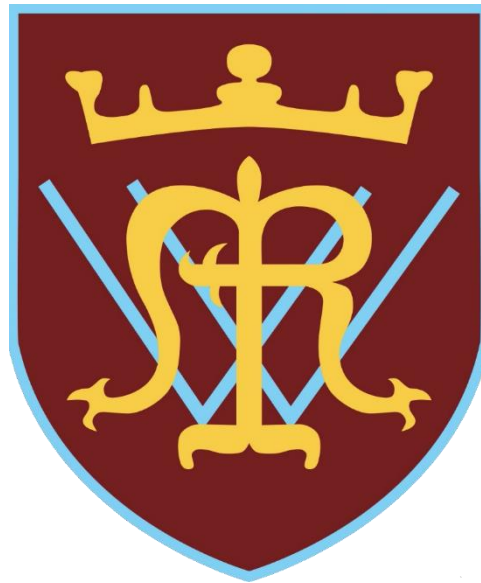


Branton St Wilfrid's C of E Primary School



Writing Curriculum

EYFS- Year 6

EYFS: FS2

Why is writing so important in Early Years?

Writing is an important lifelong skill. Children need to learn to write so they can communicate and express themselves. In order for writing to develop at Branton St Wilfrid's, we provide children with opportunities to build their physical strength and control in the core, upper body, hands and fingers.

What does it look like?

Learning to write in EYFS can look like lots of different things and can be found in all the different areas of learning.

Singing or learning rhymes- children are learning to keep words in their head which helps when thinking what to write and to remember what it is they are writing.

Outdoors- rolling tyres or swinging scarves- children are building up the shoulder strength needed to become writers.

Role play area- children are developing reasons to write, we might need a shopping list or to make a menu for a café or a sign to look for a missing teddy!

Playdough, threading beads, bending pipe cleaners'- children are strengthening the muscles in their hands which aids them to hold and control mark making tools.

Drawing Club

When? 3 times per week

Drawing club takes children on a glorious ride through the world of creativity.

Transcription

Children are provided with books with plain paper for early formation and progress onto wide lines when teaching size and relative position.

We practise handwriting **every day**, all children seated at tables. We say "Bottom back chair (BBC), tummy near table (TNT), six feet on the floor and two hands to write."

We follow the '*demonstrate, practise and review*' cycle from RWI to teach letter formation.

Modelled Write

Teacher models writing activity weekly- linked to focus text and writing for purpose.

Teachers demonstrate using their 'Writer's Eye' non-negotiables: capital letters, full stops, finger spaces and Fred Fingers.

Teachers say the motto, "Think it, say it, write it, read it!"

Then followed by a guided write to support and scaffold.

On Provision

We have mark making and writing resources available for children to use in every area of our learning. Landscape, including outside. Children need space to explore making marks and boys in particular enjoy making large scale marks on the floor where they can stretch out. High level engagement is what gives you the potential for high level attainment. The more engaged a child is, the more they absorb and facilitate their learning, which is why we encourage and facilitate writing in areas of children's choice.

YEAR 1

TRANSCRIPTION

Monday- Friday

Teacher to model handwriting (focussing on modelling **letter formation and precursive handwriting**).

The direct instruction from teachers will include **modelling handwriting phrases** from Read Write Inc. This lesson is structured so that the children will practice the lower case and upper-case version as well as a series of words including this letter. Additionally, the children will write one sentence including one of their focus words.

Spelling

Teaching and learning of spelling in the EYFS and Key Stage 1 is underpinned by the use of a high quality phonics programme, alongside the National Curriculum requirements for spelling in Years 1 and 2.

YEAR 1: WRITING CYCLE

Pre-teach – Context (1-2 lessons)

Introduce the **context, purpose and audience** of the cycle. Discussion of the **key features** linked to the genre- thinking about the purpose and impact of these. During the first part of the cycle, the use of a hook is used to engage the pupils and create **excitement/ motivation** for writing. Exposure to model texts.

Pre-teach – Skills (1-2 lessons)

Contextualised grammar and vocabulary lessons are taught to allow children to create a **bank of resources** to support their independent writing.

Standalone lessons may be taught in order to address misconceptions as well as standalone grammar concepts.

Plan (1 lesson)

Children **plan** and think about how they will structure their independent writing. Children use their bank of resources they have created in the previous lessons to support their planning. **Oral rehearsal** of ideas and sentences (aided by punctuation mines). Drama/ hot seating may be involved in order to enhance their planning.

Write (1-2 lessons)

Drafting: Through using the **I do, we do, you do** approach, teachers model writing through hold a sentence, then record children's ideas before moving onto their independent writing. During these sessions, the children will focus on their first half of their writing.

Referring back throughout to **audience, purpose, context, genre.**

Children to proof-read and self-assess.

Revise (1 lesson)

Teacher to address misconceptions via a modelled teach. Through using I do, we do, you do approach, teachers will give a direct instruction, modelling revising and editing one sentence. Then children will use their 'writer's eye' (developed in EYFS) and work collaboratively to proof-read the work and edit the sentences before moving onto using their writer's eye on an independent activity.

Write (1-2 lessons)

Drafting: Through using the **I do, we do, you do** approach, teachers model writing through hold a sentence, then record children's ideas before moving onto their independent writing. During these sessions, the children will focus on their first half of their writing.

Referring back throughout to **audience, purpose, context, genre.**

Children to proof-read and self-assess.

Final Piece

Complete piece of work is celebrated by class teachers and shared on school display.

YEAR 2 – 6: WRITING CYCLE

TRANSCRIPTION

Monday- Thursday

Teachers to model handwriting (focusing on modelling correct joins, letter formation, cursive handwriting etc.) and fluency.

The direct instruction from teachers will include modelling sentences which contain spelling words from the spelling rule taught that week.

Children will be provided with time to independently practise their transcription skills.

Friday

Fine Motor Skills and Drawing Skills

Teachers will teach children how to improve pencil/pen control and fine motor skills.

The direct instruction from the teacher will include modelling mark making techniques.

Children will be provided with time to independently practise mark making and pencil/ pen control skills.

Spelling

Teaching and learning of spelling in the EYFS and Key Stage 1 is underpinned by the use of a high quality phonics programme, alongside the National Curriculum requirements for spelling in Years 1 and 2.

KS2 will teach spelling 4x per week following a progressive, sequenced scheme throughout LKS2 and UKS2.

YEAR 2 – 6: WRITING CYCLE

