

WRITING

Writing is a fundamental life skill that enables children to communicate ideas, express themselves and make meaning. At Hasland Infant and Nursery School, we believe that all children are writers and that a love of writing begins with the earliest marks children make as they seek to represent their thoughts, experiences and ideas.

Our writing curriculum is carefully sequenced to develop confident, independent and purposeful writers. Through high-quality texts, rich language experiences and meaningful learning opportunities, children develop the transcription and composition skills needed to communicate effectively. All writing has a clear purpose, enabling children to understand why they are writing and who they are writing for. Carefully planned learning sequences ensure that children build the knowledge, vocabulary and skills required for success, while providing meaningful opportunities to apply and refine their writing across the wider curriculum. A strong emphasis is placed on securing the foundations of writing, and teachers use dictated sentences to support children in practising handwriting, spelling, punctuation and sentence construction, helping to reduce cognitive load and develop the automaticity needed for successful composition.

We want every child to leave Hasland Infant and Nursery School as a confident and capable writer who can communicate effectively, think creatively and write with accuracy, fluency and purpose. By nurturing a love of writing and providing authentic opportunities to write, we equip children with the knowledge, skills and confidence they need for the next stage of their education and beyond.

Intent

For children to be able

- To orally compose sentences before writing them.
- To understand the structure of a sentence.
- To construct and convey meaning in written language.
- To write for different purposes and audiences.
- To write and apply their knowledge of spelling and grammar using dictation.
- To develop a clear, consistent, well-formed handwriting style.
- To confidently use writing to express their ideas.
- To write sentences that are grammatically correct.
- To use their phonic knowledge to help them to spell accurately.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- To plan, write, review and edit their work thoughtfully, using feedback to improve the quality and impact of their writing, with an emphasis on quality over quantity.

Implementation

How we teach writing:

Nursery

- Opportunities are given to mark make and develop control over a range of mark making equipment.
- Children are encouraged to write their own name.
- Adults model writing and talk about what they are doing.
- Opportunities to write are included in play activities (note books in the home corner, clip boards with the role play garage.)
- Mark making opportunities are rich and varied (writing in glitter using paintbrushes.)

Reception

- Building on the experiences in Nursery, writing opportunities continue to be offered as an integral part of provision.
- Simple sentences are modelled both during literacy lessons and other times throughout the day.
- Teachers use dictated sentences to support children to secure the foundations of writing.
- Children are encouraged to use their phonic knowledge to write independently.

Key Stage 1

The expectations for writing at the end of Key Stage 1 are set out in the National Curriculum for English.

- Children are taught using the objectives set out in the National Curriculum for English.
- These objectives have been broken down into smaller steps which build towards mastery of the objective.
- As children move into Key Stage 1, teachers continue to use dictated sentences to support children to secure the foundations of writing.
- Our carefully planned topics excite and engage children, providing rich and meaningful contexts for writing that give children a genuine purpose for communicating their ideas.
- Children learn to write in a range of styles.
- Children learn to write for a range of purposes and audiences.
- Children are given opportunities to write independently through the continuous provision.
- Children follow a systematic approach to spelling that acknowledges and includes phonics, orthography and morphology.
- Children are taught how to apply their knowledge of grapheme/phoneme correspondences to spell
- Children will be taught to develop their understanding of grammatical concepts and to apply these in their writing.
- Children plan, write, review and edit their work using feedback to improve the quality and impact of their writing.

Inclusion and SEND

At Hasland Infant School, we are an inclusive school that promotes the wellbeing, happiness and progress of every child. All pupils are entitled to a high-quality, ambitious curriculum that meets their social, emotional and learning needs. To ensure that all children make progress and achieve their full potential in

writing, additional support will be provided where required. This may include targeted fine and gross motor activities, additional phonics practice and opportunities to rehearse and consolidate key writing skills.

