



## Manorfield Infant & Nursery School

### Writing – Intent, Implementation and Impact

#### Intent

At Manorfield school our aim is to instil a love for writing which is a lifelong skill required both in education and employment. Children are equipped with the skills to write for a variety of purposes and vary their vocabulary and grammar appropriately in order to reach their full potential. The curriculum has been designed to cover all the skills, knowledge and understanding as set out in the EYFS and National Curriculum. Our writing is based on good quality diverse texts. The curriculum is well structured and progressive to enable children to build upon prior knowledge from earlier year groups and skills taught in previous terms. Therefore, the Rosenshine's pedagogy is at the heart of this. Children are taught to develop an understanding of how language can be used to express themselves and communicate effectively and creatively.

Whilst we value writing for a clear purpose, we also want to develop a culture where children write for enjoyment too.

#### Implementation

At Manorfield the curriculum is shaped by the school vision which enables us to provide a broad and balanced curriculum designed to support our children to become successful members of society and be the very best that they can be. Writing is taught daily in both Foundation Stage and KS1. In Nursery, pupils have access to fine motor activities, mark making and writing opportunities within their provision. In Reception, children experience lots of purposeful writing opportunities through continuous provision both indoors and outdoors, story scribing and contributing to class books and floor books. Our writing curriculum provides a holistic approach, incorporating language, vocabulary development, reading, writing and SPaG. We use a text based approach, and have incorporated and adapted elements of 'The Power of Reading' and 'Talk4Writing' into our writing lessons. Each year group studies a different high quality text, lasting from a week to half a term depending on text type, length and year group. All learning where it lends itself starts by activating prior knowledge and addressing any misconceptions to enable gaps to be identified quickly, and interventions put in place to address them. Writing is also a key focus in the wider curriculum, especially in foundation subjects. Children are given the opportunity to transfer and build upon their knowledge of a genre studied during English lessons and apply the learning to a topic focus.

Long, medium and short term planning and the use of progression maps ensure that a variety of genres are progressively taught and built upon both throughout the year and throughout the school. Opportunities for modelled, guided, shared and independent writing are built into our sequences of work. Children will acquire and learn the skills to identify different text types, plan, write, innovate, draft, edit and refine their written work over time and are encouraged to develop independence in being able to identify their own areas for improvement in all pieces of writing.

The objectives covered over the half term are the same objectives then used to assess the children's learning and to inform of next steps. Children are aware of their strengths and areas for development in writing so that learners can take ownership of their progress. Scaffolds and challenges are put into place for those children working below or above age-related outcomes.

The teaching of vocabulary is planned for across all subjects and pupils are encouraged to use these words in their speaking and in their writing. In the Early Years vocabulary is taught daily through the Read Write Inc scheme 'Talk Through Stories' (RWI). Teachers understand the importance of modelling good language for speaking and writing and how to use the new vocabulary in everyday scenarios so that pupils are able to make links. This is continued through KS1 with tier 2 and 3 vocabulary.

We use the same phonics programme (RWI) across the school providing fidelity and a vehicle for guaranteed progression in writing. The children have a daily opportunity to practise handwriting through the phonics lesson and we believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a fluent and coherent, handwriting style by the time they move to Year 3.

**Impact**

Pupils work demonstrates that English is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Discussion and written work demonstrates pupils are acquiring knowledge, skills and vocabulary in a coherent sequence. Pupils confidently write for different purposes, audiences and for pleasure. Pupils enjoy talking about their writing and reflecting on the writing of their peers. Pupils have a good knowledge of how to adapt their writing based on the context and audience. Work is moderated internally and externally and assessed on a regular basis to help inform future planning. Displays around school celebrate children's writing. Pupils will leave Manorfield I & N School being able to effectively apply spelling rules and patterns they have been taught. Pupils will make good and better progress from their starting points to achieve their full potential because work is appropriately scaffolded.