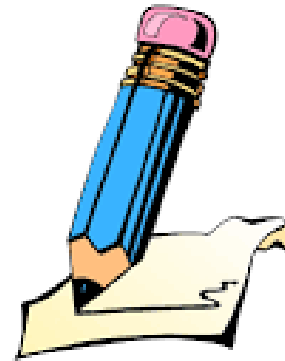




**Intent**

# Writing

**Intent**





**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



## Intent

### 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

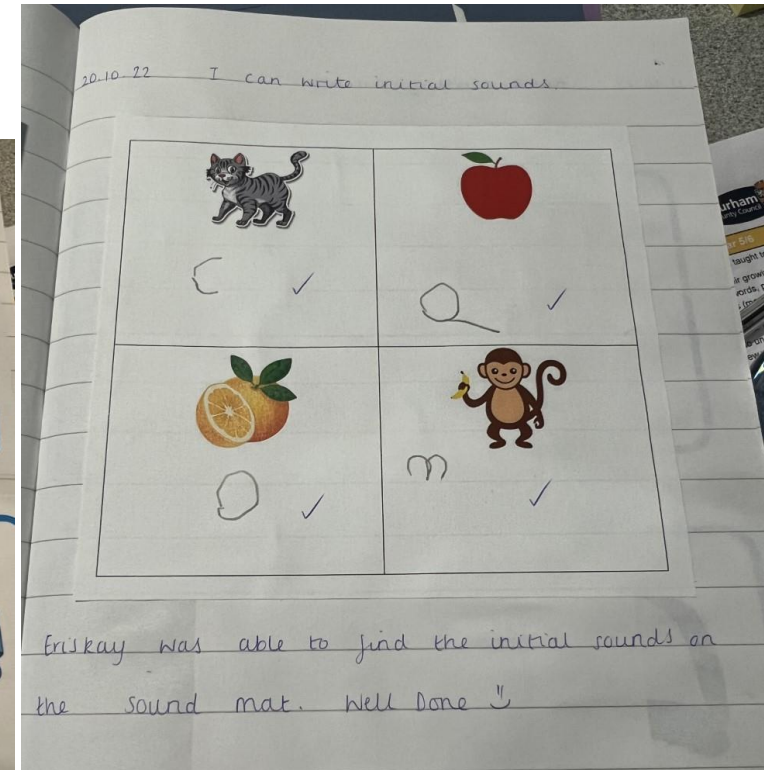
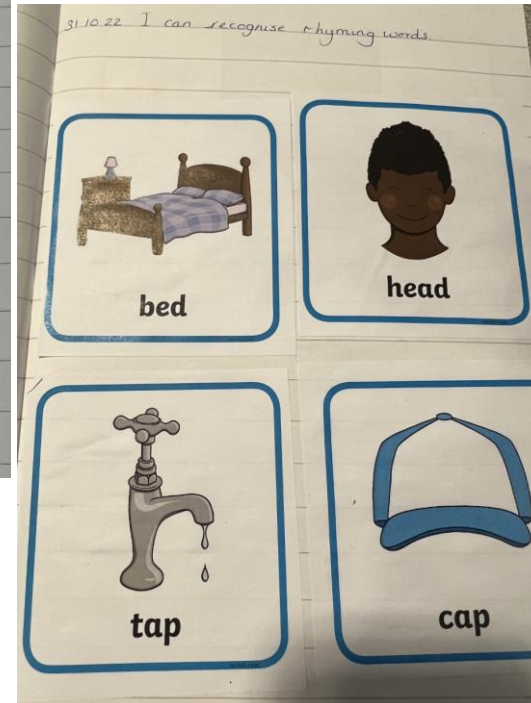
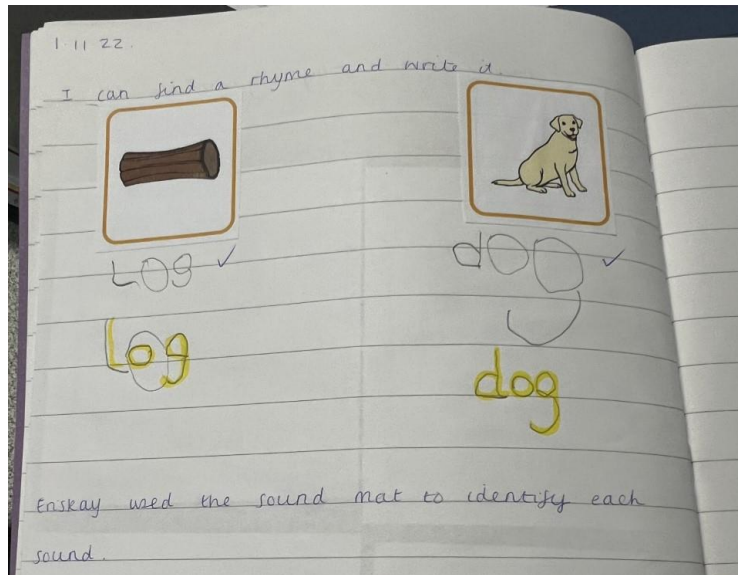
# Writing



