

# Furness Vale Primary and Nursery School



## WRITING



### INTENT

At Furness Vale Primary and Nursery School, we understand that writing is a fundamental skill that plays a crucial role in a child's educational journey. We believe that the mastery of written language is one of the most powerful gifts we can provide for our children. Our overarching goal is to promote a love for writing and to equip our children with the necessary tools to become confident and proficient writers who can effectively communicate their ideas across a range of genres and purposes. Our writing curriculum aims to engage and challenge learners, whilst also promoting a supportive learning environment that nurtures individual growth and instils a lifelong enthusiasm for writing. We ensure that writing is taught effectively, allowing children to develop strong communication skills, express their ideas clearly, and excel across various subject areas. Our writing curriculum is designed to:

1. Encourage creativity and imagination in written expression and a positive attitude to writing.
2. Build a solid foundation and understanding of writing skills, including spelling, punctuation, grammar, and vocabulary.
3. Equip children with the necessary skills to write for different purposes and audiences across a range of genres and styles.
4. Enable children to develop skills to plan, draft, revise, edit, and present writing effectively.
5. Integrate writing skills across the curriculum to enhance cross-curricular learning opportunities.

### IMPLEMENTATION

#### **Early Years Foundation Stage**

The Read Write Inc. programme is taught at Furness Vale Primary and Nursery School from when children start school in Nursery and Reception. In Reception, the alphabetic code is emphasised. The children rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for children at risk of making slower progress. This learning is consolidated daily. Children have frequent practice in reading high frequency words with irregular spellings – common exception words. Embedding the alphabetic code early on means that children quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. By the end of Reception, children should be confident with their phonetical knowledge and apply this to spell simple words and write simple sentences which can be read by others. We make sure that once Reception children are given the tools to read and write, they are given the opportunity to write every day through continuous provision and adult led activities. Each child also has a 'Blending Book' to use at home to practise their blending skills and support their progress as a writer.

### **Key Stage 1**

In Key Stage 1, through the Read Write Inc. Phonics programme, children are given opportunities to use their phonics knowledge to complete writing tasks throughout the week and to write freely. *Hold a sentence* teaches the children to remember a whole sentence in their head before they write it down with the correct punctuation and spelling. *Edit a sentence* focuses on correcting errors in a sentence such as punctuation and spelling mistakes. *Build a sentence* consists of writing about a stimulus, often a picture from the storybook they have been reading. These can be speech bubbles, completing wanted posters or writing a simple recipe. These activities are designed to support the learning of sentence structure and grammar but also for developing vocabulary and generating ideas for writing. It also builds children's stamina and confidence in their writing ability. Additional opportunities for writing are provided during topic work.

Once Year 2 children are able to read fluently, confidently and with a story telling voice (usually around the halfway point in the year) their Read Write Inc. sessions are shortened. This is so that the approach to writing used in Key Stage 2 can be introduced. This provides a greater emphasis on developing writing skills and ensures that they have the writing fluency and stamina required for success in Key Stage 2. Weekly spellings are also allocated to children in Year 1 and 2 so that they can practise at home those words being taught in class including key words and tricky words.

### **Key Stage 2**

In Year 2 and across Key Stage 2, all classes follow a long-term plan of progressive English writing units which are centred around high-quality picture book texts. In each year group, children are taught six English units which cover a wide range of different genres. The book itself, or themes from the book, are used to drive activities where objectives from the curriculum are met in composition, spelling, grammar, and punctuation. This 'Books as Hooks' approach captures the children's imagination and encourages them to become fluent, thoughtful, and creative writers. Each English unit starts with a 'hook' and then the children journey through the book completing different genres of writing with specific audiences and purposes. Each unit of work follows the same route: creating interest, reading as a reader, reading as a writer and gathering ideas, writing phase and sharing work with an audience and independent application. A new book is introduced to the children each half-term as a stimulus for their writing and is used as a basis for a narrative unit of work and a non-fiction unit of work. Shared and modelled writing takes place within the English lesson where the teacher demonstrates good writing practice to the children. Emphasis is placed on the correct language (both formal and informal) and text structure which is required for the relevant piece of writing. Working walls are used to display the writing process and support children's learning and progress. Teachers also use a model text to identify features used in the specific genres.

