

Framework for Writing 2022-2023

Hucknall National CofE (VA) Primary School



INTENT

Writing at Hucknall National is centred around a high quality story that captures the children's interest from the outset. The model is used to teach writing is a personalised approach based around best practice taken from 'The Write Stuff'. The school environment enfolds children in stories, settings and language. There is a focus on drama, oracy and language development, equipping children with fundamental knowledge and skills that will enable them to be successful throughout their lives.

The aim of Hucknall National's writing approach is to:

1. have consistency of approach and progression through EYFS and Year 1 and then Year 2 to Year 6
2. motivate children to write encouraging them positively to experiment and improve their work
3. provide the children with a stimulating writing environment surrounded by print in a variety of forms and contexts
4. teach a full range of writing strategies, including spelling, grammar, sentence structure and composition

IMPLEMENTATION

How is Writing taught at Hucknall National?

We teach Writing through daily English lessons from EYFS to Year 6. When children are in EYFS and Year 1, they follow the Read Write Inc! Programme to support their development in reading, writing and phonics. By the time they are in the Summer term of Year 1, they begin following elements of The Write Stuff in their English lessons to build up their stamina to write extended pieces.

From Year 1 to Year 6, children follow the structure of The Write Stuff in their English lessons with a method called 'sentence stacking'. Sentence stacking refers to the fact that sentences are grouped together chronologically or organisationally to engage children with short, intensive moments of learning that they can apply immediately to their writing. Children learn to sentence stack, focusing on the style of the author and impact of words and sentences. The

planning of these is based on the teacher's assessment of the children's learning needs. An individual lesson is based on a sentence model, broken into three separate chunks: ·

- Initiate section – a stimulus to capture the children's imagination and set up a sentence. ·
- Model section – the teacher close models a sentence that outlines clear writing features and techniques. ·
- Enable section – the children write their sentence following the model and have the opportunity to 'deepen the moment' where they can explore the plot point further and demonstrate their own creative sentences using their previous learning.

Once children have followed their 'central character' through the story, they have the opportunity to plan and write independently using their previous learning to shape their creative stories. Children at Hucknall National are encouraged to see writing as a journey; re-drafting and editing are used before writing is published. Writing extends across the curriculum with children being given opportunities to write for a range of different purposes outside of the writing lesson.

All English based activities are extended with opportunities for Greater Depth, where children can take writing in their own directions. This usually includes elements of the FANTASTICs which are used to 'deepen the moment'. All children are encouraged to deepen their writing further, regardless of their ability.

Handwriting:

Handwriting is taught daily following the Martin Harvey scheme of pre-cursive leading onto cursive. From foundation, children are taught to form their letters using a lead in join, starting on the line. By the end of Year 2, children are expected to write consistently with pre-cursive letters and some simple joins. Handwriting is taught in their usual English books so the children are able to practise with the same lines that are in their other books across the curriculum and there should be evidence every writing lesson at the top of the writing side of this practise.

Spelling, Punctuation and Grammar:

In EYFS and Key Stage 1, children are taught spelling through the Read Write Inc. scheme in their phonics sessions. In Key Stage 2, children who have not met the end of the Read Write Inc programme continue with phonics sessions. The other children have No Nonsense spelling sessions to learn about word families, the origins of words as well as spelling patterns.

Punctuation and Grammar is taught through the English writing lessons in Key Stage 1. In Key Stage 2, children are taught some discreet lessons for Punctuation and Grammar which is then reinforced in their writing lessons.

