

# Writing at Colton Primary School



Having an emphasis on oracy, we ensure children are **successful writers** by the time they leave primary school. Learning has been carefully planned out from Nursery to Year 6, allowing children to build on what they know. **Model writing examples** are displayed throughout school and classes to inspire and engage children and celebrate achievements. Children take pride in what they write and always keen to share their learning!

## Foundation Stage:

EYFS are the building blocks to **successful writers**!

In **Nursery** an emphasis is on developing children's **gross motor skills** which then supports the development of children's **fine motor skills** - needed for writing. This is achieved through lots of **movement play** - such as, sliding along on their tummy! To aid the development of fine motor skills, children take part in activities like 'Dough Disco' and **exploratory play** using tools and paint. Once children have begun to build the muscles up in their hands, they have opportunities to write during 'Pen Disco' and areas within the provision both inside and outside.

To prepare children for writing, children take part in phase one activities, elements of **Talk for Writing** and book led activities.

**Reception** continues to build on this further through planned opportunities in provision to develop both gross and fine motor skills. The next stages are an **emphasis on recording sounds and accurate letter formation** in preparation for writing (**achieved through RWinc**). Children continue to take part in the **oracy** part of Talk for Writing moving onto recording and beginning to develop some structures in writing.

## Key Stage One:

We aim for children to learn about a **range of genres**; including fiction, non-fiction and poetry. Using this knowledge of different text genres children move forward to writing in the same style **for a purpose**.

Teaching is supported through using **Talk for Writing**, **book focused units** and **Literacy Shed**. This provides a range of teaching structures and sequences to support the different abilities. Some children will need **less scaffolding support** and more opportunities to make **creative independent choices**.

In KS1, texts are often chosen to fit with the current topic in class (Lighthouse Keepers lunch – Seaside and coasts geography link) to allow children to **make connections**. During the Autumn term, Year 1's teaching is based around books (Funny Bones and Room on the Broom). This is to support with the transition from EYFS to KS1.

To make writing **purposeful and relevant** to children, there are writing units planned with **links to our local area**. This links with our **Curriculum for Life**, children are able to write about their experiences and their community. Writing about things they have experience of gives writing a purpose whilst also enhancing their knowledge of our local area.

# Writing at Colton Primary School



## Key Stage Two:

Children continue to learn about a range of genres and **build on previous knowledge**. As children move through school we encourage children to be more independent so when they reach **Year 6**, children **move away from the Talk for Writing structure** (and use Literacy Shed more widely) to **give the children an opportunity to write more independently** in preparation for secondary school.

## Grammar

Grammar is woven into the planning and **'toolkits'** are used to write a **particular genre** of writing (From Year 1-6). Each year, grammar knowledge is **recapped, revised if necessary and built on** to support children have an understanding of these structures to become **accomplished writers**.

## Handwriting

Children in Foundation stage learn **letter formation** through Read Write Inc. In **Year 2** and once ready, children begin learning the **precursive script** moving onto **joining** in KS2.

## Assessment and moderation

Assessment is an essential part of the learning process - as these **reflections** allow us to help children move forward in their learning. Assessment takes the form of: **cold and hot writes, yellow box editing, weekly spelling check and common exception word assessment**. (Also, refer to teaching, learning and feedback policy). **Moderation** takes place between **consecutive year groups** and also **across Trust schools** - which enables to be confident in our judgements.