



"Where children are at the heart of every decision to inspire brighter futures"

Respect, Responsibility, Recognition and Resilience

## Writing Curriculum Delivery Document

Intent	<p>In EYFS at Girnhill Infant School we provide a stimulating and high-quality Writing Early Years Curriculum by ensuring challenging and playful opportunities. We understand the need for high quality environments and meaningful interactions, which enable children to develop their understanding of phonics and sentence structure. In KS1 at Girnhill we believe in the importance of promoting high standards of language and literacy by equipping pupils with the necessary skills to be confident in their use of spoken and written language, and to develop their love of literature through widespread reading to develop exposure to high quality language and to understand the use and placement of linguistic devices. Writing is taught through the ambitious National Curriculum and Early Years Foundation Stage Framework enhanced by Read, Write Inc and Jane Considine: The Write Stuff. We map the NC and EYFS framework into a coherent and sequential progression model that outlines the substantive knowledge, disciplinary knowledge, vocabulary and sentence stems needed at each stage which build cumulatively towards learners being able to use and apply their knowledge.</p>
Implementation	<p>We ensure that all teachers, including those who are non-specialists, have excellent subject knowledge and are supported in the implementation of the curriculum. Oracy is woven through the writing curriculum and children are confident with the expectations such as: the use of chotting, rehearse a sentence and hold a sentence. Within writing exploratory talk focuses predominantly on the linguistic and cognitive aspects of communication. Withing writing children will learn to write clearly with accurate spelling, adapting their writing dependent upon audience, genre and style. Children will be able to use the wide range of language they have acquired to critically evaluate their own work and the work of others. New material is presented in small steps using the writing progression grid, Jane Considine and the RWI scheme of learning, breaking down large objectives into small manageable chunks. Modelling is used to demonstrate how to chot, sentence stack and become independent writers. Subject specific vocabulary is taught explicitly through flash cards, teacher talk and applied through discussion. Experience days are used to aid understanding of concepts. Based on Rosenshine's theory, Learners</p>



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	have the opportunity to revisit and build on prior learning through carefully planned revisit and review tasks.
Impact	<p><b>HOW WILL THIS BE MEASURED?</b></p> <p>Pupil Voice will show:</p> <ul style="list-style-type: none"><li>• A developed ability to use phonic knowledge at their stage of development to segment for spelling.</li><li>• RWI language used during writing sessions to support spelling and reading.</li><li>• An understanding that certain letters together (digraphs/ trigraphs) make specific sounds, some making more than one sound.</li><li>• An understanding of how letters are formed e.g. this is an ascender/descender.</li><li>• Age-appropriate understanding of grammatical terms e.g. an adjective is a describing word.</li></ul> <p>Displays around school and books will show:</p> <ul style="list-style-type: none"><li>• There has been a consistent approach to the delivery and implementation of handwriting and writing sessions as children's work will showcase increased progress in letter formation and presentation as well as a good level of understanding in order to write for different purposes.</li></ul> <p>The curriculum leader will:</p> <ul style="list-style-type: none"><li>• Collate appropriate evidence over time which evidences that pupils know more and remember more.</li><li>• Monitor the standards in the delivery of writing and handwriting sessions to ensure consistency and accuracy across school.</li><li>• Ensure assessment is completed fairly, accurately and in a timely fashion to ensure that all pupils continue to be challenged and supported as they need.</li><li>• Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.</li></ul>

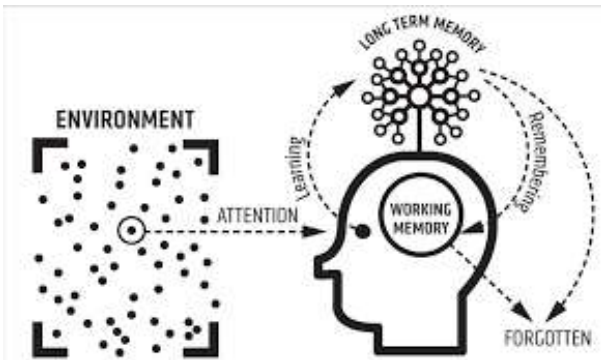
How do we ensure that knowledge gained is transferred from the working memory into the long-term memory?



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Rosenshine's principles in action (bridging research and classroom practice) is providing support and strategies to secure pedagogical understanding for staff.



What do our lessons look like			
Introduction	Teaching input	Pupil activity	Ongoing assessment
Daily review	Present new materials using small steps	Guide student practice	Ask questions
	Provide models	Obtain a high success rate	Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks Independent practice	Weekly and Monthly Review

Strategies Identified	What do we expect to see in our Writing lessons?
Daily review	Academic or subject vocabulary that has been taught will be modelled throughout daily teaching and contact time. Daily writing sessions will assess essential writing skills for each particular year group. Actions relating to key sentence structure will be recapped at the beginning and throughout each writing session.
Present new materials using small steps	Teachers introduce new learning in small steps. New texts are introduced with time for exploration and thinking. New writing skills are introduced one at a time.
Ask questions	Subject specific questions help children practice new information and connect new material to their prior learning. The teacher would use questioning to check understanding and to check for misconceptions. Teachers question children to assess if they understand grammatical terms and if they can identify and use age-appropriate writing skills.
Provide models	Teachers modelling writing is essential for pupils to grasp the writing process. Teachers model writing and their thought process. Models of sentence structures, use of basic skills and vocabulary in context are available for the children to draw upon when writing independently. Teachers model handwriting in line with the handwriting policy to ensure children are seeing correct letter formation at all times. Teachers to refer to ascenders and descenders as and when they occur so children are familiar with this terminology.
Guide student practice	Shared writing and guided writing are used to scaffold writing tasks for those pupils who need it. Guided writing will address errors and support pupils when trying to master a new skill. Guided work may also take place when editing and refining written work so that pupils have the opportunity to improve their work.



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Check for student understanding	The daily writing session allows teachers to check understanding of essential writing skills. Marking children's work as they write gives the teacher instant feedback as to how pupils are doing and errors can be addressed quickly.
Obtain a high success rate	The progression grids for writing allow teachers to see what learning came before and what comes after. Teachers use this to ensure all pupils are making progress from their starting points as well as focussing on allowing pupils to acquire the age- appropriate writing skills.
Provide scaffolds	Pupils are given scaffolds and supports through the teaching approaches of Jane Considine 'The Write Stuff'. It scaffolds writing tasks so that children have the understanding and up-levelled vocabulary before they begin to write. Teachers support the actual writing process through modelled, shared and guided writing as well as providing high quality learning walls and table top resources so that children have the tools they need to be successful in their writing.
Independent practice	Pupils should have the opportunity to practice regularly and independently to transfer the knowledge into their long-term memory. Key vocabulary is used repeatedly so that children are confident using it in their spoken language and can easily transfer to their written work. Pupils will have opportunities to write in high-quality areas of provision so that they can practice writing for different purposes.
Weekly and Monthly review	Children need to be involved in extensive practice in order to develop well connected and automatic knowledge. Daily writing sessions, handwriting sessions and half termly writing assessments all support teachers and pupils review their learning.