



Intent

Writing

Intent





Writing

Why is writing important?

Ivegill CE School understands the importance of writing to allow children to develop a love for writing. It develops knowledge and understanding.

Writing is central to our ability to understand, interpret and communicate with one another in a variety of different ways. It is beneficial for children to understand different genres and types of media.



Writing

Aims of the Writing Curriculum

The aims of the Writing Curriculum are:

- For children to write with confidence, fluency and understanding.
- To understand the need to develop a good handwriting style.
- Use spelling rules successfully and learn the skills to become successful spellers.
- Know, understand and be able to write a range of fiction and non-fiction texts
- Achieve independent writing to a high quality which children are proud of.



Writing

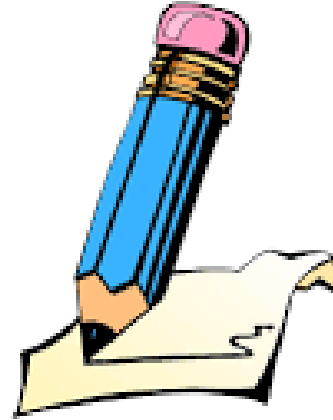
Key Priorities of the Writing Curriculum:

- To ensure children are familiar with the different types of genres used when writing.
- To encourage children to write for pleasure.
- Deepening children's understanding of the different types of media (newspaper articles, magazines, leaflets, comics)
- Build on discussion and ideas so children understand the structure of a wide range of text types and stories.
- Ensure children are familiar with the spelling expectations and use spelling rules within their writing.
- To ensure all staff members are confident with the teaching of writing and know what steps they need to take to help children make progress.



Implementation


Writing



Implementation

Key texts in EYFS

Reception Key Texts

Autumn 1	Autumn 2	Spring 1
<p>ALL ABOUT ME</p> 	<p>ONCE UPON A TIME</p> 	<p>WHERE DO WE LIVE?</p> 
Spring 2	Summer 1	Summer 2
<p>PEOPLE WHO HELP US</p> 	<p>GROWTH AND ANIMAL</p> 	<p>GOING ON AN ADVENTURE</p> 



Implementation

Writing in EYFS

In EYFS, writing is taught through a range of different books or topics. The outcome of the writing depends on what the teacher has planned. They have recently looked initial sounds and rhyming words.

Literacy						
Literacy Including: Phonics Reading Writing Drawing Club 2-3 times per week	Provision Based Literacy: <i>Mark Making and emergent writing through play.</i> Name Writing <i>Daily Story time – talk about stories and learn new vocabulary. Re-read familiar stories and join in with familiar phrases.</i> Little Wandle Phonics: Phase 2 Graphemes and Tricky Words. Segmenting and Blending CVC words. Reading Practice Sessions 3x per week.	Rhyme: <i>Rhyming Pairs, Rhyming Strings, Stories including rhyme and rhythm.</i> Kipper's Birthday: Writing Opportunities include: <i>Shopping Lists, Birthday Cards, Party Invitations</i> <i>Engage in extended conversations about stories.</i> Retelling, creating and acting out stories. Little Wandle Phonics: Phase 3 Graphemes and Tricky Words. Segmenting and Blending CVC words. <i>Reading words with -s added at the end.</i> Reading Practice Sessions 3x per week.	Traditional Tales: <i>Little Red Riding Hood Goldilocks and the Three Bears</i> Writing Opportunities include: <i>Story Sequencing, describing characters, labelling pictures, retelling the story.</i> <i>Anticipate key events in familiar traditional tales. Begin to develop inference skills through discussion.</i> Little Wandle Phonics: Phase 3 Digraphs and Tricky Words. <i>Reading longer words and words with double letters.</i> Reading Practice Sessions 3x per week.	The Jolly Postman and Paddington Goes to Hospital Writing Opportunities include: <i>Labels and Captions, Letters, Writing Simple Sentences</i> Little Wandle Phonics: <i>Review Phase 3 Digraphs and Tricky Words. Reading words with double letters, longer words, words with two or more digraphs, words ending in -ing and compound words. Reading words with -s making a /z/ sound and words ending -es /z/.</i> Reading Practice Sessions 3x per week.	Poetry: <i>Performance Poetry, Colour Poems</i> The Hungry Caterpillar: Writing Opportunities include: <i>Fact Sheets, Time Conjunctions linked to Life Cycles, Writing Simple Sentences.</i> <i>Learn new vocabulary through the use of non-fiction texts about growth and life cycles.</i> Little Wandle Phonics: Phase 4. <i>Reading words with short vowels and adjacent consonants and compound words. Reading words ending in suffixes: -ing, -ed, -est. Phase 4 Tricky Words.</i> Reading Practice Sessions 3x per week.	Billy's Bucket We're Going on a Bear Hunt Writing Opportunities include: <i>Story Writing, Descriptive Writing, Writing Simple Sentences (2 or more on the same subject).</i> <i>Through discussions about stories develop inference and prediction skills.</i> Little Wandle Phonics: Phase 4. <i>Reading words with long vowel graphemes and adjacent consonants. Reading words with suffixes: -ing, -ed, -est, -er. Review all Tricky Words taught.</i> Reading Practice Sessions 3x per week.
	Literacy Continuous Provision <i>Writing Opportunities in all Provision Areas throughout the year</i>	Pre-Writing Shapes 'The Message Centre' Name Writing	Rhyming Pairs Games, Name Writing, List Writing, Cards (Birthday and Christmas)	Story Sequencing Making own books Puppets and Props to retell stories	Letter Writing – Postbox, Stamps, Envelopes	Non-fiction books to explore Hungry Caterpillar Story Sack – retelling and sequencing.

