

The Writing Curriculum at Falconers Hill Infant School

The Importance of Writing as a form of communication:

Writing is one of the primary forms of communication. It allows thoughts to be clarified, emotions to be expressed, opinions to be stated, experiences and explanations to be shared. It is also one of the more difficult aspects of the language as its many conventions are difficult to follow and master. The written word is open to critical appraisal as writing faces scrutiny and correction in areas which go beyond meaning and content.

Intent for Writing at FHI S

At FHI S we provide children with a challenging and engaging writing curriculum by offering links to events, topics and high-quality texts (including film, books and extracts). It is closely linked to reading curriculum. At FHI S, we aim to create writers who speak and write fluently so that they can communicate their ideas and emotions to others. Reading and a love of literature is an integral part of our aim to produce authors of high-quality writing, through its role in engaging author, stimulating the authors own creativity and modelling composition and transcription.

At FHI S we follow the National Curriculum and use the Jane Considine structured approach for planning, teaching and assessing writing. This promotes 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 language through widespread reading for enjoyment.

By the end of Key Stage 1 we want our children to:

- Write easily, fluently and communicating their ideas coherently.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately, coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas.

Implementation

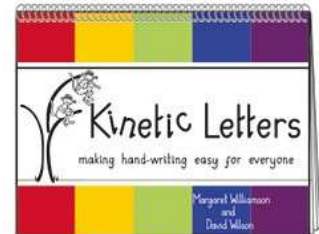
When planning our writing units at FHI S, we use the seven stages approach (preplanning, engagement, internalise, explore, innovate, edit and publish; EEF). We use 'The Write Way' scheme and incorporate a range of high-quality processes using current ideas to raise standards in writing. Our writing curriculum follows the National Curriculum and discrete lessons for phonics, grammar, vocabulary, spelling and punctuation are re-visited and reinforced in writing sessions to embed understanding. Our writing is closely linked to our reading curriculum, and we use high quality texts that are updated regularly to reflect new publications. Prior learning is revisited and reinforced in subsequent year groups and skills are developed and built on year-on-year. We also have a heavy focus on the acquisition and use of new vocabulary, which closely links to our broad and balanced curriculum as well as to our reading.

We do this through:

- Providing daily opportunities for writing based on early experiences and through a range of genres and purposes.
- Planning opportunities to inspire and motivate children to write about a range of subjects, such as cross-curricular writing.
- Explicit teaching of new vocabulary through Vocabulary Ninja; and opportunities to use these in context in our writing.
- Explicit modelling of the writing process, including use of grammatical features, language and narrating the thinking of a writer through talk.
- Teachers teach and model the writing process from first inspiration to the fixing of punctuation, and include a variety of genres, use of 'model texts' and assess pupil's development.
- Language rich learning environments
- Teaching and learning that is driven by talk.
- Daily spelling practice through our Read, Write Inc Phonics lessons and within classrooms to support children with the understanding of spelling rules and patterns.
- Exposure to exciting, inspiring examples of writing to promote a love of language and writing.



- Explicit teaching and modelling of editing and improving writing through the use of FANTASTIC, GRAMMARI STIC and BOOMTASTIC lenses.
- Live feedback and marking to give direct, in the moment feedback to support writing.
- Daily Kinetic Letters practice from early days in EYFS, helping children to develop automaticity the physical process of writing and developing a successful handwriting.
- Gross and fine motor interventions and finger gym provision in early years to support writing.



Writing in the Early Years

Our Early years aim in writing is to allow children to have the opportunity or rich and diverse experiences which promote talk and discussion. This means they can articulate ideas and structure them in speech before writing. Emergent writing is available both in provision and planned lessons. We learn exciting vocabulary through the FANTASTICS and we have regular opportunities to embed these throughout all curriculum areas. Children have daily inputs to either learn how to form letters correctly or to practise these skills.

Throughout the year children are taught what writing is through progression of skills. Starting with what is a letter, using those letters to write words, words into a caption and finally the Grammar structures of a sentence. We use High 5 and Grammar bag sessions to support the success criteria. Children are discreetly taught how to spell words either by using 'Fred fingers' to spell words phonetically or through 'Tricky letter words' that link with our phonics teaching.

Assessment of writing

Writing at FHI S is assessed formally every half term. This includes rating writing against a set criteria along with formative assessment within the classroom, identifying gaps and next steps to improve writing. Teachers and support staff work hard to identify children falling behind early, and provide scaffolds, modelling and support in order to help children to make progress in their writing.

Supporting all children to be writers including SEND and Pupil Premium

As a school, we use widgeit symbols to support all our learners including those with SEND. These symbols and pictures are used across the school and curriculum to support the development of spoken and written language development. Practical and written scaffolds are used to support children in learning the steps for independent writing.



Writing environment (displays)

If we want to create life-long writers, then we need to teach children in an environment which reflects the way writers work. At FHI S, we use our classroom environment as a scaffold for promoting spoken language and the writing process, through our Jane Considine inspired displays. We model and share writing, teaching children the steps in being an effective communicator and writer.

Our literacy-rich environments emphasize the importance of speaking, reading and writing in the learning of all children. This involves the selection of materials that will facilitate language and literacy opportunities, reflection and thought regarding classroom design and displays. Classrooms have labels with words and pictures to support the development of tiered vocabulary and to support the retention of words; enabling children to constantly connect written language with the spoken language.

Classrooms are laid out in a way that enables children to work collaboratively, combining opportunities for independent exploration and peer interaction.

Effectiveness of Leadership and Management

The 'Writing Triad' at FHIS observe and reflect on writing teaching and learning half termly. The schools pedagogy policy and CPD cycle are used to ensure teaching and learning is consistent and effective for the children at FHI S.