# Implementation

# 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.











# Implementation

# Writing in EYFS

+ EYFS - Reception Curriculum Map 2022-23

**Interest Led Curriculum:** This curriculum plan gives an overview of suggested adult led activities that can take place alongside experiences that are planned in the moment. These will be an extension of a child's interests which has been observed, building on children's next steps and needs. The highly skilled practitioners at Ivegill CE Primary School will be sensitive to the teachable moments and mindful of how they can extend children's thinking. Through this joint approach we will be fostering the Characteristics of Effective Learning giving children opportunities to play and explore, opportunities for active learning and to develop their critical thinking.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>	All About Me 	Celebrations 	Traditional Tales 	People who help us 	Growth 	Holidays and adventures 
<b>PSD Including: Self Confidence and Awareness Managing Feelings and Behaviour Making Relationships</b>	<b>Jigsaw: Being Me in My World</b>  <b>Making new friendships New routines I am special</b> The children will be supported in their transition into Reception, will make new friends and learn routines	<b>Jigsaw: Celebrating Difference</b>  <b>Expressing feelings Social skills</b> Children will develop their understanding of working as part of a group and how to follow the class rules.	<b>Jigsaw: Dreams and Goals</b>  <b>Positive interactions Pride in achievements</b> Children will be supported in developing their skills in working independently and Children will have a focus on games that support turn taking and interacting with others.	<b>Jigsaw: Healthy Me</b>  <b>Working together Sharing ideas</b> Children will have opportunities to share their own experiences and talk about what they like and dislike. Children will be encouraged to suggest ideas of how to resolve conflicts.	<b>Jigsaw: Relationships</b>  <b>Collaborating and being considerate of others</b> They will continue to be supported in taking account of each other's needs and ideas.	<b>Jigsaw: Changing Me</b>  <b>Seek a challenge Adapt behaviour to new situations</b> Children will start to think about their transition into year 1
<b>Continuous Curriculum:</b> The curriculum will help children develop the ability to speak confidently in familiar groups. Children will be supported to take part in new experiences and make their own decisions about what they need for their activities. Children will develop their understanding of their own behaviour and the consequences from that. Children will begin to consider the needs and feeling of others. Children will be encouraged to independently play cooperatively and take turns. Children will have weekly PSHE Jigsaw lessons as part of the whole school approach.						
<b>Communication and Language Including:</b>	Listening attentively in a range of situations; to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions; giving their attention to what others say and responding appropriately, while engaged in another activity. • Answering 'how' and 'why' questions about their experiences and in response to stories or events. • Expressing themselves effectively, showing awareness of listeners' needs; using past, present and future forms accurately when talking about events that have happened or are to happen in the future.					
<b>Reading area enhancements</b>	<b>Voice sounds – emotional expression</b>	<b>Word and language play Stick and finger puppets</b>	<b>Word and language play Stick and finger puppets</b>	<b>Questions – how and why? Vote for a book choice</b>	<b>Questions – how and why? Vote for a book choice</b>	<b>Book review on templates</b>
<b>Nursery Rhymes, songs + Traditional Tales throughout the year</b>	<b>Stick and finger puppets</b>  <b>Books with sounds</b>  <b>Talking stories</b>	<b>Tell a story to a bear/soft toy</b>  <b>Small world play</b>  <b>Matching aural patterns like rhyming pairs</b>	<b>Vote for a book choice</b>  <b>Story sacks</b>  <b>Small world play</b>	<b>Book review discussions and preference</b>  <b>Interest table</b>	<b>Book review on templates</b>	<b>Reading for pleasure activities including their special/favourite book share</b>  <b>Non-fiction interest table</b>
<b>Speaking and Listening Attention Understanding</b>	<b>Vocabulary linked to ourselves.</b>  <b>Develop their concentration skills in different contexts and listen for longer periods.</b>  <b>Opportunities to discuss their personal experiences</b>	<b>Children will learn how to ask appropriate questions and listen to different celebrations.</b>  <b>Children will use what they have heard to take part in discussions and apply it to their independent play.</b>	<b>Children will learn to use story language in their play and use repeated refrains.</b>  <b>They will talk about their favourite stories and say what they like and don't like.</b>	<b>Children will learn how to recall events using the correct tense and use more complex sentences to link their ideas.</b>  <b>Children will develop their skills in answering how and why questions related to their experiences.</b>	<b>Children will focus on asking and answering questions in relation to growing and changes they observe.</b>  <b>Children will make predictions about what they think might happen using correct tenses and vocabulary</b>	<b>Children will be encouraged to listen to, follow and create instructions e.g. involved in the EYFS/KS1 sports day where they will be supported to follow instructions involving several ideas or actions.</b>





