

# Coalway Community Infant School

## Writing Curriculum Intent



### Whole school vision

- We will nurture our children to become happy, independent, confident and valued individuals who will be able to make healthy, happy relationships with a range of people. They will develop positive personal traits, values and attitudes, which will prepare them for later life experiences.
- We will ensure all of our children experience a broad, rich curriculum, tailored to the unique needs of each individual child.
- Our children will have developed knowledge, understanding and skills across the curriculum by the time they leave us, ensuring that they have the skills necessary for their future success.
- We will focus in particular on supporting the development of our children's early communication and language skills, early reading and early mathematics skills, to accelerate their progress and prepare them for the next stage of their education.
- We will enable our children to believe in themselves and be aspirational, to achieve the highest possible standards and be successful.
- We will help our children develop a love of and enthusiasm for learning, where they are proud of themselves and celebrate everyone's achievement.
- We will care for and support everyone within our 'Coalway family', establish good communication and relationships, and work together to provide the best outcomes for all of our children. We will continue to develop the children's understanding of their belonging within the community and the wider world and strive to develop strong successful partnerships beyond the school.
- We will ensure that all children try new things, perform in a show, learn outdoors, including within our beautiful Forest of Dean setting, have experiences within the local community, visit new places and have the opportunity to learn to swim.
- Our children will leave Coalway Infants with positive, happy memories, having had a wealth of experiences and a range of academic, creative, sporting, cultural and spiritual opportunities.

### Writing Vision

At Coalway Infant School, we believe that language skills are essential for participating fully and actively as a member of society. Our aim is to teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others. We aim to inspire pupils to gain pleasure and develop confidence within their writing across different genres. Our Writing curriculum helps pupils to develop the stamina and skills to write at length, with accurate grammar, spelling and punctuation.

### Developing Skills for Life in a Broad and Balanced Curriculum

We aim to provide a high-quality curriculum, which facilitates and nurtures interactions and relationships and is built on routine. It is essential to explicitly scaffold teaching to grow confidence in our learners, assess and address gaps in learning and understanding in individuals, groups and cohorts, and provide space for our pupils to rediscover their self-esteem and self-confidence, their skills and their knowledge.

We are confident that we are well-placed to be able to achieve this. Pupils express their enjoyment of coming to school and learning, and being part of our whole school community. Our pupils are secure in our school setting, have good relationships with school staff and approach learning with a growth mind-set.

### What are the priorities?

- To deliver a high-quality curriculum so that all pupils - particularly disadvantaged, SEND and vulnerable pupils - are given the support needed to make substantial progress by the end of the academic year.
- To teach a broad and ambitious curriculum in all subjects, including English.
- To identify gaps and establish good progress in the essentials (phonics and spelling, reading, increasing vocabulary and writing), identifying opportunities across the curriculum so that pupils can read and write widely, and develop their knowledge and vocabulary.
- To ensure all pupils in YR make a good start in phonics, reading and writing; this may require addressing gaps

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in language and early reading and should focus on extending all pupils' vocabulary.

- To ensure children can write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- To support children to be competent in composition and transcription.

### How is Writing taught?

#### Whole School

- Daily English lessons using 'The Write stuff' approach, focussed on a quality text (3 week unit - 15 sessions). This includes a focus on scaffolding learning through shared and modelled writing, demonstrating how to 'think like a writer' and apply learning. Children work through different skills (FANTASTIC lenses) to support their writing and explore a variety of genres. In EYFS, The Write Stuff approach begins in the Spring term through in depth discussions around high quality texts and the FANTASTIC lenses are introduced. Prior to this, we embed the foundations for writing through CVC and caption focused writing which planned around a key text which is used as a stimulus. Pupils progress from immersion in the text, to investigating and analysing text features, before applying the skills in their own independent writing.
- Guided Writing / Independent Writing: each teaching sequence ends with the opportunity for independent writing to apply skills and write a variety of text types or provide assessment opportunities prior to a future taught unit. Between each 'The Write Stuff' unit, there is a short-burst unit. Children explore stimuli (Literacy Shed) and create an independent piece of writing focussing on previous SPAG skills taught in units.
- Frequent opportunities for writing in other curriculum areas including History, Geography, RE and Science.
- Writing from experience - wherever possible and appropriate, first-hand experiences are planned and provided to support writing and enhance understanding of different contexts.
- Drama is integrated in teaching sequences to bring texts to life through direct personal experience e.g. hot-seating, role-play, freeze-frame.
- Grammar lessons are integrated into the teaching sequences, ensuring pupils are taught objectives alongside opportunities to apply them.
- In Year 2, children are taught SPAG including spelling patterns and rules using the Little Wandle spelling programme.
- Children in EYFS and Year 1, practice spelling during their Little Wandle phonics lessons.
- Handwriting: This is taught across the school 2x weekly.

