



*'Learning at the head and heart of all we do'*

### Intent and Implementation for Writing

<p><b>Our Curriculum Intent at The Croft:</b></p>	<p>Our curriculum intent is to focus on skills and knowledge which are planned and taught sequentially to ensure both skills and knowledge are progressive from Early Years to Year 6. Our curriculum enables new knowledge to be taught, practiced, and rehearsed. We follow a text-led curriculum which is rich in skills and knowledge to allow children to <i>know more</i> and <i>remember more</i>.</p> <p>Within our text-led curriculum, we have chosen to use high quality texts that are progressive from EYFS to Year 6 to support the skills needed to enable children to become competent in the skill and understanding of how to become a writer. We follow a 3-Phase planning and teaching approach that includes a clear sequence of skills that are progressive and involve explicit links between the skills of writing and reading. This enables our children to become confident in their understanding of text and apply the knowledge to their writing. Where appropriate and possible, these texts link to our broader curriculum.</p>
<p><b>Curriculum Implementation:</b></p>	<p>Each writing unit follows a 3-Phase approach, and each 3-Phase unit is based around a high-quality text which is appropriate for that specific age range and models the grammar expectations being taught.</p> <p>Our 3-Phase approach to Writing ensures objectives for each year group are practiced and applied independently. This structure provides children with many opportunities to write in a range of fiction and non-fiction genres. Each term, the children will complete an extended write in both a fiction and non-fiction outcome. Across the year, children are given opportunities to create a robust evidence base: this includes coverage of the four writing purposes: to entertain, to argue, to inform and to explain.</p>
<p><b>Planning:</b></p>	<p>To guarantee progression across the school, high-quality texts have been pre-planned for each year group on the Long-Term English Coverage Trackers. The Mapping Text Potential document is completed by class teachers as part of the planning process to explore and guarantee the suitability of the text. This document ensures that vocabulary, skills, knowledge, themes, and context within the key text are discussed in detail at the first stage of the planning process.</p> <p>To ensure children are exposed to a wide range of genres and to guarantee progression across each year group and the whole school, each year group's Phase 3 outcome has been mapped out on our Long-Term English Coverage Trackers. Teachers complete a Reading and Writing overview PPT slide for each unit, and a high-quality model exemplar of the Phase 3 outcome is written. Using this, teachers select skills that are needed within the outcome and ensure they are taught in Phase 1 and/or Phase 2 and are applicable to Phase 3. Incidental writing opportunities (skills writes) are also planned to ensure children are given opportunities to practice and rehearse the skills before</p>

	<p>applying them into the final outcome, allowing them to <i>learn more</i> and <i>remember more</i>.</p> <p>The skills that are chosen are selected from our Integra skills document for each year group- these include objectives for Working Towards, Working At and Greater Depth Standard for year groups 1-6. Non-negotiables for each year group are also included to ensure skills continue to be practiced, applied, and built upon in future year groups.</p> <p>Writing is taught five times per week and weekly PowerPoints are produced. These reflect the Reading and Writing sequence plan that is produced as a year group team.</p> <p>English subject leaders meet with each year group twice per term to discuss the 3-Phase plan, with our current focus in Writing being on scaffolding for the bottom 20% within the sequence.</p>
<p>Scaffolding/supporting SEND/lowest 20%: What do we do and how does this look?</p>	<p><b>Scaffold and Challenge for the Phase 3 Outcome-</b></p> <p>To ensure we provide the right opportunities for our children that are within the lowest 20% and not on track to apply the taught skills, we adapt, where appropriate, the Phase 3 outcome by reducing their cognitive demand. This ensures that the children keep up with the demands of the National Curriculum for their own year group. This may be an adapted writing genre (one-sided persuasion rather than a balanced argument); a different writing perspective (first person instead of third); a limited number of paragraphs or targeting the writing to a different audience (decreasing the level of formality).</p> <p><b>Adapting the Learning Objective</b></p> <p>Using teacher judgement, our teachers may, where appropriate, differentiate the learning objective so that our lowest 20% and those children not on track can be taught an appropriate skill from a previous year group, which is linked to the main learning objective. Our Grammar Progression document shows the progression in skills from Year 1 to Year 6 within each writing strand. It allows teachers to track backwards.</p> <p><b>Additional Scaffolding Strategies</b></p> <p>Children's learning is also scaffolded using additional resources (sentence stems, picture prompts, word banks, sound mats, use of colour and adult support). These strategies will be evidenced in books using the stick man and a ratio with the resource used, as shown in our marking policy. All classes are equipped with stuck zones which provide children with resources to enable greater independence to access the learning.</p>
<p><b>Challenging Learners-</b> How do we ensure all children make progress?</p>	<p>To guarantee all children are challenged appropriately in Writing, teachers use the greater depth objectives on each year group's Integra document. We ensure that children develop a deeper understanding as opposed to moving them on to the next year group's objective.</p>

