

## **Writing at Yeading Infants and Nursery School 2016-2017**

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. The curriculum is delivered through class based lessons, as well as school trips, workshops, 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.

### **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. Hand outs are given to suggest ways they can support with writing at home, e.g. handwriting.
- Handwriting workshops are held for Reception parents to show them the way we teach the formation of cursive letters.
- Parents can borrow phonic games to practice blending and segmenting at home.

### **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.
- Moderation training/courses for year 1 and 2 teachers.
- 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.
- Deputy Head teacher monitors the Literacy planning.

### **Opportunities to promote writing in school**

#### **All year groups**

- We use Pie Corbet's Talk 4 Writing (Imitation, Innovation, Invention) to give children plenty of opportunities to rehearse what they want to write before writing it.

Children have access to props, costumes, recording devices and story maps for oral rehearsal.

- Daily phonics lessons following 'Letters and Sounds'.
- Phonic games to practise phonemes learnt and use them to make words.
- Specialist phonics support assistant working with small groups of targeted children across the school.
- 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.
- Sentence structure model/grid is used to develop and structure sentences (provided by the Hounslow Literacy Advisor – Andy Harvey).

## EYFS

- Funky Fingers – In our Nursery and Reception, we use funky fingers activities daily, involving a series of hand, arm, shoulder and finger activities. By making sure that children are receiving the targeted support they need in order to be confident writers, we are giving them the tools to succeed in writing in the National Curriculum.
- Children have the opportunity to mark make and write both indoors and outdoors. Writing opportunities are created linked to children's play 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, paint, crayons, pencils, chalk, felt tips, magic touch boards.
- Children are encouraged to practise writing their name during the soft start mornings as children come into school.
- Focus writing tasks in Reception once a week.
- Extra phonics support in the afternoon (from Spring term) for targeted children in reception.
- Writing homework given in Reception.
- Talk for writing allows children to verbally rehearse what they plan to write. Pupils are provided with word mats with words related to the story they are writing. We have found giving children words or phrases to start sentences with really helps them to get started. Different sentence starters are provided according to the style of writing that is being taught.

## KS1

- All classes have a daily literacy lesson with clear learning objectives and success criteria. Speaking and listening opportunities 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.

- We feel it is important to support children to develop neat, attractive and consistent handwriting. They therefore have a weekly handwriting lesson teaching the cursive formation of every letter. Joins are introduced towards the end of Year 1.
- Standards of spelling have improved in our school over the past few years. 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 for KS1.
- 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 allows teachers to model writing with rich vocabulary.
- Big write - allowing 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.

## 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 10 minute writing component, where the child is taught to form and write grammatically correct sentences. They are also taught to spell high frequency words.
- **Fischer Family Trust**  
This is a 1:1 intervention and is delivered by 4 HLTA's working with one child each. The programme is aimed at children in Y1 or 2 who are working below the required standard. The intervention is delivered daily for 15/20 minutes for no more than 22 weeks. The days are alternated between reading and writing lesson.
- **Read Write Inc.**  
This is a group intervention programme for two groups of twelve children. The intervention is delivered daily by two Read Write Inc. trained members of staff for approximately 40 minutes per group. The programme is used with children in Y1 and

reception (from the summer term). Two groups are held each afternoon. At the core of Read Write Inc. is the vigorous teaching of phonics. 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 phonemes at a phase already taught in class are provided with an extra daily phonics lesson by a specialist phonics assistant.

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

Children needing some individual 1 to 1 support are selected by the two reading recovery teachers who work with 2 children each, providing extra one to one writing and reading support daily for 15 minutes.

- **Reception writing support**

Teaching assistants in Reception have been trained to deliver Read Write Inc. sessions to children requiring extra reading and writing support. This involves high impact quality sessions in a small group during the afternoon. It was trialed last year and we saw great progress in the reading and writing of the children involved.

### **Quality Assurance**

- Progress of all children receiving extra support is tracked on the Effectiveness sheets 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 Reading Recovery teachers monitor the delivery of the Fischer Family Trust programme. The Inclusion manager observes RWI lessons. The Hillingdon Borough, Teacher Leader for Reading Recovery observes the Reading Recovery teachers twice annually.

### **Outdoor opportunities**

- Whiteboard in the playground – children write their answers to the question written arising from the assembly, linked to the 5Rs (KS1).
- EYFS have a variety of writing tools for outdoors: blackboards, chalks, 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.

### **Writing away from school**

- Weekly writing homework in KS1 and introduced later in Reception.
- WOW star - children share their achievements outside school by writing it on a star and bringing it in to share with their class.
- Writing in response to matters spoken about in assembly, related to the 5Rs.
- Children write letters to their new teachers over the summer.
- Small whiteboard and marker given to every new child with guidance on different tasks that it can be used for.
- Word of the week – displayed on boards outdoors. Children are encouraged to use the word to write sentences at home and can be brought in to share with the class.
- Head teacher's challenge set in assembly – children have to go away and complete a challenge which involves a write up.

### **Writing week**

- Each year a writing week is organised to inspire children, especially boys to get writing. Over the years we have had themed weeks e.g. Dinosaurs, Pirates, Superheroes where children engage in writing using different genres. The week starts off with an exciting surprise, e.g. 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 missing treasure. Children have a fun filled exciting week and have ample opportunities for writing different genres.

### **Young Writers Competition**

- Children in KS1 take part in the Young Writers Competition where each child has the chance to have their work published in a book. We have had over 200 pupils stories/poems published in over 8 books.

### **ICT and writing**

- ICT is used to support the development of children's writing skills. There are a number of programs children can access on the computers in their classroom including Microsoft word, paint, 2simple, phonics play, purple mash.

### **Art and writing**

- Children have the opportunity to attend performances at our local theatre, e.g. Peter Pan, Horrible Histories, and Cinderella and are then given the opportunity to use this experience in their writing.
- During Arts week we follow the 'Take one picture' from the National Gallery and teachers plan a variety of writing opportunities linked to the painting being studied.