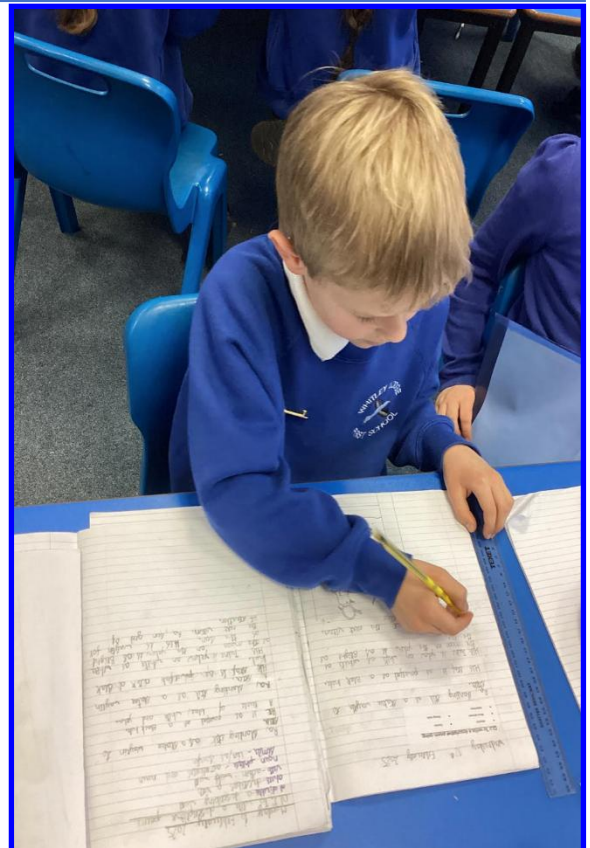
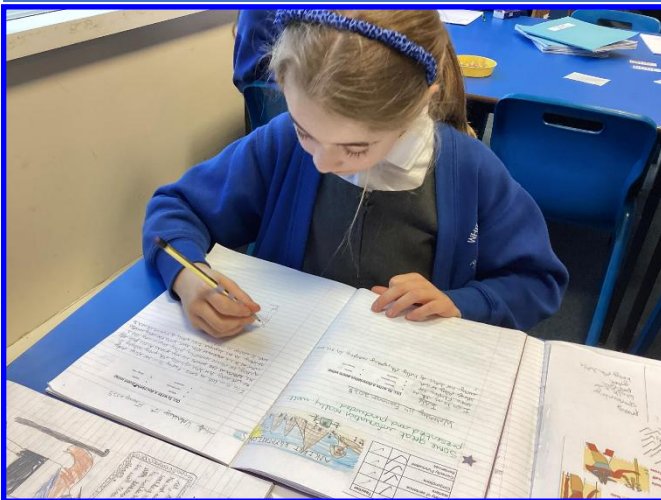




At Whitley Lodge First School we believe that English forms the basis for our development, relationships and our understanding of the world around us. The way our children acquire literacy skills is key to their personal growth and, through the development of effective written and spoken communication, it is the foundation of all their learning.



Writing Strategy





Intent

- To dedicate time in our Early Years provision to well planned, sequential and progressive opportunities for the development of gross and fine motor skills: the pre cursors to writing.
- To follow our bespoke English unit planning which begins with immersing our children in the key text and sees them read as a reader and then write as a writer.
- To devote time to language acquisition: exploring the meanings of new words and linking them to known words in order to develop extensive and retrievable vocabulary banks.
- To nurture curious and creative writers who are interested in learning the meaning of new words.
- To inspire an enjoyment of writing in different contexts and for different purposes and audiences.
- To teach our children to write clearly, accurately and coherently, adapting language and style accordingly.
- To ensure our children develop a secure understanding of grammar. We do this by teaching grammar and punctuation at the point of writing to ensure that they understand the purpose of each new concept.
- To reduce cognitive load by investing additional time to develop the transcriptional skills of letter formation and cursive handwriting as well as the accurate spelling of common exception words.

Implementation— How do we achieve our aims?



Early Years Foundation Stage

Gross Motor Skills: In **Nursery**, gross motor skills are developed through activities such as climbing, swinging, jumping, balancing, cycling, scootering, throwing and catching, ball games, obstacle courses, sky writing, window cleaning, sweeping and largescale mark making with chalk on the floor and wall mounted drawing surfaces. The children also spend time outside in the EYFS garden every day. In **Reception**, children continue to learn outside every day to develop their gross motor skills. They also climb in the pirate ship play area which introduces further challenge and opportunities for development. Plus, the children follow a sequential and progressive scheme of work in PE lessons across the year, including two units of gymnastics.

Fine Motor skills: In **Nursery**, fine motor skill development is carefully planned for and resourced in daily provision. Learning opportunities such as painting, sewing, tracing and tracking, colouring and cutting are facilitated and modelled as the pre-cursors to writing. Children are guided through the four stages of writing development; pre-writing, pre-literate, emergent and transitional through carefully planned writing activities that have a clear purpose. In the Autumn Term, *Dough Disco* occurs three times a week to develop their dexterity. Playdough is also made available daily in provision. Messy play provides mark marking opportunities using paint, rice, tea leaves, shaving foam and sand. Children are taught the 'Crocodile Snap' for pencil grip in the Summer Term and begin practising writing their name with greater independence. Using correct formations is consolidated using the RWI mnemonics and displays in the writing area.