Key Vocabulary	Grapheme, phoneme, segment, blend, blurb, writer, author, illustrator, fiction, non-fiction.	Rhyme, rhyming string, list, card, invitation, birthday, The months of the year.	Digraph, trigraph, traditional tale, fairy story, sequence, re-tell, adjectives, describe, once upon a time, happily ever after.	Compound word, suffix, postman, letters, post, send, stamp, hospital, sentence, capital letter, full stop, finger space	Vowel, consonant, adjacent consonant, compound word, suffix, poem, verse, poetry, firstly, next, then, after that, finally, life cycle, fact, non-fiction.	Vowel, consonant, adjacent consonant, compound word, suffix, next, predict, story, imagine, beginning, middle, end.
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Writing at Ivegill School

At Ivegill CE School, writing is taught based on a book. We look at a range of different genres throughout the year and planning links to the national curriculum. SPaG will be taught throughout this so children understand all elements before writing a final piece. This happens in every class from Reception to Year 6.

We believe that using a book as a hook really draws the children in and we can get a range of writing opportunities from this.



Implementation

Writing in EYFS



Writing in Year 1



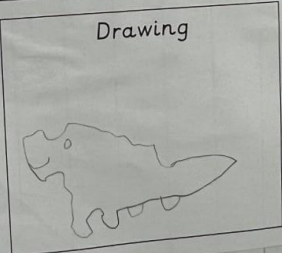
Implementation

colourful

trunk

Colour	Size	Appearance
brown light	big long	soft

other


Describing Words	Drawing	Facts
friendly friendly		"They live in water or on land" "They hold their breath for a long time" "Otters eat fish"




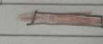
rests and leaves
acorns bumpy
Eggs bees
cup in the
sky birds fly
rainbows on
beetle curls
eggs hash out
of the nest

Writing in Year 2



Implementation

I can use prepositions.
The birds are in the tree.
The otter is beside the pond in a pilchard's legs.
The bird is on the black.
The snake is in the grass beside the pond and lake.

I can use prepositions and adjectives.
1st November 2022
A shiny blue fish is in the lake jumping up and down.
A yellow and green spotted frog is in the lake with a green fish in the lake.
The brown and green duck is in the lake beside a brown tree with shiny green leaves.
The black bird is in the brown mossy tree.
A blackbird is in a brown mossy tree.

object
I am small
I am round
I am small
I have a stalk
I am green and red

I can be crunchy some times
I am smooth
I am a different colour

I am light brown
I am humpy
I am small

I can be pointy
I can be fat or small
I am brown

nicely presented.

