



## Writing: Implementation

### EYFS: Read, Write Inc

In pre-school, the younger children participate in Phase 1 phonics sessions twice a day while our 3-4 year olds are introduced to a 'sound a week' (RWI speedy sounds). The weekly phoneme is taught and re-visited during each morning and afternoon session during which writing of the grapheme is modelled by adults. Children are provided with opportunities to write the grapheme using a range a mark making resources and children's crossing midline skills, bilateral co-ordination skills and fine motor skills are also developed through adult guided and continuous provision activities.

In Reception, children participate in RWI sessions daily - initially involving the teaching of letter formation and progressing to single word labelling and sentence writing. Children work in guided-group literacy sessions closely linked to their developing skills and opportunities to use these skills independently in their writing are provided through their 'weekly news' and 'topic writing'. Independent writing opportunities are also provided in continuous provision activities.





## **KS1: Read, Write Inc and The Four Purposes**

In Year 1, children begin by following the Read, Write Inc. programme to support their writing, with regular opportunities to write independently linked closely to their Curriculum learning.

As children move into Year 2, and become more confident, independent writers, we are able to work with them and extend their understanding through following the Four Purposes approach to writing (see below).

Through using this approach, we are able to effectively utilise all adults in the room to work with children at the level at which they are learning, maximising opportunities and progress for all. For those still mastering the techniques of putting phonics into practice in their writing, the structure and framework of the Read, Write, Inc. programme gives them the support and skills they need to progress to becoming confident independent writers. This system also enables us to effectively extend our independent writers through focused writing sessions based around the Four Purposes model.

All children have the opportunity to write independently on a regular basis, both through their cross-curricular learning, and in 'Hot Write' literacy sessions.









## Writing Overview

### KS2: The Four Purposes

In Key Stage Two, we continue follow the Four Purposes approach to teaching writing, as shown below:

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
<b>Year 1 &amp; 2 (KS1)</b>	Story Description Poetry	Recount Letter Instruction		
<b>Year 3 &amp; 4 (LKS2)</b>	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
<b>Year 5 &amp; 6 (UKS2)</b>	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

The 4 main writing purposes, and some of the 'text types' that could fall under each.

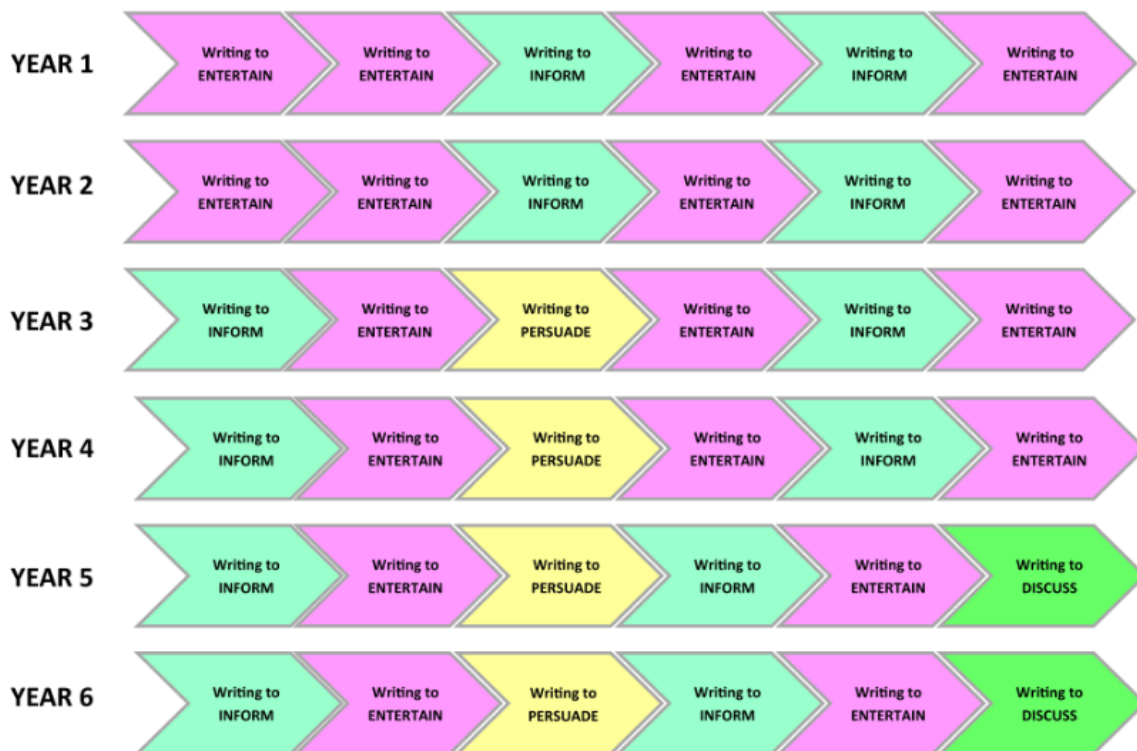
As in Key Stage 1, all children also have the opportunity to write independently on a regular basis within each Teaching Sequence, through their cross-curricular learning, and in 'Hot Write' literacy sessions.





Children produce a number of examples of each writing purpose over the course of a year. Each time a writing purpose is revisited, we expect to see progression in the level at which children are able to write for that purpose, building on their previous knowledge and experience of features and characteristics.

