

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

National Curriculum 2014

Subject Rationale

Writing is important in everyday life. It is integral to all aspects of life and, with this in mind, we endeavour to ensure that children develop a healthy and enthusiastic attitude towards writing that will stay with them. Writing enables pupils to communicate with people around the world. Building on experiences, it encourages thinking and communication skills to grow.

We aim to provide a high quality writing curriculum that teaches children how to speak and listen effectively and to write and communicate ideas effectively for a variety of audiences and purposes in order to fully prepare them for the next step of their learning journey. We are determined that every pupil will learn to write with fluency and automaticity which enables them to flourish in all aspects of the school curriculum.

At MSA our children:

- Learn to form the letters of the alphabet accurately in Reception, developing fluency in Year 1. In Year 2 and beyond children learn cursive writing in order to write with speed and consistency.
- Learn to structure sentences correctly, learning a range of grammatical conventions as stated in the National Curriculum.
- Become accurate spellers by developing the phonic phase knowledge learnt in EYFS and KS1.
- Apply their handwriting, grammatical and spelling knowledge to write creatively for a range of different audiences and purposes.

INTENT

At Mount Street we recognise and celebrate that writing is not only a crucial part of our English curriculum, but also a significant element across the whole curriculum. All children from Nursery to Year 2 are provided with daily opportunities to develop and apply their oral composition and writing skills. We use Talk for Writing as our approach to developing writing. This is to ensure a consistent and systematic approach to the teaching of writing based on rich oral traditions and quality texts. Our children are surrounded by and immersed in a rich linguistic environment where the spoken and written word are highly valued and promoted.

"...it is impossible to write a sentence pattern without being able to say it - and you cannot say it, if you haven't heard it." Corbett & Strong

We listen to and learn rhymes, stories and other patterned texts to provide children with the ideas and vocabulary needed to inspire writing. Writing is prioritised throughout school to enable pupils to succeed in all areas of the curriculum. We are passionate about the teaching of writing and strive for all our children to be able to write independently and to wish to do so. We are ambitious for all our children and aim for them all to be confident writers, fully prepared to move forward to the next stage of their education. In line with the national curriculum for English, Mount Street Academy aims to ensure that all pupils: write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

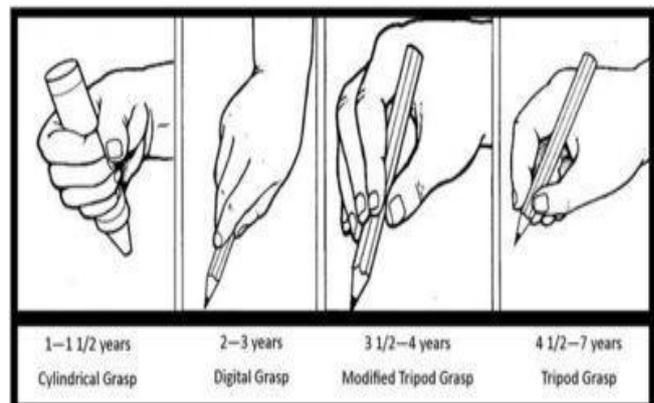
IMPLEMENTATION

As soon as children join us in Nursery we begin to develop their writing skills in 3 distinct ways:

1. Exposure to a range of rhymes, songs, poems and high-quality texts (as detailed in our school reading spine), which are read to the children on a daily basis and they are encouraged to take home and share with parents and carers.
2. Activities to raise children's awareness of the sounds around them and to develop their listening and communication skills. These are the basis of phase 1 of our chosen systematic synthetic phonics programme, Letters and Sounds.
3. Opportunities to make marks in a range of media and situations.

Early writing skills begin with physical development. Our EYFS provision includes opportunities to develop upper body strength, shoulder pivot, elbow pivot and wrist pivot. Children have access to fine motor skills activities and a range of writing implements to give children the dexterity to manipulate a pencil using the correct, effective grip for writing. The indoor and outdoor provision offers opportunities to write and make marks for meaning; this may include writing labels, lists or messages. Children will have a variety of starting points which begin with giving meaning to their marks and emergent writing, moving onto writing using letter shapes and their phonological knowledge. We believe it is important to create a culture which excites the children to write and to get enjoyment from it. We recognise the vital role parents play in engaging and supporting their children in the writing process and share this through the use of Tapestry and our EYFS phonics and writing workshops provide parents with appropriate ways to support their children's love of writing. A key aspect of the effectiveness of developing our children's writing is that parents and carers will be enabled to have a good understanding of how they can support writing at home and we will create a culture where staff, parents/carers and children will share a passion for quality texts and love of writing.

Throughout Nursery the children engage in a range of adult and child-initiated activities within phase 1 before starting to match letter shapes and sounds in phase 2 when they move into Reception. In Reception children's pencil grip is very closely monitored, assessed and corrected in line with their physical development in order that they leave the year with a tripod grip, ready to write for a sustained period of time.



We have a sharp focus on phonics teaching at Mount Street Academy, and this is rigorous and consistent across the every class in each year group ensuring our young children quickly gain phonic skills (see also our Phonics QED documents for further information). The focus in the 20 minute daily phonics lessons is on rapid acquisition of grapheme/phoneme correspondences and blending phonemes to read words and sentences. In Reception there is a daily session dedicated to writing at another point during the school day. Throughout school, teachers model the process of wanting to share an idea, forming a sentence, sounding out the words or selecting a tricky word and then reading their work back to check for meaning.

The Talk for Writing approach is based on how children learn language - through the imitation, innovation and invention of language.