Daffodil petals white and swirl
Around woodland and garden
Flowers daisy and daisy
Free little daffodil being pretty
One daffodil and silver and purple pretty
Daffodil swirl
In the ground daffodils there
Lowly daffodil grow in the ground
Sun makes daffodils pretty

Writing in Year 3/4



Implementation

L-I-I can write a business poem

Goldfinch: the sky-scorer, tree-avoider and a steaming-swooper ✓

Observant and still it sits on the tree tops until it notices it's prey. ✓

Large birds on the perch because of it's ruby red face, it's papa white head and it's golden yellow feathers. ✓

Diving soaring and swooping in the mist it plays all day and does all right. ✓

Full of bravery it kills many things, in many days, in many months, and in many years. ✓

In the sun it prances, dances and gawps a delicious snack for his tea. ✓

Not a sound it makes in the quiet preparing to attack it's scared enemy. ✓

Caring to help it's skillful skills are absolutely amazing in the mist. ✓

High-zoomer, tuneless-tweeder and a lady-attracter ✓

1. With loads of friends, they tweeted so tunelessly like an orchestra. ✓

2. Ever so quietly, it bounced up and down like on a trampoline but in the air. ✓

3. Between the sea and the sky, the bird flew through the breeze like nothing mankind had ever seen. ✓

4. Along leaf-tittered paths, it dances so magnificently like a ballerina in the streets. ✓