# Writing in EYFS

## Implementation

<p>Literacy Including: Reading Writing</p>	<p><i>The Colour Monster by Anna Ulenas</i></p> <p><i>The Lost Words by Robert Macfarlane</i></p>	<p><i>You Must Bring a Hat by Simon Phillip</i></p> <p><i>Giraffes Can't Dance by Giles Andreae</i></p>	<p><i>The Gingerbread Man</i></p> <p><i>Hansel and Gretel</i></p> <p><i>Sleeping Beauty</i></p>	<p><i>Everywhere Bear by Julia Donaldson</i></p> <p><i>Non-Fiction texts based on People who Help Us</i></p>	<p><i>The Tiny Seed by Eric Carle</i></p> <p><i>Tadpole's Promise by Jeanne Willis</i></p>	<p><i>The Storm Whale by Benji Davies</i></p> <p><i>Puffin Peter by Petr Horacek</i></p>
<p>Phonics Throughout the year following Little Wandle Letters and Sounds.</p>	<p><i>The Bumblebear by Nadia Shireen</i></p> <p>Developing inference Reading illustration Book talk and discussion</p> <p>Name writing Letter formation First write Drawing and writing about family/themselves</p>	<p><i>The Christmas Story</i></p> <p>Developing fluency through high frequency words</p> <p>Birthday cards Shopping list Party invites Rhyming Words</p> <p>Pencil grip Letter formation and Pencil control</p>	<p><i>The Three Billy Goats Gruff</i></p> <p>Retell a story Story sequencing Label pictures Create lists Simple sentences Wanted posters</p> <p>Letter formation and Pencil control</p>	<p>Labels and captions Posters Fact sheets Instructions</p> <p>Beginning to write sentences with Capital Letters and Full Stops</p> <p>Letter formation and Pencil control</p>	<p><i>Non-Fiction texts about Growth e.g.:</i> Teeny tiny tadpole First the Egg An egg is quiet</p> <p>Make own information books Information booklet Time conjunctions linked to life cycles</p> <p>Writing sentences with Capital Letters and Full Stops</p> <p>Letter formation and Pencil control</p>	<p>Story writing Descriptive writing Developing inference Reading own writing</p> <p>Letter formation and Pencil control</p> <p>Writing sentences with Capital Letters and Full Stops</p>

