

Writing at

Boroughbridge Primary School and Nursery

At Boroughbridge Primary School and Nursery we believe in providing children with rich, engaging and relatable experiences about which they feel passionate and motivated. We intend to create confident writers who develop a stamina for writing throughout school. Our learners will gain secure understanding of the audience of a text inspiring them to write fluently, expressively and imaginatively. We aim for all of our children to be independent writers, building on a range of skills as they become immersed in a range of genres and have a clear understanding of the purpose of each text. Our learners are challenged and encouraged to take risks and view mistakes as another part of the learning process. Our learners will always set high expectations for themselves where they take pride in all aspects of learning and in the writing they produce and the desired effect on the readers’ thoughts and feelings.

# Intent

Our aims for all children are:

* To write with confidence, clarity and imagination.
* To understand and apply their knowledge of phonics and spelling.
* To identify the appropriate style, structure and features of a range of genres (including fiction, non-fiction and poetry), and select these to use in their own compositions.
* To develop their writing practice, including handwriting (see appendix 1), spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
* To understand the writing process; to plan, draft and evaluate their work as well as carry out an effective edit and revising process.
* To develop their imagination, creativity, expressive language and critical awareness through their writing.

# Implementation

Children are provided with a variety of opportunities to develop, extend and deepen their writing skills in and across each phase of education.

In Nursery and Reception, the learning of writing follows the Early Years Foundation Stages Framework. Children are given opportunities to extend their understanding of language learning and develop their characteristics of learning through play and investigation, and are given daily opportunities for writing within provision areas.

Key Stages 1 and 2 follow the national curriculum programme of study for English.

The writing curriculum will comprise of lessons and activities relating to the following areas:

* Transcription: spelling and handwriting
* Composition
* Vocabulary, grammar, and punctuation

At our school, we provide a broad and balanced literacy curriculum which encompasses focussed writing practice, including handwriting, phonics, spelling, widening vocabulary, and writing for different styles, purposes, and audiences. Shared and modelled writing takes place within English, allowing the teacher to demonstrate high expectations and cover the success criteria they would expect to see in children’s writing.

The school is aware of the various elements of English that contribute to pupils’ writing development and will organise lessons and activities according to the skills being developed and the age and development stages of pupils.

# Impact

Children understand the importance of the written word and the impact it can have on our feelings, imagination and knowledge. They have high expectations of themselves and take pride in the effect their writing has on the reader and progress they make when editing and improving their writing. They have a love of the English language, valuing the range and effect of carefully chosen vocabulary and phrases and are able to explain and discuss the impact of these.

Children are given oral and/or written feedback about their writing, in order to help them develop specific aspects of it further, aiding progression. Time will then be given for the children to read and respond to this feedback.

# Assessment and Record Keeping

Assessment is used to inform the planning and teaching of the elements of writing, spelling, punctuation and grammar. Teachers assess using a school assessment tracking sheet, which uses age related benchmarking to explore pupil learning so they can identify pupils who are on track throughout the key stages. Assessment is essential on a daily basis. Writing assessment is broken down into different elements.

* Transcription: including spelling and handwriting
* Composition: Composition and effect including text structure and organisation

Internal writing moderations take place throughout the year to up skill teachers’ knowledge and understanding of age-related expectations and ensure that sound judgements are made for every pupil.

# Appendix 1

Handwriting at

Boroughbridge Primary School and Nursery

At Boroughbridge Primary School and Nursery we believe in providing children with early opportunities and ongoing support to develop the skill of handwriting- a skill that affects written communication across the curriculum.

# Intent

Children will have legible, fluent and fast handwriting style which enables them to express themselves clearly through the written word. Children will have the opportunity to develop their gross and fine motor skills early to ensure that they have good foundations for handwriting. At Boroughbridge we have a consistent and systematic approach to teaching handwriting, beginning with basic orientation movements and formation of letters that lead to a fluid cursive style.

# Implementation

There are three key stages of handwriting instruction: letter formation, handwriting and joined handwriting. Each stage requires explicit instruction including modelling, scaffolding, practice and feedback. Handwriting development benefits from a focus on the product (the final shape) and the process (the way it is formed). All aspects of handwriting benefit from automaticity, so teachers need to plan for effective instruction to promote this. We are aware that some children develop their handwriting skills at different rates, therefore support will be put in place to enable them to progress and reach end of Key Stage expectations.

# Nursery and EYFS

The teaching of handwriting will begin with children using large muscle movements as part of their gross motor skills, which will then be refined into fine motor skills. A variety of early writing programmes are used within Nursery and EYFS to develop gross and fine motor skills, including Squiggle While You Wriggle and Dough Disco. When children are ready, they will begin explicit handwriting lessons that focus on letter formation and orientation. Teachers will use formation phrases as outlined in the Little Wandle Letters and Sounds phonics programme. Children will show their preference for their dominant hand, and will learn how to hold writing apparatus correctly in a tripod grip.

# KS1 and KS2

End of year expectations are taken from the National Curriculum English Programme of Study, and form part of the class teachers’ and children’s continuous work throughout KS1 and KS2. Handwriting is taught in explicit, regular sessions that focus on letter formation, consistent size and shape of letters, as well as accurate joining when the former are secure. Children who need further support with this will receive focused interventions.

All teachers give specific attention to pencil and pen control, grip and posture in helping pupils to develop a legible handwriting style.

# Impact

Handwriting is a skill which affects written communication across the curriculum. Our aim is that children are able to write with ease, speed and legibility.

By Year 6 children will use cursive handwriting to write legibly, fluently and with increasing speed across the curriculum. Children will know which shape of a letter to use when given choices and deciding whether or not to join specific letters. Writing should be fluid in style to allow children to apply their energy into the content of their writing as opposed to the formation of the letters themselves.