5. With pointed beaks, it hunts for it's terrified prey like a lion. ✓

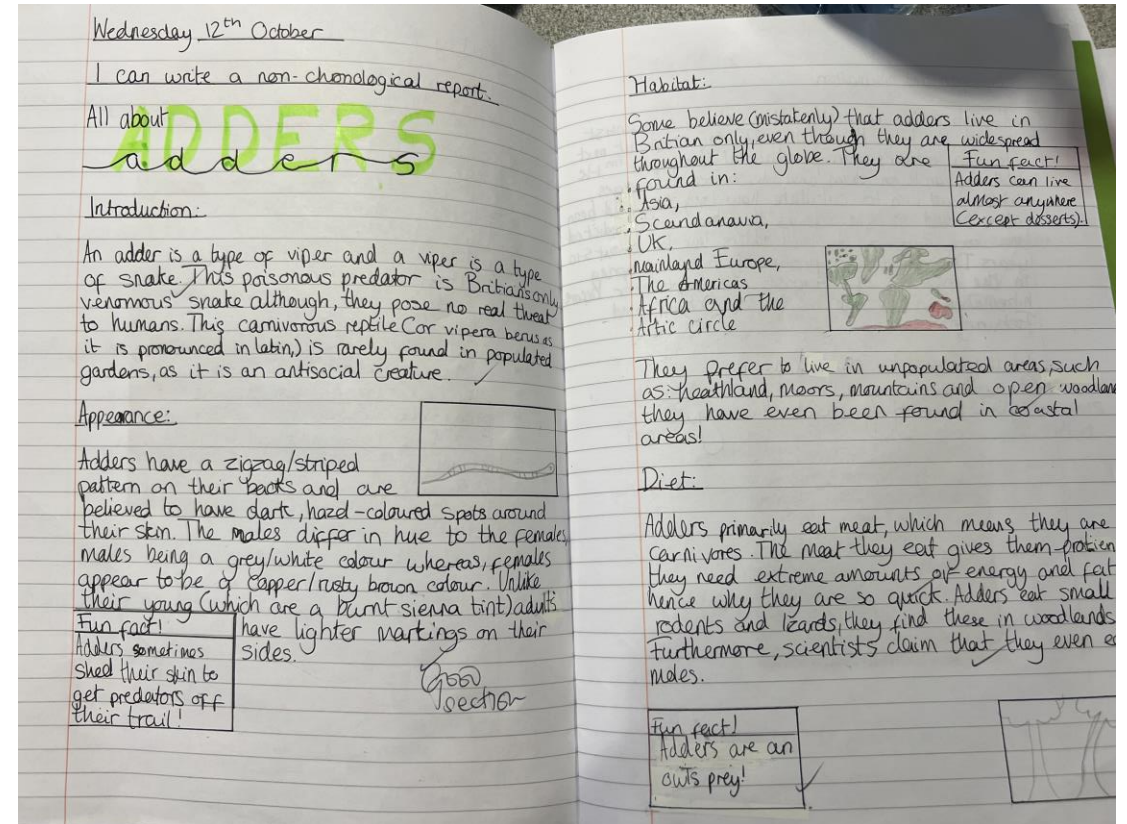
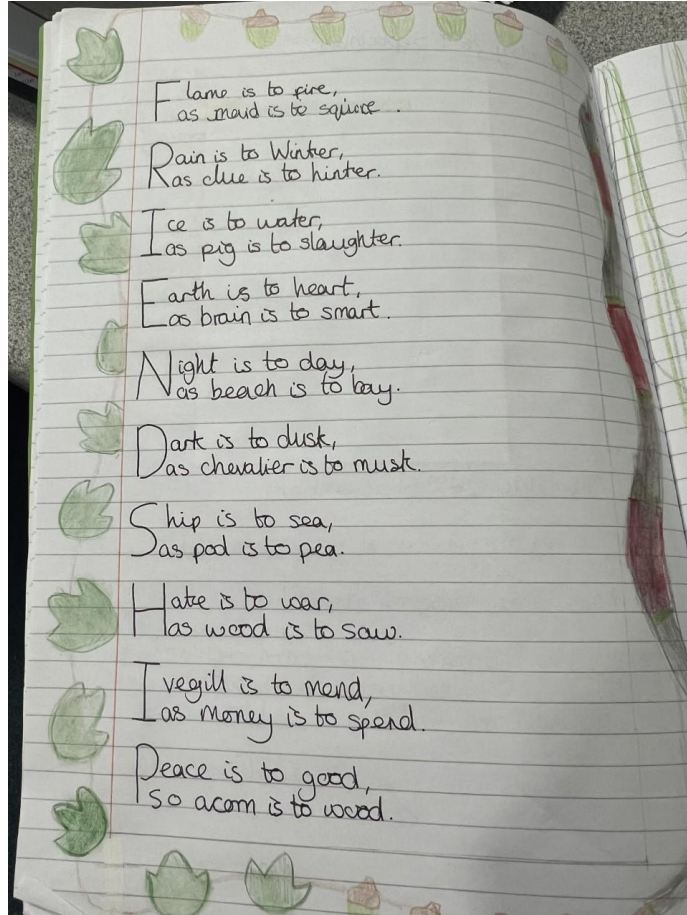
Within moments, it sits in it's nest like a duck in a pond. ✓

Coregully, the missing letters started to reappear like a root emerging from a seed. Slowly, the ruby red family peered out of their hole high in the tree tops. As they got out, they uncurled their weary, delicate wings into the cool, history air. Their wings were weak but luckily they could still fly. Cautiously, they soared to the smooth, low like grass in the open world. Their stick brown legs felt weird because they hadn't felt ground in ages. They are super-soarers, tuneless-tweeters and descent-divers. The family of goldfinch are amazing at flying through the breeze.



Implementation

Writing in Year 5/6





Implementation

Writing in Year 5/6

To see a semi-colon and a power of three.

Outside the cinema the noises echoed; sirens of fire engines coming to help; crying of children lost in the blackness, crying of wardens to take cover - is what Olive and Clegg heard.


All around we could see: steaming piles of rubble that were once beautiful buildings; metal bats babbling from side to side on the air raid wardens heads; search lights shining to the sky to detect the Luftwaffe's, people escaping structures and entering the nearest underground bunker - Olive and Clegg were not safe.