### Continuous Curriculum:

Children will follow Read Write Inc. programme in differentiated groups. Children will typically learn a new sound a day with a focus on blending sound together and segmenting sounds in words. Children will regularly apply the sounds they have learnt to read simple texts. Children will be encouraged to develop a love of books through weekly school library visits and use of core texts. They will be encouraged to explore and talk about the books they have read. Children will have regular opportunities to write independently and apply their developing skills in spelling and grammar.





## 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.

# Writing in Year 1




Implementation

30.9.22 I can describe using adjectives



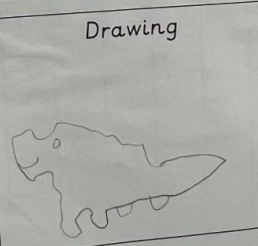
with  
colourful  
leaves



green leaves  
brown trunk

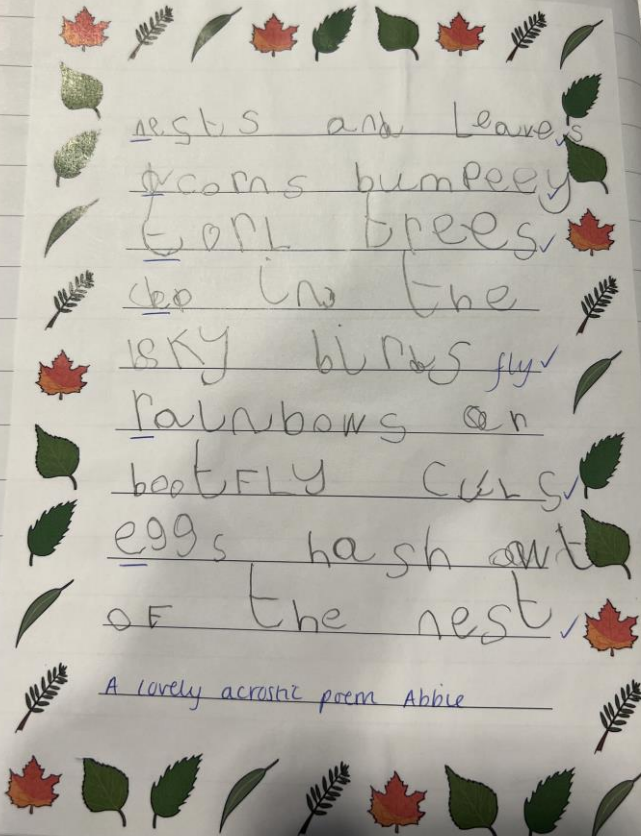
Colour	Size	Appearance
brown light	big long	soft

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"

18.10.22 I can write an acrostic poem using the word

NATURE



nests and leaves  
 worms bumpy  
 earth trees  
 deep in the  
 sky birds fly  
 rainbows on  
 butterfly curls  
 eggs hatch out  
 of the nest

A lovely acrostic poem Abbie

# Writing in Year 2



Implementation

31st October 2022  
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 branch.  
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 grey spotted frog is beside a lake with a green fish in the water.  
The brown and green duck is in the pond beside a brown tree with shiny leaves.  
The black bird is in the brown mossy tree.  
A blackbird is in a brown tree.

11/10/22 I can describe natural objects  
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 lumpy  
I am small  
  
I can be pointy  
I can be fat or small  
I am brown  
  
nicely presented.