IMPLEMENTATION			
	EYFS	KS1	KS2
Pedagogical Approach and Strategies	<ul style="list-style-type: none"> Guided reading in ability groups and small group work. 	<p>Year 1</p> <ul style="list-style-type: none"> Daily Read Write Inc sessions in groups across the year group. Children are focussing on incorporating their phonics and reading skills into their writing. Daily handwriting Incorporate aspects of the Write Stuff by the Summer term onwards. <p>Year 2</p> <ul style="list-style-type: none"> Whole class writing teaching using the Write Stuff and the FANTASTICs strategies. English is taught daily following the Write Stuff approach of sentence stacking and the lesson is taught in 2/3 chunks. Children are encouraged to 'Prove it!' in their writing and identify features using a tick and their Me and T. Punctuation and grammar is taught through writing lessons. 	<ul style="list-style-type: none"> Whole class writing teaching using the FANTASTICs strategies. English is taught daily following the Write Stuff approach of sentence stacking and the lesson is taught in 2/3 chunks. Children are expected to 'Prove it!' in their writing and identify features using a tick and their Me and T. Punctuation and grammar is taught through writing lessons and in discreet lessons.
Environment	<ul style="list-style-type: none"> The FANTASTICs symbols displayed clearly in each classroom. Working walls should have modelled examples of 'Thinking Pages' and a class sentence stack. Working walls have the marking symbols on to refer to. 		
Assessment	<ul style="list-style-type: none"> Read Write Inc. 	<ul style="list-style-type: none"> In Year 1, children are assessed using RWI assessments every half term. They are also assessed using their year group's Key Performance Indicators every half term. In Year 2, children are assessed for their writing against their year group's Key Performance Indicators at least twice every half term. Assessments do not need to be based on one cold piece of writing, or a whole piece of writing. They can be assessed using independent 'chunks' of writing. NFER Spelling, Punctuation and Grammar tests every half term. These are used to analyse gaps in knowledge and to inform teaching. 	<ul style="list-style-type: none"> Children are assessed against their year group's Key Performance Indicators every half term. Assessments do not need to be based on one cold piece of writing, or a whole piece of writing. They can be assessed using independent 'chunks' of writing. NFER Spelling, Punctuation and Grammar tests every half term. These are used to analyse gaps in knowledge and to inform teaching.
Timetabling	<ul style="list-style-type: none"> Daily handwriting Daily English lessons 	<ul style="list-style-type: none"> Daily handwriting Daily English lessons 	<ul style="list-style-type: none"> Daily handwriting Daily English lessons
EAL Provision	Resources are in both English and the mother tongue language where possible. Children receive support from teaching assistants.		
Interventions including	<ul style="list-style-type: none"> Language links Listening and Attention 1 to 1 reading 	<ul style="list-style-type: none"> Language links Handwriting interventions Print model texts slides for children have in front of them 	<ul style="list-style-type: none"> Language links 2:1 after school writing interventions Snip Literacy

SEND provision	<ul style="list-style-type: none"> • Phonics intervention or targeting in the provision. 	<ul style="list-style-type: none"> • Phonics intervention or targeting in the provision. 	<ul style="list-style-type: none"> • Print model texts slides for children have in front of them • Phonics intervention or targeting in the provision.
Staff CPD and induction	<ul style="list-style-type: none"> • Staff meeting time (at least 2 per term) allocated to writing to disseminate training and practice. • Triads with the family of schools. • Write Stuff training. • Read Write Inc training • Lesson triads with reading/writing focus to be set up for Spring term to share good practice amongst teaching staff. • Opportunities for examples of excellent teaching and planning to be available to other members of staff. • Staff given 1:1 support from the writing lead. 		
Phonics	<ul style="list-style-type: none"> • Read Write Inc phonics programme used consistently in EYFS and Year 1 daily. • In Year 2 RWI continues to be used daily for all children and for those who were below the expected level for phonics in year 1. • Half termly assessment and monitoring of children. This data is used to inform grouping, teaching and interventions. • Guided reading sessions in EYFS focus on decoding, and repetition of skills. • Year 2 use No-Nonsense spelling/ RWI 		<ul style="list-style-type: none"> • Small group and individual phonics taught as required. • Phonics interventions.
Language	<ul style="list-style-type: none"> • Vocabulary is taught in reading and English lessons. • Vocabulary is ambitious and children are taught how to use it effectively in their writing. • Children are taught a range of techniques to create an impact on their reader. 		
Learning environment	<ul style="list-style-type: none"> • The EYFS environment is language rich with many opportunities for children to read in the environment. • Nottinghamshire EY Language Tracker used to identify and track children with language needs. • All EYFS adults support and extend language through play. 	<ul style="list-style-type: none"> • Vocabulary walls showing new vocabulary are displayed and updated regularly in KS1 and KS2 classrooms. • Access to dictionaries and thesauruses • Children have access to red pens to edit and improve their work • Marking symbols are displayed 	
Writing Community	<ul style="list-style-type: none"> • Whole school writing projects • Writing competitions 		

Novel Study

At Hucknall National we believe that books open doors into new and exciting worlds! We use high quality novels and picture books as stimuli to enrich our curriculum, extend our children's experiences and build cultural capital. Novel Study is a holistic text-led approach to teaching reading and writing skills through the main English Curriculum. It is both challenging and encouraging for all children as it is based on providing 1st hand experiences and deep exploration of texts and the themes within them.

Novel Study aims to: foster an enjoyment of reading and literature; develop children's communication in all forms, including oracy and language; heighten imagination – the ability to think, reflect and grow morally, socially and cognitively; build deep analysis skills and create a safe place for children to express their inner most thoughts.

Where possible, every class has a text linked to their main topic theme for the term. Through this text, pupils are able to immerse themselves in their novel and the themed topic which they are studying which develops and supports our creative curriculum, allowing for deep analysis based on a range of knowledge and experiences. English lessons are led through the class novel which enhances the development of both reading and writing.