



Yeading Infant and Nursery School

Writing

INTENT – What are we trying to achieve?

Confident, creative and independent

At Yeading Infant and Nursery School we encourage children to enjoy writing and mark making from an early age. It is our aim for all children to attain the required skills to become independent writers by the end of KS1. We teach them how to push beyond their own expectations and reach greater levels of writing.

The curriculum is delivered primarily through class based lessons. This is further supported through a range of additional support such as interventions, school trips, workshops, themed weeks, visiting speakers and through our forest school. Through scaffolding the writing experience, staff at Yeading Infant and Nursery School work hard to enable each and every child to reach their full potential in writing.

Our aim is to develop children to be confident, creative and independent writers who have a deep enjoyment and skill for writing.

IMPLEMENTATION – How is the curriculum delivered?

The curriculum is sequentially and deliberately planned to focus on a purposeful progression of skills. Children are introduced to various different elements of writing in line with the national curriculum. This is then imbedded through the use of deliberate practice. All of this is

appropriately challenges and supported to ensure the learning and progress of all pupils working at different levels.

EYFS

- Children have the opportunity to mark make and write both indoors and outdoors. Writing opportunities linked to children's play are created and they can use a variety of writing tools at any time including:
 - whiteboards and markers
 - clipboards and paper
 - magnetic letter and boards
 - Card, paper, envelopes, postcards, post it notes,
 - sand, chalk, magic touch boards
 - paint, crayons, pencils, felt tips
- Children are encouraged to practise writing their name during the soft start mornings as children come into school.
- Focus writing tasks with the class teacher in Reception once a week to develop sentence writing.
- Daily phonics lesson to learn new phonemes and graphemes to use in spellings. Spellings of high frequency words including common exception words are also taught. To learn more about the phonics programme please explore the reading page.
- There are designated 'Writing areas' in each classroom where children can go to during free choice time to write lists, labels, recipes, shopping lists, birthday cards etc.
- Children are sent writing homework based on their learning needs.

What is Mark Making?

The spontaneous marks that early years' children make. These marks can take the form of lines, dots, shapes, or patterns.

KS1

- All classes have a daily English lesson with clear learning objectives and success criteria.
- Speaking and listening opportunities are used thoroughly before writing, e.g. talk partners, role play, hot seating together with visual resources ensure children have the best possible outcome with their writing. The writing tasks set, relate to the texts that pupils study.
- Units of learning, with defined written outcomes, are created around high quality texts that are read and analysed in class.



- Daily phonics lesson – Through the use of the twinkl phonics scheme children continue to learn new graphemes in Year 1 and 2 to help them with spellings. They progress onto the next set of spellings of high frequency words for their year group. In Year 2 they begin to learn to add prefixes and suffixes to words.
- Pupils in Year 1 and 2 are given spellings to learn at home each week. Weekly spelling tests are given using the high frequency words including common exception words for their year group.
- Children have a weekly handwriting lesson teaching the cursive formation of every letter. Joins are introduced towards the end of Year 1 and in Year 2.
- Children are encouraged to read and edit their own writing in every lesson.
- Teachers provide children with next steps when marking their writing at least twice a week and children have the opportunity to respond to the marking using a green pencil/pen.

- Guided writing and shared writing allows teachers to model writing with rich vocabulary and a variety of punctuation.
- Big write - allows children sufficient time to incorporate skills and concepts taught to develop their writing.
- Challenge task at the start of the day can include a writing focus.
- Children are encouraged to choose a range of reading books to expose them to different genres of writing.

The Enormous Crocodile

Book: The Enormous Crocodile
 Author: Roald Dahl
 Review by:

What is this book about?

This book is about a ^{hug} big vicious crocodile who wants to eat little and juicy children. He uses his secret plans and clever tricks to try and accomplish this but his plans were ruined by a group of silly lovely animals like Polly, Poly-bird and Muggie - Whump, the monkey who you may recognise from other Roald Dahl books like the Twits.

Did I enjoy the book? It was hilarious and the whole way I was full of laughter I could not stop laughing. Roald Dahl uses simple language like promises, luscious and ouchies with scribbles to read. I also liked that it was a chapter book that was not difficult to read.

Dear

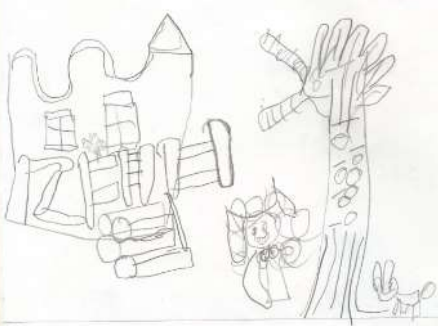
My name is and I am writing you a letter to you to know me by telling some facts about me.

First I will tell you my favourite subject. My favourite subject is English because I like to improve my writing and it makes me feel a bit calm. (Sometimes I say to happiness!)

My favourite food is spicy-chicken noodles and rice because when I eat spicy things I feel like a yammy! YUM. When it's cold weather, I eat the spicy noodles and I eat a hot rice and sauce! What's your favourite food?

My favourite author is Alan Diener because he always says "YUSTARD!!!" Who's your favourite author?

Now lets move on to another topic. I am 7 years old and I am in love with different kinds



Once there was a nasty girl called Little Red Riding Hood. She lived with her granny. One day her granny said, "your mother is poorly take this basket of cakes to your mother." "OK," said Little Red Riding Hood. "AS" She skips happily along the path. A WITCHES nasty wolf was watching HER. The ugly wolf peeped out and said to the red riding hood "Hello little girl where are you going?" Little red riding hood replied politely, "To my mother's house because she is not well."

