



Biscovey Nursery and Infants' Academy

Teaching and Learning Principles

Subject: Writing

'With strong roots we learn and grow together'

School Vision:

At Biscovey Nursery and Infants' Academy we aim to ensure that all children can develop the skills they need to become happy and confident learners who, with guidance and support, can reach their full potential.

Our curriculum ensures that we deliver a range of topics across the age phases which develops sequential learning where pupils know more and can do more, ensuring that they are ready for their next stage in education.

Our nurturing ethos endeavours to support all children and their families. Through this approach we are able to work together to ensure that we meet the needs of all learners in our school.

We pride ourselves on delivering beyond the academic curriculum, developing a child's individual character. Our core values run through all areas of school life and learning which allows the whole child to develop into a confident and caring young individual. The Biscovey child shows respect, and through self-belief and courage approaches learning with an inquisitive mind.

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Subject Intent:

At Biscovey Nursery and Infants' Academy we value writing as a key life skill, and alongside reading, place it at the heart of our cross curricular overarching theme approach. We recognise that mastery in phonics is fundamental to support the process of learning to write and aim to teach pupils the key skills of writing through the Read, Write Inc phonics approach. The key skills taught in RWI sessions are explicitly reinforced and developed across the wider curriculum where written outcomes are closely matched to a range of genre with skills developed progressively across the year groups.

Our curriculum is structured through high quality texts. These text types are carefully selected, across all year groups, so that children are systematically exposed to a variety of genres. This is particularly important in closing the vocabulary gap. Furthermore, through this, timely opportunities are seized to develop opportunities for writing across the curriculum.

Through our sustained approach, children become inquisitive about language and its structure and actively write for a range of purposes. They also develop widening knowledge and use this to make connections between subjects and aspects of learning. As a result of this, children become happy, confident writers who develop an enquiring mind.

We teach writing through the powerful and effective tool of storytelling which is based on the Talk for Writing model devised by Pie Corbett. This approach places the learner, through formative assessment, at the heart of the planning, teaching and learning process. Talk for Writing helps the children become better speakers, listeners, readers, writers and thinkers. The underpinning process of Talk for Writing is moving from imitation (laying the pattern of language in the children's heads), innovation (using an original text model for creating something new) into independent application. The Talk for Writing approach successfully draws

on the other elements of our English curriculum combining them in an approach which pins high quality literature and vocabulary at the heart.

Our writing curriculum is ambitious and challenging, enabling high expectations of all learners. This is done throughout the use of support, scaffolded learning and individual challenges ensuring all learners reach their full potential and all written is celebrated.

Subject Implementation:

Our early stages of learning to write is closely linked to our synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc. This is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and writing activities that are matched to their developing needs. The teachers draw upon these early skills and work carefully to reinforce links between the RWI lessons and embed the skills within the wider curriculum.

The early skills of letter formation are taught using a RWI letter formation rhyme. As the children progress in the accuracy of letter formation they are taught to develop a 'lead in' line so developing a pre-cursive style as they move through Year 1. As pupils secure this pre-cursive script they are then taught how to join in a progressive manner both in RWI lessons and whole class teaching. A key element of the Read Write Inc. approach and the use of Letter join is that practice across the school is completely consistent.

Through our cross curricular approach opportunities for writing are presented so that a range of genre is experienced. There are also regular opportunities for developing independence in producing a 'Wow' (Wondrous, outstanding, writing) piece of work half termly. This will reflect upon teaching content/a genre from earlier in a topic.

Subject Impact:

An initial assessment in the form a 'cold task' is the planned prior to starting any writing unit. This enables teachers to establish where the children are on their learning journey. Ongoing formative assessment takes place within each writing lesson to ensure children are making progress in their writing. Teacher's use an assessment tool to frequently look for skills which are being developed in children's writing. This allows for quick identification of gaps in learning or skill acquisition allowing for teachers to quickly reinforce concepts. The lowest 20% who are not likely to meet end of year expectations and/or not making expected progress are quickly identified by teachers and the written assessments allow for targeted work for these individuals. At Biscovey Nursery and Infants' School it is our intention that children will become confident writers make clear and sustained progress from their starting points.