19/10/22 I can add verbs to an acrostic poem.  
Daffodils petals whirl and swirl  
Around woodland and garden  
Flowers diminishing and swaying  
Free little daffodils being pretty  
One glad to see silence and peace pretty  
Daffodils swirl in  
In the ground daffodils hubs there  
Lovely daffodils grow in the ground  
Sun makes daffodils pretty



# Writing in Year 3/4



Implementation

Wednesday 12th October 2022  
L.I-I can write a business poem

Goldfinch: the sky-saver, tree-avoider and a steering-swooper ✓

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

Long legs on the back because of it's ruby red face, it's pepp 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 gambles a delicious snack for his tea. ✓

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

Caring to hurry it's chilly skills are absolutely amazing in the mist. ✓

High-zoover, tuneeful-tweeter and a lady-attracter ✓

Amazing work Olly! Super use of alliteration

Monday 17th October 2022.  
L.I-I can use fronted adverbs.

1. With loads of grinds, 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 terified prey like a lion. ✓

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

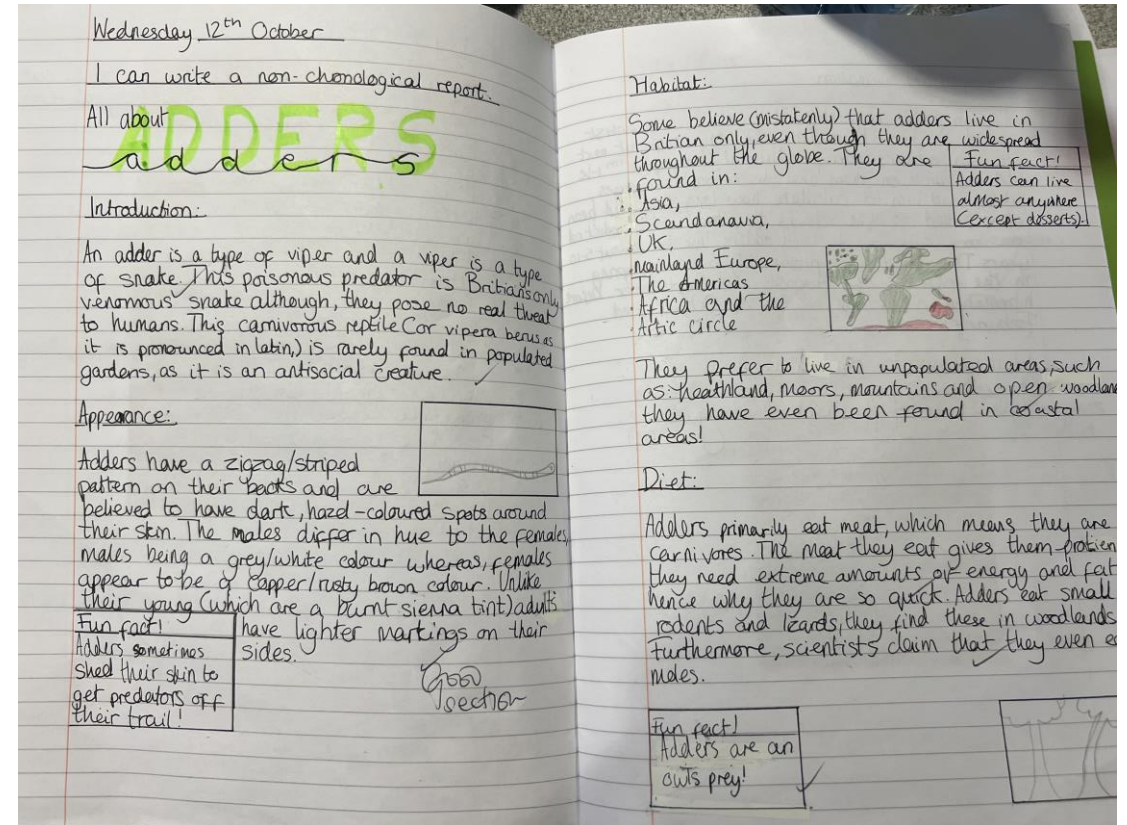
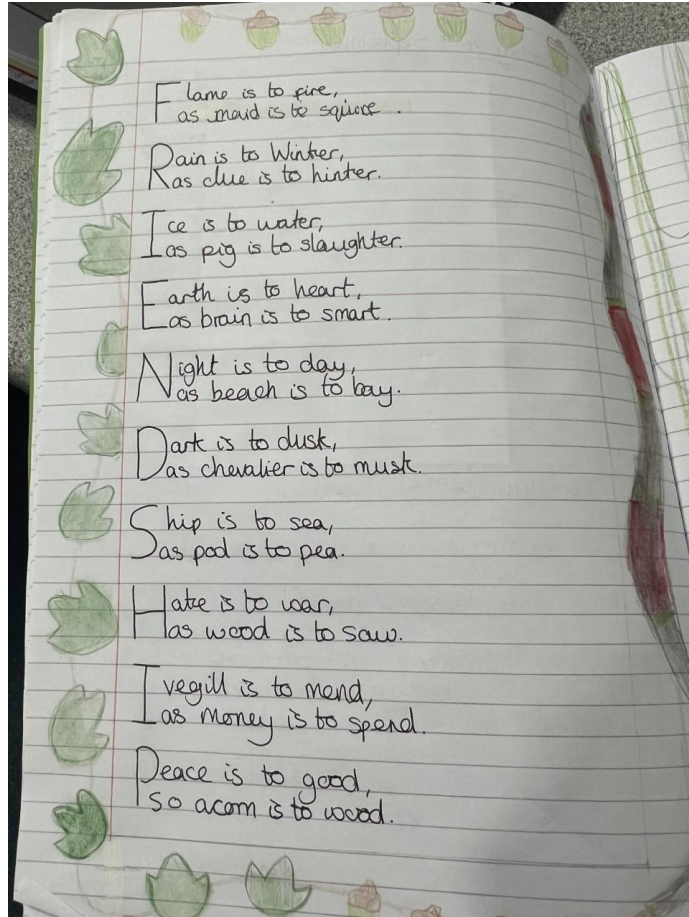
Friday 21st October 2022  
L.I-I can write a descriptive paragraph.