EAL

We recognise that children with English as an Additional Language (EAL) bring valuable linguistic and cultural experiences to their learning. Within our subject teaching, we ensure all children can succeed by providing inclusive teaching, clear modelling, visual support, intentional vocabulary teaching and opportunities for meaningful talk. Any barriers to language and understanding are identified and addressed so that children with EAL can access the full curriculum, participate confidently and demonstrate what they know and can do.

Impact

Writing Assessment

Children's work is assessed and marked in line with the school's Feedback and Marking Policy. Teachers use 'action marking' to provide immediate feedback on each piece of writing, enabling children to respond and make improvements during the learning process. Children are also given regular opportunities to edit and improve their own writing throughout lessons. To support this, teachers use a consistent marking code that is displayed in every classroom and is familiar to all children. Children are encouraged to identify and correct errors independently before receiving additional adult support where necessary. This approach promotes high expectations, develops independence and enables children to take ownership of their writing. As a result, children experience success, take pride in their work and grow in confidence as writers.

HANDWRITING

Intent

To produce clear, well formed, legible writing that is consistent and neat in appearance

Objectives:

- Teach children to write in a neat (joined where appropriate) style by the end of year 2.
- Encourage children to understand the importance of good presentation and to take pride in their work.
- Enable children to write fluently at an appropriate speed.

Key Skills

- Children should grip the pencil about 3cms from the point so that they can see what they are writing. Their grip should not be too tight as this will prevent fluent handwriting. The pencil should be held in a relaxed grip between the thumb and forefinger. Pencil grips should be used if necessary (Nip, Flip, Grip)
- Children should be encouraged to sit with a straight back with their legs under the table and both feet on the floor.

- Paper should be positioned at the correct angle.
- Capital and lower case letters and numerals are clearly shaped, correctly formed and orientated, and need to start in the correct place.
- Upper and lower case letters are accurately produced in one style and used consistently. They are not mixed randomly within words.
- Consideration should be given to a left handed child. They may need to sit on the left hand side of the desk. They should be encouraged to keep their elbow into their side and their paper should be placed left of the body.

Implementation

To ensure continuity and progression the school follows our own Handwriting progression document.

Foundation Stage

- All EYFS practitioners are aware of the importance of gross motor development and this is something which is woven through every day learning.
- Children's arm movement and pencil grip is tracked to ensure activities are carefully matched to the children's next stage of physical development to support readiness for writing. Pre writing shapes are used to help assess and understand children's readiness for letter formation.
- Letter formation and orientation are taught at first through play based activities to develop hand-eye coordination and fine motor skills. This will ensure the foundations necessary to ensure developed pencil control and accurate letter formation and spacing.

In Nursery the children are encouraged to:

- Develop gross motor control
- Develop fine motor control.
- Take part in 'squiggle sessions.'
- Use a range of mark making tools such as pencils, pens and crayons, with confidence and enjoyment. (Nip, flick, grip)
- Develop a recognition of pattern.
- Develop a language to talk about shapes and movements.
- Make marks.
- Develop letter-like shapes. (Large and small scale)

In **Reception** the children further develop large and fine motor skills learned through play based learning in nursery and in addition:

- Participate in weekly handwriting sessions.
- Participate in 'Dough Disco' sessions.
- Develop letter formation within Sounds-Write sessions. (Where there will be an emphasis on, and an expectation of presentation.)
- Learn correct letter formation.
- Write their first name, using a Capital letter for the beginning and correct letter formation.
- Children should always write on lines.

Key Stage One

Year One

- Teachers explicitly teach handwriting daily following progressive planning.
- Gross motor and fine motor warm up exercises will take place before every handwriting session.
- The structure of these sessions fit our approach to handwriting and teach the formation of each letter in relation to the letter 'families.' The handwriting skills taught in these sessions are reinforced during our Sounds-Write sessions, where presentation is valued but does not detract from the phonic content of the session.
- Children always write on lined paper.