	<p>We also challenge our higher attainers by adapting, where appropriate, the Phase 3 outcome. This may be an adapted writing genre (an explanation text rather than instructions); a different writing perspective (changing the perspective across a piece of writing with control); an adapted structure for paragraphing (combining for and against points within a discussion text) or adapting the targeted audience (creating a more formal tone).</p>
Assessment:	<p>Assessment for learning is a key principle of teaching and learning and is ongoing throughout our Writing lessons at The Croft to ensure that all children reach their full potential. Assessment for learning is used to recap prior learning to ensure learning can be build on this. Ongoing assessment is pivotal in identifying which children need opportunities for scaffolding and challenge. This can take the form of targeted questioning of children; starter activities which involve the identification of errors or misconceptions and pattern spotting for example, or the use of whiteboards or note taking for written feedback.</p> <p>Learning ladders are stuck into books in Year 1, Year 3, Year 4 and Year 5 upon completion of the Phase 3 outcome. The ladder will feature the taught skills within the unit and each class teacher will assess whether the skills taught and practiced across Phase 1 and Phase 2 have been applied to Phase 3. Ongoing assessment is completed in Year 2 and Year 6 against the objectives on the Teacher Assessment Framework (TAF).</p> <p>In line with data points across the year, teachers submit their Writing assessment data. Key children, who are representative of the whole class and include key groups (lowest 20%, EAL, SEN, gender and Pupil Premium), are tracked for their progress across the year. Teachers identify whether the children are secure in the non-negotiables and taught objectives for their year group, and this is updated on a spreadsheet which includes the objectives from the Integra document.</p> <p>Internal moderation meetings are held before each data drop and both internal and external moderation meetings are held before the final data point in the summer term. Each year group also has access to a writing portfolio which showcases a high expected standard writing outcome for Year 1, Year 3, Year 4 and Year 5 so that the writing can be compared and this will guide teachers to form a judgement for their children. The TAF is used in Year 2 and Year 6 to support assessment. Each year group's Integra document is presented in a similar format to the TAF to provide a single, consistent approach to writing assessment across the school. These objectives, for each year group, cover Working Towards, Working at the Expected Standard, and Working at Greater Depth Standard.</p>
Monitoring:	<p>As aforementioned, the English Team meet each year group twice per term to discuss the 3-Phase planning sequence. There is a particular focus on supporting the bottom 20%, but there are additional priorities for specific year groups as shown and evidenced on the Writing Action Plan.</p> <p>Regular lesson observations, learning walks and book scrutinies are completed. Action plans are used to demonstrate next steps for individuals, year groups and whole school threads.</p>