We were terrified - questioning if the air raid wardens knew where we were; search lights booming in the sky, wondering when a bomb would hit. Saki and num goes, no where to be seen a chaotic cacophony of confusion, where were we

Monday October 31st.
 LO: I can use a varied and rich vocabulary...
 LI: I can use an increasing range of sentence length and structure.

Otter Words:		kennings in the poem:	My own kennings about otter:
Flexible	Smooth	Shape - Shifter	Flexible - Swimmer
Fast	Sleek	Breath-taker	Stealthy - twister
Stealthy	Slip		
Quick	Sly	Heart - stopper	Elegant - roller
Sly	Elegant	Shadow - glutter	Playful - predator
Bendy	Snappy		
Roll	Snaky	Silver - runner	Shaky - slipper
Twist		Bubble - skun	Sly - spy
Turn			
Swimmer			
Playful			
Graceful			

Handwritten notes on the right margin:
 Sleek - oval
 Slip - slick
 Swimmer
 Sly - assassin
 Snappy
 Silky
 Silky



Thursday 3rd November

I can write a poem based on Otter

O pen-minded overlord, ruler of the river, slip and slide, above the water as you glide, no commotion spied by the human eye.

T under-speed thinker, king of contortion, pick and pinch the water as you feed, no racket sought by the human eye.

T hill-seeker, sadness leaker, bolt and speed as you bathe, no hullabaloo scoured by the human eye.

E ternal-enquirer, master of the rapids, slither and snort as you play, no movement known to the human eye.

R un to the river, human-believer, jump and swim into the icy depths as you drown, closer and closer to your demise bubbles lost, life-forgotten, nothing was ever thought again, to the human eye.



Vocabulary

We recognise the importance of vocabulary:

Vocabulary is a strong indicator of reading success (National Literacy Trust, 2017).

Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood (Why Closing the Word Gap Matters: Oxford Language Report, 2018).

So at Ivegill CE Primary School we actively encourage the development of vocabulary through our vocabulary rich curriculum.



KS1 Vocabulary

In KS1 we encourage vocabulary development throughout all lessons. We use topic based tier 2 and tier 3 vocabulary linked to CUSP. This is clearly displayed around the classroom for the children to access. Knowledge organisers are displayed in topic books which contain dual coding.

Year 2 write the definitions to the 'vital vocabulary' in their books. Year 1 discuss the definitions to ensure they understand the meanings of the words.

Statutory word lists are displayed around the classroom for the children to access.



KS2 Vocabulary

Topic based vocabulary is displayed around the classroom linked to CUSP. Linked to this, 'vital vocabulary' is recorded with definitions and pictures through dual coding in topic books.

Higher level vocabulary, synonyms and antonyms, hyphenated words, expanded noun phrases and topic specific words are all collated by the class and visible for the children to access.

Statutory word lists are displayed around the classroom for children to readily access.



Implementation

Oracy through talk

When discussing their work or presenting information, pupils are encouraged to speak using full sentences and incorporating key subject vocabulary. This is modelled by teachers e.g. using my turn, your turn. All children are encouraged to read in front of the class through a variety of opportunities.



Impact

Writing



Impact



Impact

How do we measure the impact of writing?

Teachers make assessments of children daily through;

- Analysing errors and picking up on misconceptions.
- Asking questions and listening to ideas
- Facilitating and listening to discussions.
- Recording this through no more marking sheets .
- Moderate writing as a school.

These ongoing assessments inform future planning and teaching. This allows lessons to be readily adapted following these assessments.



Assessment

Class teachers monitor writing and ensure they complete half termly pieces, which they can assess against the national curriculum.

Year 2 and Year 6 are marked again the end of key stage expectations. These are submitted in the summer term. Either KS1 or KS2 may be moderated by external agencies.



Impact

Writing

Writing for pleasure is something we instill in every child at Ivegill School and has the main impact for life long learning and enjoyment.

We believe that by encouraging this to happen we not only give children the opportunity to learn but also to develop a love of writing.

At Ivegill School, we expose children to a wide range of texts so this has a positive impact on their achievement and vocabulary choices to achieve this.