

EY + KS1 Curriculum- Writing

Intent

At Dovecote, our approach to writing in the Early Years is rich, engaging, and provides pupils with exciting first hand learning experiences to make learning to write purposeful and fun for all. Pupils learn to write best when they are inspired, engaged and are enjoying what they are doing.

Pupils are supported to develop both the physical skills, alongside the speech, language and literacy skills that they need in order to set them on the path to becoming successful and motivated writers.

Our curriculum follows a book-based approach, with each topic led by a selection of key texts. Our approach to teaching writing draws upon aspects of the 'Talk for Writing' approach, with the 'Read Write Inc' scheme followed to teach phonics.

We work in partnership and collaboration with parents and carers, so all involved are aware of the needs of the learner, and the child's learning can stretch out beyond the classroom.

Implementation

Physical skills are crucial foundations for children's wider development, as well as being key for writing. Children are supported in their physical development through a range of sessions. Fine and gross motor skills are developed using a number of approaches. 'Pen Pals for handwriting' and 'Dough Disco' sessions happen weekly, and 'Write Dance' is used during PE sessions. Throughout all of these times, pupils are reminded of why these activities are important and how they support their development. This is the beginning of their journey into understanding the benefits of writing.

To encourage pupils to experience, enjoy and develop their ability to be storytellers, 'Helicopter' stories are used. Within this approach, pupils tell their stories to an adult who scribes their words. These stories are then acted out by staff and other pupils so pupils enjoy the experience of seeing their own stories come to life.

Aspects of the 'Talk for Writing' approach are used to support pupils in retelling stories, and innovating them to make them their own. Story maps are created to help children understand the plot.

Pupils experience a range of songs, rhymes and poems. These often involve the use of Makaton and also encompass pupil's interests. Pupils learn a poem off by heart and then perform this to others.

'Read Write Inc' is used to teach children to read accurately and fluently, with good comprehension. This approach begins in Nursery with listening games, as well as the introduction of matching sounds to letters when pupils are ready. Pupils are exposed to lots of the Read Write Inc resources and approaches so they are familiar with them. Within this approach, they learn to form each letter, spell correctly and compose their own ideas systematically. Pupils are taught in small groups, and they are regularly assessed to ensure that teaching closely matches their current developing ability level. Progress is monitored and intervention is used to support where appropriate. Techniques from Read Write Inc, such as 'Fred Fingers' and 'hold a sentence' are incorporated into writing activities outside of the phonics sessions to support pupils.

During adults led writing sessions, pupils are taught to write through modelling of writing during shared writing sessions, and then encouraged to put this into practice themselves. Pupils are given 'in the moment' feedback so they become aware of how to improve their writing.

Writing opportunities are built into the routines and use of the provision. For example, pupils can book a scooter by writing a request for one, so pupils are engaged in writing tasks built into their favourite areas of the provision.

Impact

Impact is measured through lesson visits, pupil/staff/family voice, work scrutiny, and formative and summative assessment data. There are leadership meetings weekly, where impact and children's progress is evaluated and reflected upon.