In **Reception**, writing is encouraged from day one through engaging mark-making opportunities across all areas. Consistent routines to reinforce writing identity, e.g., 'write your name on your work' using name cards. Adult-led writing tasks linked to key texts (e.g., writing about the character, creating comic strips etc.). The classroom 'message centre' area in continuous provision inspires writing. This includes the regular introduction of new materials (mini notebooks, post-its, scratch and write cards, highlighters). Weekly Drawing Club techniques to extend vocabulary and develop imagination through story-inspired artwork. Children become authors of their own stories by taking part in *Helicopter Stories* throughout the year. Continuous access to engaging reading and writing areas with high quality books and resources in every classroom.





Implementation— How do we achieve our aims?

Key Stage One—Years 1 and 2

Curriculum—Our bespoke writing curriculum is influenced in part by the pedagogies of both Talk for Writing by Pie Corbett and The Power of Reading by The Centre for Literacy in Primary Education. We have a text-based approach and each unit of work begins by immersing our children in the key text and sees them read as a reader. Book talk is a prominent feature for the first 4 or 5 lessons allowing the children to predict, infer and to deeply understand the genre being studied and the key text. We devote time to language acquisition; exploring the meanings of new words and linking them to known words in order to develop extensive and retrievable vocabulary banks.

Exciting Writing—Interspersed throughout each unit will be opportunities for longer pieces of writing in our *Exciting Writing* books. Sometimes this work will be planned previously and other times it will be incidental. The aim of the *Exciting Writing* lessons is to develop creativity, stamina, independence and a sense of joy of writing!

Transcriptional Skills—We teach grammar and punctuation at the point of writing to ensure that our children understand the purpose and functionality of each new concept. Handwriting is taught discretely once a week and retrieval practice techniques ensure consolidation opportunities. Letter formations are taught in formation families. Part of our weekly Read, Write, Inc teaching sequence sees the children “hold a sentence” where they are required to use their transcriptional skills in context. These sentences are edited and improved upon through live marking.

Intervention—Intervention is planned across cohorts and focusses on progressing transcriptional skills in order to further reduce cognitive load when writing. Handwriting and letter formation practice, sentence construction work involving rearranging given words into a full and coherent sentence. Extra phonics sound checks all feature on class provision maps.

Homework—The children in Key Stage One have one piece of English homework every two weeks. This task might be a reading or writing task that consolidates learning from English lessons.



Key Stage Two - Years 3 and 4

Curriculum—Planning for learning in Key Stage Two continues to follow the bespoke method detailed above. Retrieval practice sees key features of various genres of writing recalled and built upon with a greater complexity of grammar and vocabulary use.

Exciting Writing—Exciting Writing lessons continue to enable the children to showcase the skills and knowledge they have acquired across the unit of work. The children will often be given further time to publish their work.

Transcriptional skills—In Key Stage Two, handwriting is taught discretely once a fortnight for most learners. The children also have once fortnightly spelling, dictionary skills and dictation lessons. They will also read and write glossary definitions of new words learnt.

Intervention—Planned across cohorts, intervention for those children who require further support includes handwriting practice and write a sentence. Here the children are supported to improve a basic sentence by adding capital letters, full stops, adverbs and adjectives. Children who did not complete the Read, Write, Inc program whilst in Key Stage One continue with the program and the hold a sentence practices contained within it.

Homework—The children have a weekly English or topic homework task to complete which often has a writing outcome.



Whole School initiatives to promote writing for enjoyment

At Whitley Lodge First School, developing a genuine sense of enjoyment about writing is integral to our teaching approach. We do this in the following ways:

- Providing enriching experiences, such as meeting local authors and illustrators, which inspire our child to have long-term aspirational goals.
- Harnessing the power of outdoor learning in our local area including the beach, The Brierdene woods and our own school groups for writing and drama inspiration.
- Participating in special events and competitions such as World Book Day, Roald Dahl Day and local poetry competitions, to enrich a love of reading, writing and performing literature.
- Providing termly opportunities to take part in *Whitley Lodge Wonderful Writers*. The children share a story, poem or piece of information writing in the launch assembly at the beginning of each term and then they can choose to write a response to it at home. All writing submitted is celebrated and the children receive a certificate at the end of the term along with a credit to take forward to their yearly total. Yearly credit totals then equate to a personal medal position at the end of the year.
- Children are provided with and encouraged to keep *Holiday Diaries* during the Summer break. They are encouraged to complete a sentence and a picture as often as possible. Diaries are then shared and celebrated with the new class in September. Their purpose is to readdress the potential regression of writing and composition skills that can occur after longer holiday periods.



Impact



At Whitley Lodge, our aim is for ALL learners to achieve their full potential in writing and we are committed to providing the scaffolds and challenge needed in order for our children to achieve this. By the time they leave us, the majority of children will:

- Have met or exceeded in the expected standard for writing outcomes in every key stage.
- Attained significantly higher than both local and national attainment figures for Statutory Assessments for Early Years and Key Stage 1 Phonics Screener results.
- Be able to write clearly and accurately and adapt their language and style for a range of contexts purposes and audiences.
- Enjoy writing for a range of different purposes and audience, in a range of genres using the appropriate style, structure and features.
- Have a wide vocabulary and a strong command of the written word.
- Understand and apply their knowledge of phonics, grammar and spelling accurately.
- Develop a technical vocabulary through which to understand and discuss their writing.
- Be able to plan, draft, revise and edit their written work.
- Use their imagination, creativity and expressive language when writing.
- Have developed a love of writing so that they are well equipped for the next stage of their education.