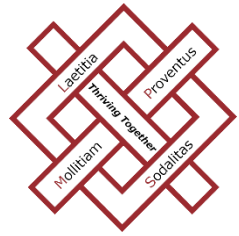




Writing at LMPS



A high-quality education in English will teach pupils to speak and write fluently so that they can communicate and express their ideas to others. English is the most important life-skill that we can teach the children at Lytchett Matravers Primary School and is often the 'keystone' for other areas of learning.

Through developing their knowledge, skills and understanding in English, children learn to appreciate that communication in all forms contributes to their wider understanding of the world in which they live. They are exposed to different forms of communication and learn how to vary the style of their writing to suit a particular task and audience. Exposure to a rich and varied range of language within texts supports the development of vocabulary and further enables self-expression.

The English curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities in order for all children to progress in their ability to write. It is planned sequentially to cover all of the content within the programme of study as set out within the national curriculum:

1. Transcription (spelling and handwriting)
2. Composition (articulating ideas and structuring them in speech and writing)

[National curriculum in England: English programmes of study - GOV.UK](https://www.gov.uk/national-curriculum-in-england/english-programmes-of-study)

Specific strands of learning are covered in order to enable pupils to achieve in these two key areas:

- Spoken Language
- Handwriting
- Transcription
- Vocabulary, Punctuation and Grammar
- Composition

Each strand is planned sequentially to allow for cumulative knowledge acquisition.

Spoken Language

Speech and language development is a key focus of early years learning, both in preschool and into children's reception year at school. Wide ranging opportunities are fostered for developing children's ability to communicate clearly, both through the activities organised and through ongoing deliberate dialogue between children and key workers.

Children in the Early Years are regularly assessed on their speech and language with additional support being provided, including through liaison with external agencies, where required, to support development.

Oral communication is further developed through a child's educational journey through the school with planned activities to promote pupils' articulation of their ideas and clarity of delivery of these ideas. This is developed through the carefully planned 'Drawing club' sessions in the Early Years.

Drawing Club in Foundation Stage

Drawing Club is a method of teaching children to love books and stories through picture books, tales and animations. It is created by Greg Bottrill, a former Early Years Lead and Assistant Headteacher. Greg is passionate about education being an adventure not a pre-drawn route for children. He believes that children need to experience something special within our settings but also be given time and space to reveal their own understanding and magic. Greg works internationally with settings supporting their own adventures into the world of play and the magic of children.

Drawing club brings children's attention to detail as it's not about being 'good' at drawing. It is about the development of fine motor skills to add the detail, the extension of vocabulary while doing it and the joy in the success of messaging.

Drawing is the hook, the fine motor and the joy that can naturally lead children into the joy of writing, reading and mathematics and the next steps they can take to move forward. Every interaction with each child in drawing club is keyed into their unique next step.

Drawing club enables us to teach skills that move children 'beyond themselves'.

A rich blend of storybooks, storytelling and animations are picked to provide the children with excitement.

Drawing club opens the adventure – drawing club is not explicitly about what children 'do' it is about the skills that emerge from it.

Drawing club is about the 3 Ms:

- **Making conversation** – talking confidently using new vocabulary, listening, sharing ideas, having conversation back and forth, collaborating, respecting and helping others.
- **Mark making** – writing at the cusp of confidence, reading with interest, developing phonic knowledge, discovering the art of messaging, increasing fine motor control with purpose.
- **Mathematics** – drawing is full of mathematical opportunities – counting, comparing, adding, taking away, dividing, numeral writing and recognition – all the time building confidence through purpose.

We have a weekly focus text (alternate weeks of a story book, traditional tale and an animation) and teach it daily.

Handwriting

Our school handwriting style has been developed to help children to learn to write with fluency and accuracy. It is taught and modelled consistently throughout the school and is available as a model to children in every classroom through wall display as well as from within the children's planners from Year 1-6.

Children in the Early Years Foundation Stage are supported in the first stages of writing through first mark making and then being supported to form the letter shapes in different ways. They are taught to make the phonetic connections to the letter sounds from the RWInc scheme as they are taught them, with reading and writing being linked from the start of our curriculum.

Pupils then gradually progress through the journey of writing to joining the cursive script into fully joined words in Year 2 and Year 3, in line with the national curriculum programme of study.

In line with the national curriculum programme of study, in years 2 and 3, pupils progress through the journey of writing, initially joining letters then moving into fully joined words (cursive script).

The cursive script formation we use is taken from the Letter-join Scheme and is modelled by all teaching staff.

As a school, our aims in the teaching of handwriting are that all children will:

- Learn the conventional ways of forming letter shapes, both lower case and capitals.
- Understand the importance of clear presentation to communicate meaning.
- Take pride in the presentation of their work, developing handwriting with a sense of enjoyment and achievement.

- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Develop a fluent, comfortable, legible, joined handwriting style.

Transcription

In the Early Years, learning environments and activities are set up to promote the recording of words and phrases from children. As knowledge of phonemes develops, this is reflected in how the children write and how they are taught and encouraged to transcribe words.

As children progress in their knowledge of phonics, they are supported to extend the language that they record and are taught common exception words, including the red words from the RWI scheme. They then further develop their ability to spell through being taught specific spelling rules and exceptions to these rules within spelling lessons, using resources including the Spelling Shed programme. Further consolidation of learning is gained through the use of dictionaries and thesauruses as children move into Key Stage 2.

From Year 1, children take spellings home within their planners to practice and learn. They are then assessed on these spellings in school with success acknowledged and celebrated.

Vocabulary, Punctuation and Grammar

We have developed a systematic teaching approach to developing knowledge and understanding of vocabulary, punctuation and grammar. Children are taught the specific GPS objective through examples within a text/ texts before being provided the opportunity to practice this specific concept. They are then encouraged to apply the concept during their writing tasks.

We also understand the importance of deliberate practice to consolidate understanding of grammar and punctuation. Weekly discrete practice activities are therefore implemented across the school to support long-term learning.

In Key Stage 2, we also support children's understanding of grammatical concepts through the use of 'Sentence Codes'. This structure allows children to understand the formation of different types of sentences using clauses as a basis for their understanding. It enables them to add creative language and additional features within the scaffold of a common range of sentence constructions.

Learning of vocabulary, punctuation and grammar is further supported by class 'working walls' which record key aspects of learning for the children to refer to throughout their lessons.



Composition

A wide range of writing opportunities are provided to children at LMPS - from guided and shared writing, to independent extended writing opportunities. This is both within English lessons and across other curriculum subjects. The children experience writing for a range of purposes - both fiction and non-fiction.

A range of stimuli are provided to children to enthuse them to write, including video, photographs, pieces of art or music. We also have a key focus on forming the link between reading and writing through a 'Reading into Writing' approach. This allows for the children to be immersed into the language from particular texts to support their own writing and also provides a high level of engagement in the writing process through making written activities purposeful and relevant.

From Year 1, the children are encouraged to be independent when writing an extended piece of writing, in order to build up writing stamina from an early age.

Children are encouraged to reflect and self-assess their writing as part of the editing process. They are also taught to peer-assess sensitively and to learn from one another's successes in writing. Pupils will self-edit and up-level their writing using a purple pen to record improvements.

Children with SEND

Children with additional learning needs will be supported by curriculum adaptation in relation to their needs by staff to support them to progress with their English learning and to achieve their specific learning targets. If the class texts are not suitable for the children, they will be supported to engage in the learning so that they do not miss out on exposure to high quality language content.

If children are requiring alternative writing tools or resources to assist them in their English learning, these will be provided for the children to use in class.