We also try and encourage cross-curricular writing opportunities in other lessons, and it is an expectation that children write with the same standard as in English in these lessons.

Within Key Stage 1 and 2, children are taught to write in a variety of genres and audiences. Children are given opportunities to evaluate, revise and edit their work as well as offer feedback on the work of their peers.

Punctuation and grammar are taught within English lessons as we believe teaching these aspects in context provides a deeper understanding and opportunities for contextual practice for the children and we aim where possible to link learning to the text being studied at the time. Additional discrete grammar and punctuation lessons are also planned each week to reinforce learning and address any misconceptions.

### **Marking and Feedback**

Effective marking for writing aims to help children learn and comments are positive, constructive and provide the children with the next steps in their learning. Regular verbal and written feedback are given by teachers, highlighting specific improvements required and providing guidance on how to achieve them. Peer and self-assessment techniques are employed to encourage children to reflect on their own writing and that of others. They are given adequate time to reflect on their learning and make improvements to their writing.

### **Spelling**

At the beginning of Key Stage 2, the Read Write Inc Spelling scheme is introduced. This structured programme of Spelling is used across Key Stage 2 and follows on from Read Write Inc. Phonics in Key Stage 1. It is a 15-minutes-a-day programme which teaches spelling cumulatively and systematically with focused practice. It includes all the spelling requirements of the National Curriculum.

### **Handwriting**

Children in EYFS and Key Stage 1 are taught to use a printed handwriting font linked directly to the introduction of graphemes in phonics, High Frequency Words and Tricky Words (including Common Exception Words) in Read Write Inc. Children learn to form letters correctly, sit properly and hold a pencil correctly. They are encouraged to use spacing between words.

*Letter-join* cursive handwriting scheme is used from Year 2 and throughout Key Stage 2. Regular short discrete handwriting lessons take place at least once a week. However, we have high expectations of handwriting across all areas of the curriculum. Specially lined books are used in English lessons throughout school to support the development of good handwriting.

In Key Stage 2, children progress to using a handwriting pen and earn their pen licence when they show a consistent, fluent, accurate and legible handwriting style in all areas of the curriculum. Good handwriting is celebrated with a 'Handwriter of the week' award given to each class in assembly.

### **Assessment**

We measure the impact of our curriculum against planned outcomes, age-related expectations, and end of Key Stage requirements. BCED's *Teacher's Pal* assessment grids are used to assess the children's writing half termly. The grids are stuck in the front of the

children's English books and are used to assess their progress, identify any gaps, and inform areas for development.

Each term, we also assess each child throughout Key Stage 2 in Grammar and Punctuation and Spelling using NFER purchased tests. This enables their progress to be monitored closely and appropriate action to be taken if needed.

### **SEND**

At Furness Vale Primary and Nursery School, we ensure that all children, including those with different learning needs, are fully supported in their writing process. Children who are working below their age-related expectations receive additional support from teachers and teaching assistants through a range of strategies, such as differentiated tasks, targeted interventions, and resources.

### **Moderation**

Moderation is a very important process in our school and across our school network. We have regular staff meetings where we compare the work of children from year groups and judge whether the child is working at the standard, below the standard or working at greater depth for the year group that they are in. In addition, at least once during the school year, we meet with local schools in our cluster network. At these meetings, writing is moderated from each school to ensure consistency in standards across the schools.

### **IMPACT**

The impact of the writing curriculum at Furness Vale Primary and Nursery School is evidenced by the clear progression children make in their writing abilities over time, consistently achieving or exceeding age-related expectations. Our children become confident and independent writers, empowered to express their ideas, and communicate effectively in a range of contexts. These strong writing skills enable our children to access and excel in other subjects as they can effectively communicate their understanding and reasoning. Furthermore, our children will be equipped with writing skills that will serve them well through their education and beyond.

### **Monitoring**

We regularly monitor the impact of our writing curriculum through ways such as learning walks, book looks, link governor visits, pupil voice and whole school assessment data analysis to ensure that standards remain high in the teaching of Writing at Furness Vale Primary and Nursery School.