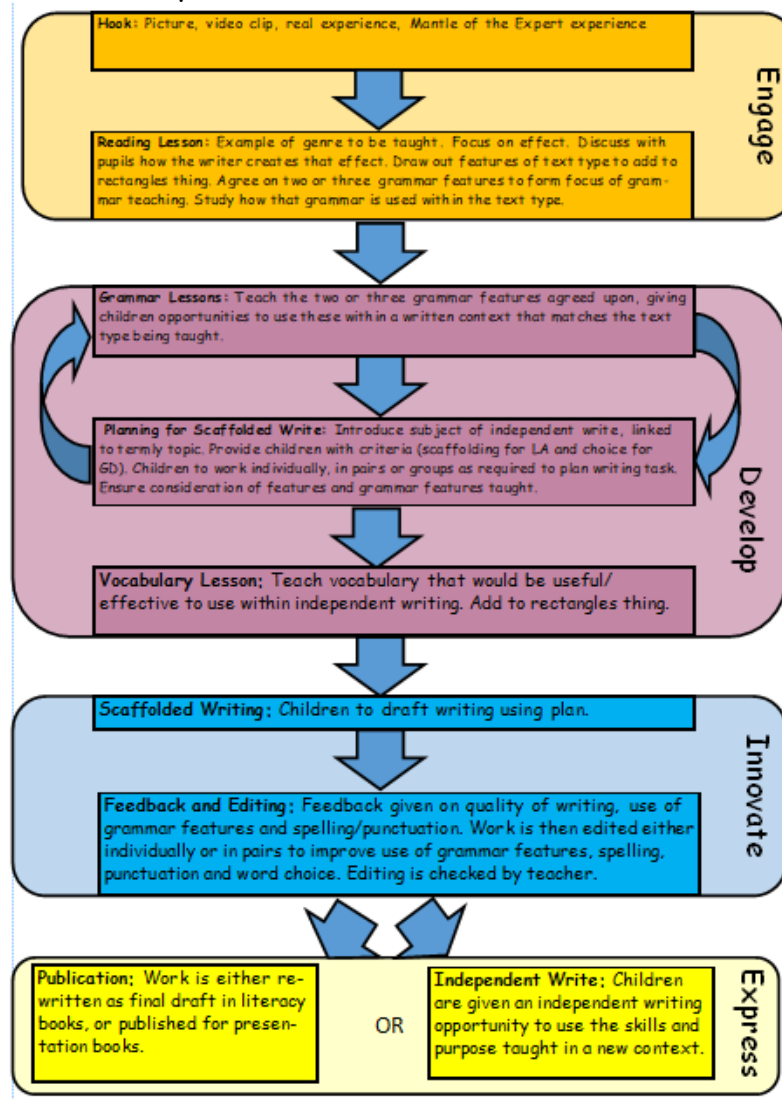
The balance of Curriculum Time spent on each writing purpose is laid out below. Units may be re-ordered or re-arranged in order to maximise opportunities to make meaningful links with cross-curricular learning.





## Teaching Sequence Guidance:

We have remodeled our approach to align with Curriculum Maestro's Engage, Develop, Innovate and Express model which we use across our Curriculum:





## Handwriting:

### EYFS

Children follow the RWI handwriting programme which is closely linked to their developing phonetic ability.

As children are introduced to digraphs (where two letters work together to make one sound) these are taught with a joined formation.

### KS1

As children are introduced to more digraph and trigraphs through the RWI programme, these graphemes are taught with joined formation. As children move beyond the RWI programme, they will be taught cursive formation for whole words, with specific input on the different types of join.

In Year 2, children continue to practice cursive letter formation. Capital letter and lower case letters are practised, with specific attention to the different joins which each letter may need to join it to the next letter. In early morning jobs, children also practice and revisit the taught handwriting skills.

Children are always encouraged to apply their handwriting skills in any written work they produce. It is the expectation that by the end of Year 2, all children will know how to write with a fluent cursive joined script.

### LKS2

Children refine their cursive handwriting skills, through practising letter groups and letter strings. The focus in Year 3 and 4 is to increase the legibility, fluency and quality of handwriting by ensuring horizontal and diagonal strokes are used accurately and consistently and that sufficient space is left between lines of writing.

### UKS2

By Year 5 and 6 the expectation is that all children will have the ability to join their handwriting accurately, fluently and consistently. The importance of high





quality presentation is reinforced through linking handwriting skills with spelling input. In some cases, where children have not yet mastered handwriting skills, further opportunities are provided to practise and develop, with support.

## SEN

Where an identified need with fine motor skills or handwriting is identified, intervention is put in place in consultation with the SENDCO.

## Spelling:

Children are taught initial spelling skills through the RWI phonics programme.

Once children progress beyond RWI, at an appropriate point in Year 2, they move on to the Decision Spelling Programme. Decision Spelling is then taught throughout the school from Year 2 to Year 6, comprising of daily input of around 20 minutes.







### **Vocabulary:**

In conjunction with our focus on vocabulary within Speaking and Listening, a number of strategies have also been put in place to support and encourage children's acquisition and use of ambitious vocabulary choices in their written work. These include:

- Word of the Day type activities
- Topic vocabulary lists (including in maths and science)
- Focus on vocabulary choices with each teaching sequence for writing
- A specific vocabulary focus within each whole class reading session

### **Grammar and Punctuation:**

We teach all the grammar and punctuation requirements in the context of our wider writing teaching. In EYFS and Year 1, this is delivered through the RWI programme. From Year 2 onwards, we teach grammar and punctuation as part of our Four Purposes approach to writing: each element of skill or knowledge is taught within the context of a teaching sequence for writing.

