is planned to support mark-making skills e.g. painting and drawing, developing motor skills and hand-eye coordination. Phonics skills are taught through fun activities e.g. singing and listening games to support sound discrimination and early word-building. Children are encouraged to write independently using a range of materials and for different purposes through their play. Towards the end of the year they have 'big write' sessions where they feel confident to use their skills. In KS1, we have an engaging writing curriculum that covers a range of genres and texts e.g. narrative, non-fiction and poetry and also focus on SPaG. Teachers model, do shared and guided writing in preparation for independent and sustained writing. Lessons often use the approach of 'sentence stacking' to reduce cognitive overload, focusing on quality sentences early on. Feedback is given continually to encourage children to take ownership over their improvement and respond to marking. **QFT is available to all children; scaffolding and extension given where needed in addition to further intervention where possible.**

IMPACT

We aim to lay a good foundation for future literacy development and academic success and achieve the following:

Improved fine motor skills and hand-eye coordination developing into well-controlled letter formation; motivation and confidence to write independently, taking risks; a broader vocab; improved writing skills across a range of genre and text types; a greater understanding of the conventions of writing (SPaG) for effective communication; enhanced phonic skills (for developing both reading and writing skills); a positive attitude towards learning and a love of language and communication which supports future academic success and lifelong learning.

Children who develop good reading and writing skills are more easily able to access other areas of the curriculum.

We have a feedback and marking policy which is consistently applied across school. The impact of this is that children are aware of what they have achieved and how they need to move their learning forward. In KS1 they can independently respond to marking and 'think pink' when given reflection time or during a lesson with 'in the moment' feedback.

RECENT ACTIONS

Use of KS1 assessment sheet (Year group targets)
Developing skills, curriculum coverage, units from F1-Year 2.
Established working group of subject leaders for support (subject development across school) and information sharing.
Write Stuff Training – elements taken
VCOP characters used on working walls to refer to

NEXT STEPS

Continue to monitor feedback and marking
Develop year group non-negotiables
Develop whole school 'hooks' for cold writes (and moderation) and to inspire imagination
Build in more sustained, independent writing tasks to promote flair in GD writing

CPD

Collaboration school – meeting with subject leaders
Write Stuff training for teachers and TAs

MONITORING

Pupil voice – interviews in FS and KS1
Planning scrutiny
Work scrutiny - See reports and curriculum walk grid
Learning walks

Cultural Capital

The ability to read and write significantly improves academic success and life chances for disadvantaged children

Writing for a purpose

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