Ed detailed start to your story so to add some punctuation.

Once upon a time there was a girl called Goldilocks. She lived in a house with three bears. One day she was playing in the living room to have a meal. She heard some sounds then she went to see what the sounds were. She saw three beds. She tried the first one Goldilocks said this one is just right. Goldilocks was very hot! So she went to the second one. She tried it and she liked it. She saw a table with three chairs. She tried the first one and she liked it. She saw a table with three chairs. She tried the first one and she liked it. She saw a table with three chairs. She tried the first one and she liked it.

Interventions

- **Reading Recovery**

This is a 1:1 intervention and is delivered by two trained Reading Recovery Teachers. The programme is aimed at the lowest achieving children in the age group 5y 9m – 6y 3m. The intervention is delivered over approximately 20 weeks for 30 minutes each day. The aim of the programme is to generate accelerated learning back to the reading level of the average child in the class. The structure of the lesson has a ten-minute writing component, where the child is taught to form and write grammatically correct sentences with the appropriate punctuation. They are also taught to spell high frequency words and form cursive letters correctly.

- **Read Write Inc.**

Read Write Inc. is a validated systematic synthetic phonics programme that provides comprehension, handwriting, spelling and composition to get children reading, writing and speaking fluently. At Yeading, we use the RWI programme as an intervention for children needing extra support with reading and writing. Children also read books with words they can sound blend. Writing skills are developed from simple sentences to guided compositions.



- **Phonics support**

Children requiring extra support with recognising and using graphemes at a phase already taught in class are provided with extra phonics support out of class.

- **Extra 1:1 writing/reading support**

Children needing some individual support are selected by the two reading recovery teachers who work with them providing extra one to one writing and reading support daily for 15 minutes.

Parental Involvement

- 'Come Write with Me' morning - one morning a week between 8:45-9:00, parents are encouraged to join their children in the classroom to support them with their writing. The focus ranges from handwriting and forming the cursive letters correctly to using vocabulary, connectives, openers and punctuation.
- Parents of all year groups are invited to curriculum meetings where they are informed of the expectations in writing. Handouts are given to suggest ways they can support with writing at home, e.g. handwriting, spellings.
- Parents can borrow phonic games to practice blending and segmenting at home.
- Reading and writing workshops are held for parents to provide helpful tips and tricks to help parents support children at home.
- Phonics workshop are held for parents to show them how phonics is taught at school and how we use phonics to support writing.



Outdoor opportunities

- EYFS have a variety of writing tools for outdoors: blackboards, chinks, water buckets, paintbrushes, sand, paint, clipboards, pencils, whiteboards, and markers.
- Children use our 'Discovery Garden' for inspiration for their writing, e.g. by using the natural materials they find to develop a story.

Young Writers Competition

Children in Reception and KS1 take part in the Young Writers Competition where each child has the chance to have their work published in a book.

Writing week

Each year a writing week is organised to inspire children to get writing. Over the years we have had themed weeks such as Dinosaurs, Pirates and Superheroes where children engage in writing using different genres. The week starts off with an exciting surprise, such as discovering superman's lost cape in our discovery garden, finding a mysterious egg in our quad or receiving a video message from a pirate requesting help to find his stolen treasure. Children have a fun filled exciting week and have ample opportunities for writing different genres.



This year the children really enjoyed the writing week. The hallways were a buzz as the children discovered that 'ALIENS had INVADED our school!'

They had a lot of fun discovering the broken spaceships and spotting the stray aliens littered around the school.

They truly let their creativity fly as they had a go at writing different styles of writing such as letters, poems and warning posters!





Author visits

Each year we invite an author to visit the school to help children develop an interest in writing and develop their creative writing skills. The children get involved in workshops worth the visiting author based on a high quality text and work with the author to complete some work based on this.

This year we had the lovely Lisa Stickley, an author/illustrator, who visited our school and spent some time working with the children. Her work was then followed up with more visits to the school where she worked closely with children from year 1 and 2 with a focus on developing their creative writing skills.



Monitoring & Assessment

- Writing learning walk is carried out in EYFS and KS1.
- Scrutiny of books is carried out once a term.

- Moderation of writing happens at least 3 times a year in year groups and as a whole school during Insets. Year 1 and 2 teachers also moderate together to ensure consistency across KS1.
- Staff attend moderation training throughout the year.
- Pupil Progress Meetings with the Head teacher – children’s writing ability is tracked each term and support is put in place where required.
- Literacy key skills assessments (phonics/high frequency words) are used to monitor progress throughout the year and are passed on to the next year’s teacher

Quality Assurance

- Progress of all children receiving extra support is tracked on the half termly effectiveness form managed by the Inclusion manager.
- Observations of writing interventions are carried out to ensure fidelity to the programmes and to promote high quality teaching. The Inclusion manager observes RWI lessons. The Teacher Leader for Reading Recovery observes the Reading Recovery teachers twice annually.

IMPACT – What difference is the curriculum making?

Being able to write provides children with the basic skills they need to communicate their thoughts and ideas on paper. They will continue to develop these skills for different genres such as writing letters, recounts, stories, recipes, poems etc. from EYFS to KS1. We expect all children to leave Yeading Infants being able to write at the expected level for

Year 2 if not higher. Children have left our school as confident, creative and enthusiastic writers in their own right.