

# Curriculum Statement

## Writing



*Hooked on Thinking*

Working With and For Local Families



**Intent – Writing at Hindhayes** Children will have the writing process modelled to them daily so that children see their teacher's as writers and are surrounded by quality examples of texts and modelled writing. We want or children to develop the skills to express and develop their thoughts, emotions and self-identity through writing and to use early writing as a way of unlocking learning experiences and the wider curriculum.

Recent research used to inform practice: **Bold Beginnings 2017 : Key findings in the most successful schools. EEF Improving Literacy at Key Stage 1. Closing the attainment gap – Daniel Sobel 2018. Learning without Labels – Marc Rowland 2017 , Closing the Vocabulary Gap – Alex Quiggle 2018. The curriculum – Mary Myatt 2018. Boys will be brilliant Linda Tallent and Gary Wilson 2016 Closing the Reading Gap – Alex Quigley 2020 National College Webinar Developing Reading in line with EYFS reforms 2021**

**Developing skilled writers at Hindhayes:** Transcription skills at Hindhayes are closely linked to the Sounds-Write programme used to deliver high quality daily phonics. A key part of this programme is the use of dictation at least twice a week. Dictation sentences are carefully planned to ensure that the children can apply taught GPC's and to also include the practice of the spelling of common exception words. Teachers triangulate what has been taught in Sounds-Write lessons with what formative assessment shows and the units of work for English (both reading and writing) that they are planning. This ensures that opportunities for applying spelling skills in either phonetically regular or common exception words are practiced. At Hindhayes we understand the link between gross and fine motor skills for our youngest children. Funky Finger sessions, Tai Chi, Forest School and a rich provision outdoors allow our children to develop the co-ordination, shoulder, elbow and wrist pivots and strength that are needed to support the Early Learning Goals and the National Curriculum Programmes Of Study for Handwriting. Careful consideration has been given to how we want children at Hindhayes to form letters and a master sheet produced for all classes showing the w,k,f that we expect teachers to be using and to teach children (These can vary in different fonts and in different programmes). Not a minute is lost when the children start school to begin their fine motor and handwriting journey and close links are made with daily phonics teaching. More recently presentation of work has been a focus for the Better Learning Team at Hindhayes and a Brilliant Bee List has been created to help to focus children on the formation of letters and numbers when working and not just in handwriting times. Talk for writing strategies alongside providing a real purpose and audience for writing ensures that children have the knowledge, understanding and skills needs to craft their own invented stories.

### Implementation

English is a core subject in the National Curriculum. We use the National Curriculum for England (2014) as a basis for implementing the statutory requirements of the programme of study for English. In the Foundation Stage we use the Early Years Foundation Stage Curriculum.

#### Approaches to writing

Hindhayes uses daily Phonics teaching through the Sounds-Write programme as a basis for the teaching of writing. During this work, children are taught to "say the sounds and write the word". Teachers then use high quality texts to show how writing is structured in different genres and for different purposes and use whole-class teaching sessions and guided writing activities to model writing. The teaching of Grammar is woven through writing opportunities.

**In the Foundation stage:** Children start by developing oral phonic skills alongside the physical development/fine skills work to provide children with the basic skills they will need to form letters and this learning is supported by activities in the rich learning environments both inside and outside the class. Children are given opportunities to see how writing is formed starting with the segmenting of cv/vc words and then the use of finger spaces, full stops and capital letters.

Children are given a wide range of opportunities to practice these skills both in adult lead and self-chosen activities in a range of places and spaces with the EYFS provision we have.

**In Key Stage One:** Children are taught to further develop phonic and writing skills and to write for different audiences and for different purposes. They explore the use of appropriate language and how to present work. Teachers work hard to develop the use of vocabulary and punctuation whilst still ensuring the accuracy of basic spelling and sentence structure.

We aim to encourage children to:

- develop the ability to write for a variety of purposes and for different audiences
- have the ability to plan, draft and edit their writing
- use ICT and word processing skills to enhance their written work
- write using standard English with an increasing degree of accuracy
- discuss and evaluate their own writing and that of others including well known authors and other children's work

#### Developing Cultural Capital in the EYFS

Baseline information collected shows that many of the children on entry have limited vocabulary skills, have limited fine motor and in some cases gross motor skills, have limited letter sounds knowledge alongside a lack of oral segmenting and blending skills. This requires the school to act quickly to provide the children with an environment rich in language, the written word and stories both inside and out. Doh gym, funky finger activities, Forest school activities, provision of first hand experiences to support vocabulary development, rigorous phonics and handwriting teaching, access to a wide range of mixed media and early intervention support our learners to diminish any differences identified on entry. An outdoor play worker daily in the rich outdoor area helps to provide a running commentary of activities, sets up opportunities for play that are rich in language and ensures that links are made to stories and writing is promoted.

### Impact

At year 2 the number of children achieving ARE has risen from 72% in 2017 to 79% in 2019 and the number of children achieving a greater depth in their learning has been above the National Average for the last 3 years.

In the EYFS the percentage of children ending the year at ARE for writing was % higher than that identified on entry

The percentage of children achieving a Greater Depth in their learning has risen from % to % at the end of year two over the last 3 years.