Alongside the daily phonics lesson with the focus on word level work, teachers are also committed to developing composition skills, initially through sharing quality texts followed by text discussion. As part of our Talk for Writing approach, children learn a selection of these texts and engage in imitation activities along with specific activities designed to enable them to acquire a wide vocabulary and an understanding of grammar and knowledge of linguistic conventions for writing. The emphasis is on a visual and physical aspect to the learning so we map out the text with simple illustrations and add key actions to aid memory and understanding.

Once the children are confident with the text we begin to adapt and change elements whilst keeping the core features of a text type. This innovation stage may involve adding post its to a floor map of the text or swapping characters from one story to another. In key stage 1 the children are taught to 'box up' the text looking at the key features and structure of the original text and imitating these whilst altering additional elements e.g. setting or character. Texts are mapped out across the school to ensure a broad coverage of genres, themes and authors. When the children have 'played' with the text and have explored a variety of changes and different versions they are then ready to invent. Using the text type and key features they create a new and unique text or oral performance. Puppets, masks, pictures and props may all be utilised in the invention process. Throughout the 3 stages of the Talk for Writing process key spelling and grammar skills are taught and modelled by the teacher.

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Editing

At Mount Street Academy we recognise that making mistakes is part of the learning process and aim to instil in the children the resilience to keep trying when something isn't quite right. Where possible we avoid the use of rubbers and instead ask the children to leave their mistakes and only put a small cross by them. Children are encouraged to regularly read their work to check for meaning as well as errors. Teachers model correcting mistakes in their own and shared work and demonstrate improving word

choice or sentence structure where there isn't a mistake, only a desire to make the work as good as it can be. These skills are modelled throughout school and begin to be taught directly in key stage one. In Y2 children may use a 'purple polishing pen' to edit their work.

Spelling

From Reception to Y2 children are taught to read and spell the tricky words from Letters and Sounds as well as using phonic skills for spelling. In key stage 1 the children are also taught the common exception words and key subject specific vocabulary. These are taught primarily through a look, cover, write check approach with regular opportunities for practising in class and lists sent home for weekly spelling tests. We also use memory for learning strategies and the use of mnemonics to help children remember how to spell words that don't follow a spelling rule. As the children are taught the tricky words they are added to the phonics display within each classroom. Throughout the school, these are on colour coded stars so children always know what they are looking for.

Handwriting

The children are taught the correct way to form each letter as they are introduced to the phonemes in phase 2 of Letters and Sounds. Once they have been introduced to all 26 letters the letters are then taught in family groups based on the key strokes and shapes within the letters. All classes have the letters displayed in alphabetical order with the family groups highlighted by colour and the start and finish points marked, as a permanent reference point for the children.

For any child who continues to struggle with any aspect of writing and are not making progress within Quality First teaching, there is support through intervention as an individual or as part of a small group with a common need. These sessions are delivered by teachers or teaching assistants following the direction of the class teacher as a short burst catch up, or through a set evidence based programme by a trained teaching assistant and the impact of this is reviewed termly by the SENDCo. Early identification of EAL and SEN pupils leads to focussed support including precision teaching and individual phonics interventions (courtesy of the programme from the English Hub).

Through quality first teaching and prompt interventions good outcomes are achieved for all children. This relentless focus on writing outcomes for all means there is an equity in the offer of writing that all pupils receive.

IMPACT

We expect that when we have implemented all of the above, by the time the children leave us in Year Two they will:

- enjoy writing across a range of genres.
- have succeeded in all writing lessons regardless of their ability
- have developed the pre writing physical skills needed, in order to be ready to hold and use a pencil with control.
- use an effective and accurate pencil grip, leading to legible neat handwriting.
- accurately form lowercase and uppercase letters of the correct size relative to one another, leading to legible and neat handwriting.
- have a good knowledge of a range of authors and quality texts.
- be able to say what they want to write before writing it.

- know the difference between a letter and a word.
- write sentences or a series of sentences independently.
- check and edit their work to improve it.

Assessment and Feedback:

- Assessment informs the teaching and learning sequence, and children work on the objectives assessed as their next steps
- Feedback is given on children’s learning in line with our feedback policy
- Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome, and who are ready for the next step
- Summative assessments are completed at the end of each large term and data inputted onto our school data tracking system, Target Tracker, as well as at the end of the academic year and reported to parents in the end of year report.

The Writing Subject Leader has a clear role and overall responsibility for the progress of all children in writing throughout school. Regular book looks, learning walks, planning scrutiny and child interviews provide the overall picture of Writing across school and supports the monitoring and evaluation of the intent and implementation outlined above, allowing for exploration and challenge.

The key focus for this is to seek:

<u>PUPIL VOICE</u>	<u>EVIDENCE IN KNOWLEDGE</u>	<u>EVIDENCE IN SKILLS</u>	<u>BREADTH AND DEPTH</u>
Through discussion and feedback, children talk enthusiastically about their writing lessons and speak about how they love learning about writing. They can articulate the context in which writing is being taught.	Pupils know how and why writing is used in the outside world and in the workplace. They know about different ways that writing can be used to support their future potential.	Pupils use acquired vocabulary in writing lessons. They have the skills to use methods independently and show resilience when tackling problems.	Teachers plan a range of opportunities to use writing both inside and outside school.

Key data drops are also analysed and regular feedback is provided, to inform on progress and future actions through SEFs. These then provide the basis for the chosen actions which are then outlined on the action plan, in order for this monitoring and evaluation cycle to continue to drive improvement.