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| **The 3 I’s** | **WRITING** | |
| **INTENT**  **(What we want pupils to learn and why – curriculum design – how and why it is sequenced the way it is)** | **Aims: what big ideas do we want OUR pupils to come out with from this subject.** | At Thrunscoe Primary and Nursery Academy, we understand how cognitively challenging writing is for our young learners. Ronald Kellogg, an American literacy expert, argues “that writing can be as cognitively demanding as chess” (EEF’s Improving Literacy at Key Stage 2). Our Curriculum has been written to reduce the cognitive overload that pupils face so that they can enjoy writing and make good progress.  **The mechanics of writing**  Our intent for handwriting is for all children to develop a handwriting style that is **accurate** and **fluent**. By **accurate** we mean that the ascenders are taller than the small letters, the descenders hang below the line and every letter is formed correctly and similar in size. The space between words must also reflect the size of the letters. By **fluent** we mean that the handwriting style is joined and written at pace whilst maintaining the accuracy.  Our intent for spelling is for all children to spell HFW accurately and make plausible attempts at unfamiliar words, applying their knowledge of phonics and spelling rules.  **Writing composition**  Our intent for writing is for children to leave us at the end of KS2 being able to write independently for a range of real-life purposes. Our curriculum will prepare our children well for the demands of the KS3 curriculum.  The intent of our rigorous curriculum is to give children the skills necessary to reduce the cognitive load so that they can begin to enjoy and find pleasure in writing. This will support children in their personal life, to communicate effectively and make written applications for future opportunities. |
| **Organisation of curriculum and sequencing:** | **The mechanics of writing**  **EYFS**  Handwriting: Children will be able to make the correct lowercase shape when given the sound. At least half of these will be formed correctly and sit on the line.  Spelling: Children are taught to spell 106 HFW’s.  **Year 1**  Handwriting: Children will be able to form almost all lowercase and uppercase letters correctly and sit them on a line.  Spelling: Children are taught to spell the year 1 common exception words and as many of the 225 HFW’s as possible.  **Year 2**  Handwriting: In addition to forming uppercase and lowercase letters correctly and sitting them on the line, children will be able to make their letters a similar size with clear capitals, ascenders and descenders. Spacing will also reflect the size of their letters and be similar throughout their writing.  Spelling: Children are taught to spell the year 2 common exception words and as many of the 147 HFW’s as possible.  **Year 3/4**  Handwriting: Children will be able to (in published pieces) join most letters together. When joined, letters will still be formed correctly and sit on the line. They will still be the same size with clear capitals, ascenders and descenders. Spacing will still be relative to the size of the letters and spacing will be consistent throughout.  Spelling: Children are taught to spell the year 3/4 common exception words and apply the 17 spelling rules learnt to unfamiliar words.  **Year 5/6**  Handwriting: Children will be writing at a good pace using a joined style most of the time. When joined, letters will still be formed correctly and sit on the line. They will still be the same size with clear capitals, ascenders and descenders. Spacing will still be relative to the size of the letters and spacing will be consistent throughout.  Spelling: Children are taught to spell the year 5/6 common exception words and apply the 10 spelling rules learnt to unfamiliar words.  **Writing Composition**  Our writing sequence follow EEF’s 5 steps to effective writing: Plan, draft, revise, edit, publish. In order to reduce cognitive demands, we carefully plan the text types and build in progression each year.  We also map out general expectations for writing such as figurative language. We consider which year group will teach which what so that the demands are spaced over time in the academy.  **EYFS**  **Narrative** – Children re-write parts of stories that they know. For example: The speech parts from Little red hen.  **Letter** - Greeting – To, State purpose for writing: 1 sentence, Closing: From, Name  **Recount** - Given to the children for exposure: Heading, Opening sentence, 2 sentences about the thing being recounted.  **Debate** - For sentence, Miss a line, Against sentence  **Instructions** - Method in chronological order (4/5 simple steps) Picture.  **Year 1**  **Narrative** – Children write setting and character descriptions using the D in DASH? (Description).  **Letter** - Date on right, Greeting – To/Dear, State purpose for writing, 1 paragraph – 1 opinion/reason, Closing From/Thank you, Name  **Recount** – Heading, Opening sentence, 3 sentences about the thing being recounted  **Debate** - Introductory sentence, Miss a line, For sentence(s), Miss a line, Against sentence(s)  **Instructions** – Heading, Subheading: Equipment list, Subheading: Method in chronological order (3/4 steps), Picture.  **Year 2**  **Narrative** – Children write story openers using the D and A in DASH? (Description and Action).  **Letter** - Address on right, Date on right, Greeting – To…, Dear…, (followed by a comma), State purpose for writing, 1/2 paragraphs – 1/2 opinions /reasons: Miss a line to start a new paragraph, Closing – From/Thank you (Followed by a comma), Name  **Recount** – Heading, Opening sentence to introduce and inform, Topic sentence, Relevant sentence, Miss a line, Paragraph opener, Relevant sentence, Miss a line, Paragraph opener, Relevant sentence, Closing sentence (emotions)  **Debate** - Introductory sentence, Miss a line, Paragraph 1- Reasoning for using conjunction, Miss a line, Paragraph 2- Reasoning against using conjunction, Miss a line, Concluding sentence  **Instructions** - Heading, Subheading: Equipment list (bullet points), Subheading: Method in chronological order (5/6 steps), Picture.  **Year 3/4**  **Narrative** – Children use the acronym: DASH? To write a short story or a story opener. D = Description, A = Action, S = Speech, H = How do the characters feel?, ? = Cliff-hanger, thought.  **Letter** - Address on right, Date on right, Greeting – To, Dear, Sir/Madam (followed by a comma), State purpose for writing, 2/3 paragraphs – 2/3 opinions /reasons: Provide facts/evidence, Miss a line to start a new paragraph, Closing – From/Thank you/Yours sincerely/ Yours faithfully, Signature, Name underneath  **Recount** – Heading, Opening sentence to introduce and inform, 3 paragraphs: Topic sentence, 3 relevant sentences, Miss a line between paragraphs, Closing sentence (emotions)  **Debate** - Introductory sentences - provide purpose, Paragraph 1- 2 x for reasons, Development of point (point, evidence, explain), Paragraph 2- 2 x against reasons, Development of point (point, evidence, explain), Conclusion sentences - Personal opinion  **Instructions** – Heading, Opening sentence as introduction, Subheading: Equipment list (bullet point), Subheading: Method in chronological order (numbered sequence) Top tip or warning, Diagram with labels  **Year 5/6**  **Narrative** - Children use the acronym: DASH? To write a short story or a story opener. D = Description, A = Action, S = Speech, H = How do the characters feel?, ? = Cliff-hanger, thought. They manipulate the order of DASH to write a short story or a story opener.  **Letter** - Address on right, Date on right, Greeting – To, Dear, Sir/Madam, To whom it may concern (followed by a comma), State purpose for writing, 3 paragraphs – 3 opinions /reasons including the other side of the argument: Provide facts/evidence, Provide a plan/solution, Closing – From/Thank you/Yours sincerely/Yours faithfully, Signature, Name underneath  **Recount** – Heading, Opening sentence to introduce and inform, 3 paragraphs: Topic sentence, 3 relevant sentences including detailed description, facts/opinions, Closing sentence, Closing sentence with final thoughts  **Debate** - Introductory sentences - provide purpose, Paragraph 1- Balanced argument for and against contrasting ideas (Provide facts), Development of point (explanation), Paragraph 2- Balanced argument for and against contrasting ideas (Provide facts), Development of point (explanation), Conclusion- Personal opinion  **Instructions** – Heading, Opening paragraph as introduction Subheading: Equipment list (bullet point), Method in chronological order (numbered sequence), Top tip or warning, Diagram with labels, Closing statement – suggesting future dishes, formal impersonal tone. |