<p><b>Classroom Environment:</b></p>	<p>To adhere to our 'Community-Focused' Golden Thread, we ensure parents are informed of the class texts each term and these are displayed on classroom doors.</p> <p>The teaching and learning sequence is displayed on a phase board which will be found in each classroom. The phase board will include prompts and resources to support the children's learning and an overview of the skills being taught within each phase.</p> <p>Each classroom also has an English working wall which is updated regularly to evidence the sequence of learning and displays the taught skills, modelled writing and key vocabulary.</p>
<p><b>Interventions to Support Learning:</b></p>	<p>Talk Boost Time To Talk Sentence Structure Precision Teaching Handwriting Interventions</p>
<p><b>Writing in Early Years:</b></p>	<p><b>Drawing Club</b> Our youngest children in Early Years at The Croft adhere to our text-led curriculum. The children focus on a text or traditional tale each week:</p> <p>Week 1- Text Week 2- Tale Week 3- Text Week 4- Text Week 5- Tale Week 6 - Text</p> <p>The teaching within Drawing Club is broken down into four parts and this four-part lesson is taught 4 times per week (Monday-Thursday):</p> <ol style="list-style-type: none"> <li>1- Vocabulary Teaching</li> <li>2- Sharing the Story</li> <li>3- Modelling the Drawing</li> <li>4- Drawing Club</li> </ol> <p><b>Moment 1: Vocabulary</b> Children are taught up to 8 pre-planned words from the text. These words support children's understanding of the story and allow children to explore the meaning of new vocabulary. Children learn to associate an action alongside the word.</p> <p><b>Moment 2: Sharing the Story</b> The teacher shares the story with the class. The aim is to engage the children and is not aimed to assess children's comprehension skills. To maintain pupil engagement, it is recommended that the book is read twice over the week.</p> <p><b>Moment 3: Modelling the Drawing</b> Through high quality modelling, children's writing composition will be developed. There is a pre-planned focus for the drawing each day: Monday – Character</p>

	<p>Tuesday – Setting  Wednesday and Thursday – Adventure Time (an adventure linked to the plot)  High quality vocabulary will be modelled by the teacher alongside the modelled drawing. A word, phrase, or sentence (dependent on the children’s needs and term within the academic year), which is linked to the drawing, is then modelled. This is in line with our Literacy Writing skills progression document.</p> <p><b>Moment 4: Drawing Club</b>  Children then take part in an adult-led writing group each day which is called ‘Drawing Club’. Children have Drawing Club books in which they complete their activity daily. Children receive a stamp for attending Drawing Club and completing their learning. 6 children can attend the group at one time, but the groups are fluid so children do not need to wait for others to finish before leaving the table. During the adult-initiated session, the children draw their own image (linked to character, setting or adventure time dependent on the day) and write either a word, phrase or sentence dependent on their ability. Teachers adapt the written element based on the children’s individual needs. Writing resources will be provided (sound mats, letter formation guides and tricky word mats).</p> <p><b>Working Walls</b>  There will be a working wall in each Reception classroom. The working wall will be split into four parts and the modelled drawing and writing from each day (Moment 3: Modelling the Drawing) will be displayed. Each working wall will also include the key vocabulary that is taught each week as part of Moment 1.</p> <p><b>Drawing Club’s Influence on Child – Initiated Learning in the Environment:</b>  Drawing Club provides a springboard to develop children’s imagination. The children’s ideas can be developed further through opportunities in the provision as the environment plan is linked to the driver text or tale each week. Adults will encourage this and provide suggestions for what the children could go on to do after the session (e.g. to make their character in the Creative Area and label it with materials used).</p> <p><b>Opportunities for Writing in Early Years</b>  Children will produce one written adult-led outcome daily (Monday – Thursday) and evidence of these sessions can be found in Drawing Club books. Child-initiated opportunities will be promoted through the classroom environment and these will be captured through observations which are recorded on Tapestry.</p>
<p>Spelling (Spelling Shed):</p>	<p><b>Spelling Teaching</b>  At The Croft, the importance of the application of accurate spelling into writing is recognised and therefore spelling is taught in Y2-Y6 for at least three, 20 minute sessions, per week. In EYFS and Year 1, spelling is taught through our school’s SSP (Little Wandle) and this continues until children complete this program as children develop their spelling ability alongside the development of phonic teaching. Once children move off of the SSP in Year 2, the Spelling Shed scheme of work provides an organised progression through the Spelling and Grammar objectives outlined in the English National Curriculum. The scheme</p>