Year Two

- Teachers explicitly teach handwriting daily following progressive planning.
- Gross motor and fine motor warm up exercises will take place before every handwriting session.
- The structure of these sessions fit our approach to handwriting and follow on from Year 1. They teach the formation of each letter in relation to the letter 'families.' The handwriting skills taught in this session are reinforced during Sounds-Write sessions where presentation is valued but does not detract from the phonic content of the session.
- By Year 2 children are moving towards a joined handwriting style, which is included in handwriting sessions when appropriate.
- Children always write on lined paper.

Inclusion and SEND

Children who have specific difficulties will be supported in the classroom to ensure they feel a sense of belonging and are able to achieve their potential and thrive in the process. This may include further support to achieve tasks, extra time to learn and consolidate skills or adapted resources such as triangular grip pencils. Where appropriate, these children will have access to sensory mark making activities.

Impact

Handwriting Assessment

Letter formation and handwriting are continually monitored to ensure good habits are formed early. Assessment is undertaken on an ongoing basis and is considered formally when writing is assessed.

SPELLING

Intent

Learning to spell helps a child to develop a strong connection between the letters and their sounds and learning common exception words 'sight words' (i.e words that can not easily be sounded out) will assist a child in both their reading and writing. By the time most children leave Hasland Infant School they will be able to apply their spelling- knowledge to reading and writing and make appropriate spelling choices based on what they have learned. From the start, children are encouraged to write individual letters and are encouraged to spell phonetically. We teach phonics using a linguistic phonics programme called Sounds-Write in EYFS and KS1. This is a systematic approach to spelling that acknowledges and includes phonics, orthography and morphology. This programme is successful in teaching children to read and spell as it

starts with what all children know from a very young age – speech sounds. Children then systematically learn how these sounds are coded in our writing.

The four key concepts children need to learn are:

1. letters are symbols that represent sounds
2. sounds can be spelled using 1, 2, 3 or 4 letters
3. the same sound can be spelled in different ways
4. the same spelling can represent different sounds

The three key skills children need to master are:

1. blending
2. segmenting
3. phoneme manipulation

Implementation

Nursery

Children in Nursery are exposed to environmental sounds, rhymes, rhythms, alliteration and oral blending and segmenting as part of daily provision and discreet taught sessions. Children are encouraged to play with sounds, make links and differentiate between the sounds, rhymes and rhythms they hear.

Children in Reception and KS1 have a 30-minute Sounds-Write session every day, in addition to their Literacy lessons. They are fun and involve singing as well as lots of speaking, listening and games. Children learn to apply their phonic knowledge when reading and writing activities and in their independent learning. Sounds-Write is divided into three units, Initial Code, Extended Code and Polysyllabic Words. Each phase systematically building on the skills and knowledge which has been taught in the previous unit. Throughout each unit children have time to practise and apply the skills needed to read and spell words.

Reception

Children have daily 30 minute sessions. Throughout the year they will cover the full initial code and practise all 3 key skills whilst learning the 1:1 sound-spelling correspondences and securing their understanding of key concept 1. By the end of EYFS the children should be able to utilise these key concepts and skills when reading and writing.

Key Stage 1

Children have daily 30 minute sessions where they continue to practice all 3 key skills. Throughout Year 1 and Year 2 the children will cover the full Extended Code which focusses on alternative spelling choices and Polysyllabic Words. By the end of Key Stage 1 the children will have learned the necessary spelling patterns as specified by the National Curriculum.

Marking

- The correcting of mistakes is undertaken based on knowledge of what each child would be expected to spell correctly. It will be marked in such a way as to offer help to the child next time and not

discourage children from writing. This allows their confidence to grow, allows them to take risks in their writing and spelling and therefore thrive in their learning.

Resources

- All classes in school will have a spelling display clearly displaying the sounds taught and other phoneme choices.
- All classes have spelling mats displaying sounds taught and alternative phoneme choices to enable them to support spelling in writing. These mats will be the same across school to enable continuity.
- KS1 give the children opportunities to 'have a go' using scrap paper provided on tables so the children can 'see which one they think looks right' before committing in their writing.

Impact

Spelling Assessment

The children's ability to spell is regularly checked through the marking of their writing and is a key aspect of Sounds-Write teaching and assessment.