| **IMPLEMENTATION**  **(How the curriculum - inc. cultural capital - is taught and assessed so our children develop knowledge, skills, understanding & SHINE)** | **Teaching & adapting to learners needs:** | **The mechanics of Writing**   * Handwriting is taught and modelled throughout the curriculum daily. Children are supported to make next steps in their handwriting depending on where they are in the steps progress, not according to their actual year group. * 5 minute English Box intervention is provided to address gaps in spelling of HFWs/CEWs. * A computer programme ‘Nessy’ is used to support our older pupils with their spelling skills.   **Writing Composition**   * Intervention within lessons is provided for pupils as adapted planning and delivery. Children may work in a smaller group with an adult that will guide them through the learning at a slower pace or with more modelled examples before the children are asked to complete an independent task. This in-lesson intervention is designed to ensure that all learners have access to quality first teaching but adapted so that they are able to achieve. * If children need more support, teachers can simplify pupils’ task by aligning it to a year group’s expectation that may be more appropriate. * Teachers use anchor charts and WAGOLL’s to support pupil’s with remembering and applying learning. * Teachers use ‘find what’s right’ marking. Children look for features and tick when they find them. If they are not there, children pop it in and give it a tick. This supports pupil’s with low self-esteem that feel upset when editing and revising work. * Teachers use simple planning charts and burger paragraphs to support pupils to collect and organise their ideas before writing. |
| **What, How and When we assess learning** | * Pupil’s learning is marked by the teacher and the pupil using the colour-coded success criteria. * Teachers mark their lowest age-related piece of writing using the TAF. If this is expected, all others above will be. * Teachers mark their lowest greater depth piece of writing using the TAF. If this is greater depth, all others above will be. * Teachers moderate writing internally and externally with other local academies every year. |
| **How and when we make links to other subjects:** | **The mechanics of writing**   * Children are expected to present work neatly in every subject. * Children are expected to apply their knowledge of how words are spelt across the curriculum when writing.   **Writing composition**   * Children write in most subjects taught. They apply their English learning in the lessons, writing for a purpose throughout the curriculum. * Expectations of writing standards are the same no matter the subject being taught. |
| **Cultural capital – visit / visitors / clubs** | * Children take part in the Cleethorpes rotary clubs writing competition every year. |
| **IMPACT**  **(Key impact and how we will measure and monitor)** | **Monitoring and evaluating outcomes** | **The mechanics of writing**   * The English leader looks at the teachers end of term standards forms to ensure that the children identified as needing additional support for handwriting and spelling are still receiving the support discussed. * Pupil and staff voice is collected every year to find out what is working well and what we could do to improve further. * All new staff to the academy work with their phase team to plan writing using the academies expectations.   **Writing composition**   * All teachers are observed as part of a writing learning walk at least once a year, more in cases where recommendations are needed. * Book looks take place at least twice a year to help triangulate data and ensure that the children are receiving the very best writing teaching possible. * The writing leader views the data at each assessment point on O’Track. Teachers and the writing leader discuss key children at risk of falling behind and decide which would be the best intervention for that child. * The writing leader looks at the teachers end of term standards forms to ensure that the children identified as needing additional support are still receiving the support discussed. * Pupil and staff voice is collected every year to ensure that we understand what is working well and what we can do to improve further. * All new staff to the academy are supported to deliver the academies approach to writing to ensure consistency throughout.   Impact by year:  By the end of EYFS, the children will be able to write a couple of dictated sentences independently.  By the end of year 1, the children will be able to compose and write a couple of sentences independently.  By the end of year 2, the children will be able to compose and write a paragraph independently.  By the end of year 4, the children will be able to compose and write 2 paragraphs, applying the features and techniques taught independently.  By the end of year 6, the children will be able to compose and write pieces, applying the techniques learnt to add impact and engage the reader. |