#### EYFS

- Daily phonics for Reception follows our Little Wandle phonics programme, the children have daily access to phonic enhancements to embed their phonic knowledge. At the beginning of the year the children use blending boards on a daily basis which progresses to reading sessions and hold a word/sentence work based around our Little Wandle stories. These sessions support our children to become fluent, expressive readers and become confident writers who can hold a sentence that they have constructed in their heads.
- Pupils are given regular opportunities to write freely within a particular genre and across the curriculum, both as part of teacher-lead activities and as part of our planned enhanced provision. Throughout our continuous provision the children have access to writing materials so they can explore and write for a purpose.
- Letter formation is taught in the EYFS using the rhymes and Little Wandle terminology. Each letter formation is introduced as the sound is introduced. This is then practiced in English books and planned enhancements.

#### KS1

- Daily phonics for Y1 and those Y2s still following our phonics programme until they are secure with Phase 2, 3 and 5 sounds and progress onto spelling patterns. Phonics and spelling practice is completed in the back of English books.
- Additional phonics to embed skills in those working below or just below ARE - lowest 20%. In Year 1 this is

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the Little Wandle 'Keep Up' programme. In Year 2, this is the Little Wandle 'Rapid Catch Up' programme.

- Handwriting: In KS1, handwriting is practiced following the PenPals progression. Letter families are practiced using Little Wandle terminology (curly cat, long lollipop, one armed, zig zag zebra). It is recorded in the back of English books along with phonics/spellings practice.

### Intervention

- Phonic interventions for individuals and small groups in Y2 where needs are identified.
- Handwriting interventions for individuals and small groups to support the development of fine motor control skills.

### Why writing is taught in this way

Pupils are encouraged to make links between writing and reading in all activities.

#### EYFS

Writing opportunities are provided in all areas of continuous provision. EY English lessons and Reading for Pleasure booklists feature a wide range of different genre and stories that link with the theme or pupils' interests to inspire writing in a range of contexts.

Our approach to teaching phonics (Little Wandle) is a progressive and integrated way to teach and embed reading and writing skills. Pupils learn the phonemes alongside their corresponding graphemes and are encouraged to say and blend sounds orally and in writing from the beginning. Adults model all parts of the process when teaching phonics.

#### KS1

Pupils read age-appropriate quality texts that will model and inspire quality writing. This allows the teacher to balance the level of support given to developing writing fluency with the need to model ARE key writing skills. Priority is given to embedding the technical aspects of handwriting and spelling to ensure pupils can increasingly focus on the more complex aspects of structure, vocabulary and content.

We are confident that teaching writing through challenging, quality texts is the right approach at Coalway Infants, ensuring an age-appropriate and progressive approach to the teaching of skills in a rich and wide-ranging text environment.

### How does Writing meet our curriculum intent?

#### Focus on the core skills of reading, writing and maths

Writing is prioritised in English lessons, with provision for daily writing in phonics/SPAG lessons and daily writing lessons. Class stories / novels are shared every day to encourage immersion in quality texts. The development of writing links closely to the development of reading and English quality texts are carefully selected to enhance these links.

Our school approach to teaching phonics is grounded in teaching the essential link between how sounds are spoken and written. As soon as pupils begin learning the phonemes, they also learn the corresponding graphemes. Pupils are encouraged to hear the initial, middle and end sound of the words when sounding out. When they are confident reading and writing single words, they will read and write simple sentences containing the learned phonemes, providing a progressive and integrated journey in reading and writing.

