

Writing Overview

Early Learning Goal (Writing in EYFS)

Children by the end of Reception are expected to:

- Use their phonics knowledge to write words in ways that match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which are readable by themselves and others. Some words correctly spelt, others phonetically plausible.

Also, in Physical Development: children should handle tools such as pencils with increasing control; show good coordination in large and small movements.

In our EYFS environments you'll find a combination of child-initiated and adult led activities, both inside and outside to develop the skills of writing from first-hand experiences. Children practise their letter formation as part of daily phonic sessions and they are able to practise fine and gross motor skills within the environment. Inside, children may choose to draw, paint, trace, and write during independent learning sessions, in the role play areas or at the writing table. For example, writing a menu for a café or a selection of flavour labels for an ice cream van! Outside, writing opportunities are a-plenty; chalks, whiteboards, tracing in the sand, signs and warnings.

There is a daily literacy session which focuses on developing confident, phonically aware writers. Our reception children are now also taking part in the 'Drawing Club' programme. This works to develop children's imagination, developing ideas for writing as well as physical stamina needed for writing and using letters and symbols as 'codes with meaning' As the year goes on, this will then develop to give children a purpose for writing longer captions and short sentences based on their own ideas.

Rich texts are planned to be at the heart of English learning journeys across the school to stimulate the children's ideas, promote and scaffold oracy and build on their love for stories and words.



Years 1 – 6

We aim to create a writing curriculum which enables children to express their creativity and provides them with the skills necessary to become independent writers. We provide our writers with the tools to communicate and share their ideas with those around them and to do so by understanding the impact of powerful vocabulary and writer's voice. Carefully selected texts are vital to the development of young writers and we therefore use a variety of different text types and strong teacher models (WAGOLLS) to help shape children's writing.

Writing pathway

PLAN

*Stimulate and generate: children 'dive in' to a text, talk and share ideas about a story or them, focus on language and consider the features of different genres. Oral composition and word generation are a priority at this stage.

DRAFT

*Capture, sift and sort: children revise and learn grammatical techniques and devices which support the composition of a range of sentence types and cohesion in and across paragraphs, beginning with oral composition for our apprentice writers and increasing in complexity as they become more competent.

*Create, refine, evaluate: children use their plan to write, with a specific focus on expanding their ideas when planning into structured and detailed sentences. During a learning journey, writing lessons also ensure that children are using a variety of punctuation for both accuracy and effect on the reader. This is checked at the editing stage. Children are then encouraged to stop and re-read as they are writing to ensure that they have the technique to proof read and spot their own errors.

REVISE

Edit: children re-draft their writing, responding to teacher feedback.

PUBLISH OR SHARE

Final pieces are presented to the intended audience e.g. in a class book for the library, on our website, sent to a local councillor.



Independent write: following a completed cycle, children are then encouraged to create a piece of writing called a 'site of application', which closely links to the skills learned in their previous cycle. This enables children to showcase their independent strengths and needs, whilst allowing the teacher to feed their assessment forwards into the next task or learning journey.

Hampshire 3 Phase Model*

Spelling



In addition to daily English lessons, from year 2 spelling is taught using Supersonic Phonic Friends Spelling Stars. Each spelling for the sound is taught over a two week period; the first week focuses on 'becoming a word whizz' and the second week on 'spelling stars'. Spellings are practised daily as part of the timetable.

Handwriting

Handwriting is taught using Supersonic Phonic Friends' scheme 'Curly Cal and his handwriting pals'. Using this resource supports children to remember the shapes of each letter and the way each one is formed using actions, pictures and alliterations. Sample planning can be found [here](#). The timetable allows for daily handwriting practice across the school.