	<p>ensures coverage of all the spelling rules and common exception words and builds upon this year on year.</p> <p><b>Evidence of Spelling Teaching</b> During spelling lessons, a range of teaching and learning strategies are used and the children record their learning in a multitude of ways: the use of whiteboards and worksheets will be the most common and will be used regularly as an assessment for learning strategy. Each teacher has a spelling folder in which worksheets are filed.</p> <p><b>Spelling Homework</b> Children in Y2-Y6 are set spelling homework on a weekly basis. There are a range of activities across each term that are set for each year group. Despite each year group completing a similar activity, the level of challenge will increase as the spelling rules are progressive. Teachers may adapt the homework sheets for some rules.</p> <p style="text-align: center;">Week 1- Rainbow Write and Crossword Week 2-Trace a Shape and Word Search Week 3-Vowel Circle and Error Spotting Week 4-Upper and Lower and Spelling Pyramids Week 5-Consonant Circle and Counting Syllables Week 6-Choo Choo Words and Missing Letters</p> <p><b>Measuring Impact</b> Children are encouraged to practice spelling at home regularly through completion of the homework activities. Weekly spelling tests are not conducted at The Croft, but spelling is monitored in line with the monitoring timetable to assess the children’s spelling application into writing. Our Marking and Feedback policy includes a marking code to ensure spelling errors are identified and corrected by the children through editing and revising sessions.</p>
Handwriting:	<p><b>Handwriting Progression</b></p> <p>We place high value on children taking pride and care over their work and we are proud of our pupil’s handwriting. It is our aim to encourage the progression and development of each child’s handwriting throughout the school into a fluent and legible style to support their spelling and composition for writing.</p> <p>At The Croft, we use cursive handwriting as an agreed writing style. We aim to improve children’s quality, speed and stamina of handwriting and this begins from when the children join us at The Croft. In EYFS, children are taught to become proficient in print – using correct letter formation and sizing and follow the recommended guidance from our SSP (Little Wandle).</p>

### Early Years (Little Wandle)

<b>Ss</b>  Under the snake's chin, slide down and round its tail.	<b>Aa</b>  Around the astronaut's helmet and down into space.	<b>Tt</b>  From the tiger's nose to its tail, then follow the stripe across the tiger.	<b>Pp</b>  Down the penguin's back, up and around its head.	<b>Ii</b>  Down the iguana's body, then draw a dot (on the leg) at the top.	<b>Nn</b>  Down the stick, up and over the net.	<b>Mm</b>  Down, up and over the mouse's ears, then add a flick on the nose.
<b>Dd</b>  Round the duck's body, up to its head and down to its feet.	<b>Gg</b>  Round the goat's face, up to his eye, down and curl under his chin.	<b>Oo</b>  All around the octopus.	<b>Cc</b>  Curl around the cat.	<b>Kk</b>  Down the kite, up and round, down to the corner.	<b>Ee</b>  Around the elephant's eye and down its trunk.	<b>Uu</b>  Down and around the umbrella, stop at the top and down to the bottom and flick.
<b>Rr</b>  From the cloud to the ground, up the arch and over the rainbow.	<b>Hh</b>  Down, up and over the helicopter.	<b>Bb</b>  Down bear's back, up and round his big tumbling.	<b>Ff</b>  Down the flamingo's neck, all the way to its foot, then across its wings.	<b>Ll</b>  All the way down the lollipop.	<b>Jj</b>  All the way down the jellyfish. Dot on its head.	<b>Vv</b>  Down to the bottom of the volcano and back up to the top.
<b>Ww</b>  From the top of the wave to the bottom, up the wave, down the wave, then up again.	<b>Xx</b>  Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.	<b>Yy</b>  Down and round the yo-yo, then follow the string round.	<b>Zz</b>  Zip across, zag down and across the zebra.	<b>Qq</b>  Round the queen's face, up to her crown, down her robe with a flick at the end. Quick, it's the queen!		

### Year 1 onwards:

In Year 1, children begin to learn that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'. As children move into Year 2, they develop the ability to show consistency in size with ascenders and descenders that are the correct length and formation. They are taught to leave the correct spacing between words. Children will begin to join their handwriting to improve the speed and pace when they are ready.

#### Cursive Lower Case Letters