Our marking policy (e.g. identifying spelling errors or missing punctuation) applies to all subjects and activities.

#### Developing speech and language

Whole class phonics sessions in EYFS/KS1 focus on speech and language development.

When pupils answer questions, they are encouraged to answer in full sentences both verbally and in writing. Through AfL, pupils are encouraged to discuss ideas with a talk-partner or small group, in addition to sharing with the whole class, providing regular opportunities to verbalise and develop ideas and opinions across the curriculum

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but particularly in English. Rehearsing sentences aloud benefits both speech and language and writing, increasing grammatical accuracy and more adventurous vocabulary.

All pupils are encouraged to develop their vocabulary through reading and writing as an essential skill to communicate.

### **A challenging and aspiring curriculum that enables all pupils to develop their interpersonal skills, creativity and independence**

We have high expectations for all pupils, and whilst scaffolding learning, strive for all pupils to achieve at least ARE in writing. Texts are chosen for challenge and no ceiling is put on learning. Exposing children to a variety of carefully mapped out texts ensures that their aspirations to become better writers are met. We select quality texts that develop pupils' knowledge and broaden their understanding of the world, inspiring curiosity for knowledge.

### **Writing across the curriculum**

Where appropriate, texts are selected for English that support and enhance the theme and other areas across the curriculum. Writing is included in other subjects across the curriculum to allow children to apply their writing skills in other contexts.

### **A clear structure with a consistent approach to planning which builds on prior learning**

Our Writing Curriculum has been carefully mapped out to ensure progression of skills from one-year group to the next, linking in to Coalway Junior School's The Write Stuff curriculum.

### **Pupils learn in different ways**

A variety of approaches is taken to teach writing: 1:1, group, whole class. Teaching is planned to ensure that all children have the opportunity to thrive and learn from one another. Support is given via teacher/TA intervention or a range of scaffolding e.g. writing frames, vocab lists and success criteria. Pupils are challenged through targeted questioning and high expectations.

### **Developing life skills/social skills**

Writing is considered a core skill for learning in our school and pupils are exposed to a range of texts which increases their understanding and awareness of different people in different places and different parts of the world. Opportunities are provided to sit together with a class novel, to read and discuss a text in Guided Reading and English, to share ideas for writing and to write collaboratively.

### **Golden Threads**

The 5 golden threads personalise our curriculum. They are factors we value as a school and have identified as key areas. These threads underpin our vision, teaching and learning. The golden threads are of equal importance and interwoven through each curriculum subject.

**Locality** - Children are immersed in their locality and where possible children write about their locality e.g. recount following a local walk, recount of a trip to a local railway station, visit from a local police officer/ sportsperson. Children also write across the curriculum and this includes their locality e.g. history writing about local railways, geography writing about local landmarks and amenities.

**Diversity** - Texts and writing units are chosen to provide children with exposure to different faiths and cultures.

**Development of early communication, language and reading skills** - Communication and language run throughout the curriculum, engage children in reading a wide range of fiction and non-fiction and provide the opportunity to use and embed new words within a language rich environment. Each writing unit and model text, exposes children to new vocabulary and writing skills.

**Opportunities and Experiences** - We support World Book Day and plan engaging and varied activities to promote and celebrate books and reading. We plan writing-related activities and first-hand experiences to enrich understanding e.g. forest school activities in EY/KS1 to inspire recount writing. We also invite authors into school or join author webinars so that children can relate the writing process to authors.

**Experiential learning**- Where possible, writing is linked to first hand experiences - recounts of a school trip, science

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investigations etc.

**Subject leader driver 2023-2024**

**Writing:**

- The Write Stuff curriculum to be reviewed and adapted. Subject leader to monitor to ensure it is being consistently taught across the school.
- Introduce a handwriting progression across the school.
- Develop a clear assessment framework to enable staff to be secure in their judgements for writing.
- Teachers to adapt the teaching of writing to meet the needs of pupils in the class, particularly those with SEND.