Carefully, 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 uncoiled their worn, delicate wings into the cool, whistery air. Their wings were weak but humbly they could still fly. Cautiously, they soared to the smooth, low like grass in the open world. Their stick brown legs felt wired 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





# Writing in Year 5/6



## Implementation

8<sup>th</sup> Tuesday November 2022

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 Clig heard.


All around we could see: steaming piles of rubble that were once beautiful buildings; metal hats 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 Clig 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 rum gone, no where to be given a chaotic cacophony of confusion, where were we

Monday October 31<sup>st</sup>.  
 LO: I can use a varied and rich vocabulary.  
 II: I can use an increasing range of sentence length and structure.

Other Words:		kennings in the poem:	My own kennings about otter:
Flexible	Smooth	Shape - Shifter	Flexible - Swimmer
Fast	Silly	Breath-taker	Stealthy - Jester
Stealthy	Shiny		
Quick	Sly	Heart - Stopper	Elegant - roller
Sly	Elegant		
Bendy	Snappy	Shadow - Glitter	Playful - predator
Roll	Sneaky		
Twist		Silver - runner	Sneaky - slipper
Turn			
Swimmer		Bubble - Skin	Sly - spy
Playful			
Grouchy			

*Vertical notes on the right margin:*  
 Aerobate - animal  
 Slick - stick  
 Swimmer  
 Sneaky  
 Silent - assassin  
 Sneaky



Thursday 3<sup>rd</sup> 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 contention, pick and perch 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.

End of 2021/22 results

KS1- 18% WTS, 73% WA, 9% GD

KS2- 30% WTS, 50% WA, 20% GD



# 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.