

Butlers Hill Infant and Nursery School

The Writing Journey



You learn to *write*
better by *reading*.
You learn to *read*
better by *writing*.
Reading and writing *work*
together to improve your
ability to *think*!





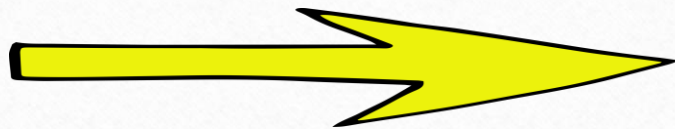
What does writing look like at Butler's Hill?


- Brief overview of Intent and implementation approach supporting key aspects in the OFSTED review.
- A look into each year group F1 to Y3 ... curriculum, assessment and organisation.
- Knowledge organisers / Checklists for KSI
- How did we decide what we teach and when?
- Impact of handwriting on the reading and writing process
- SEND – how do we enable our children to access the curriculum at their own level?
- OFSTED 2017 (key identified areas of weakness spelling and handwriting) and Data

OFSTED Review: High-quality English in early years/KSI may have the following features.

The writing approach at Butler's Hill supports many aspects of this review and planning and implementation has recently been adapted to make closer links with our SSP and supporting our young writers.

Careful text mapping enables us to support these aspects – selecting words based on the phonemes taught where possible and differentiate appropriately for our more able, less able and SEN.



	
Vocabulary is developed explicitly to reduce the word gap in the early years, and to enable disadvantaged children to develop their vocabulary faster.	
The school prioritises daily teaching of systematic synthetic phonics from the start of the Reception Year and into key stage 1, until pupils are fluent in word reading (decoding) and transcription (spelling and handwriting).	
Daily opportunities for children to apply their knowledge of GPCs by reading 'decodable' books that support their fluency in word reading.	
Teachers focus on identifying children who are not able to decode accurately (or are otherwise at risk of not learning to read) early and prioritise teaching them to read.	
The programme of reading develops pupils' accuracy and speed.	
Children practise composition through oral activities before their transcription becomes fluent.	
Children get the practice they need to acquire fluent transcription skills (spelling and handwriting), which is the foundation for their progress in writing.	
Carefully chosen dictation activities enable pupils to practise and apply their spelling knowledge and segmenting skill to use the content they have been taught and to do so without having their working memories overloaded by composing sentences	

Our carefully planned 'text mapping' strategy for writing follows a regulated pattern that children are taught and internalise.

They know what to expect from each literacy lesson, which reduces their cognitive load i.e Day 1 – Orally rehearse, practice and edit on whiteboards.

Day 2 – Best copy into books, focusing on all aspects of their writing including handwriting.

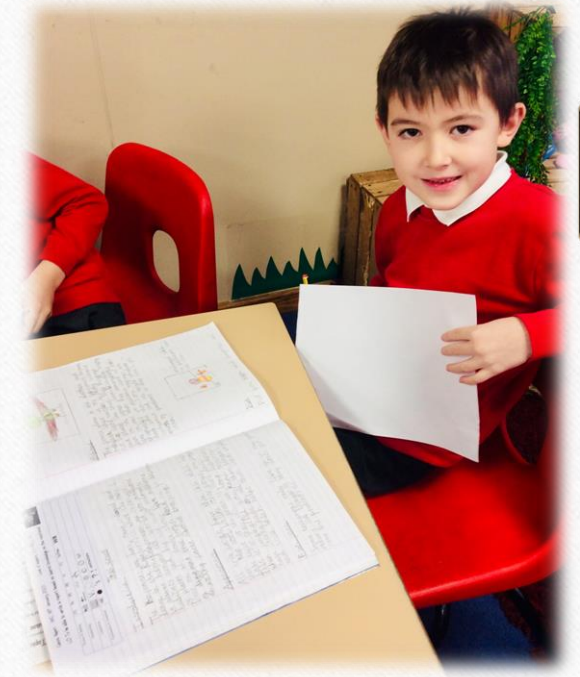
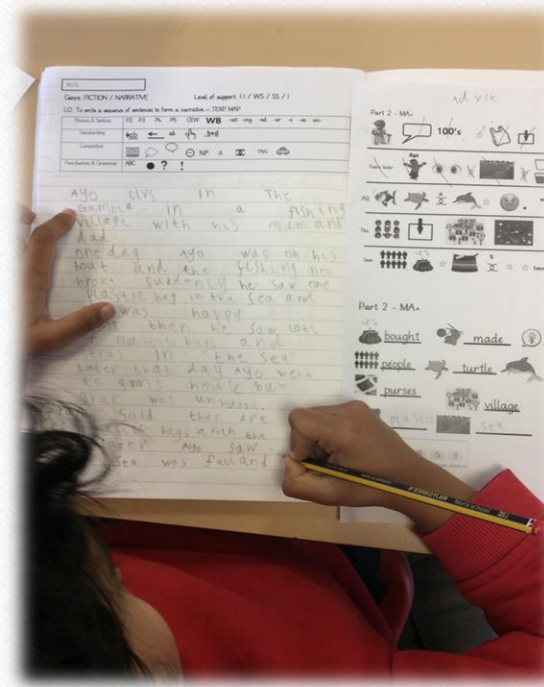
Self-regulated strategy development (SRS) is an approach to teaching writing strategies which has been found to be effective.

It involves the following.

- Step 1: Teach pupils the background knowledge they need to use a writing strategy effectively.
- Step 2: Explicitly describe and discuss the purpose and benefit of the strategy.
- Step 3: Model how to use the strategy.
- Step 4: Pupils to memorise the steps or components of the strategy.
- Step 5: Support and scaffold pupils' mastery of the strategy.
- Step 6: Pupils apply strategy independently.

This approach can be particularly effective for weaker writers as it breaks the complex process down into smaller parts.

The journey starts from day 1



Foundation Stage 1



FI Writing – Writing is not a Primary Area of learning for FI

Curriculum: The EYFS Benchmarking document forms the basis of objectives for FI, from which LTP and MTP have been developed. Key texts are carefully selected over the year, which forms the stimulus for curriculum drivers / topics. FI follows an in the moment style approach to learning and staff carefully match children's interests with what must be achieved from the Benchmarking document.

Organisation: Whole class daily phonics starting with Phase 1 and ELS cards are used for letter formation and shape making to enable children to become familiar the scheme when they enter F2. In FI there is no need for formal handwriting sessions, however children are encouraged and supported to use a tripod grip.

Areas of Provision: Areas providing the practice of fine motor skills all support the writing process – key areas being physical, creative, malleable, message centre in home corner

SEND: Classroom based SEND children are identified through baseline assessments and targeted for additional support through IEP work and early intervention based on need

Foundation Stage 2



F2 Long Term Goals for Writing:

To become a **Sentence Superstar** who can write phrases and sentences (containing single sounds and digraphs) that other people will enjoy reading.

Curriculum: The EYFS Benchmarking document forms the basis of objectives for F2, from which LTP and MTP have been developed – Also see Literacy LTP. Key texts are carefully selected over the year, which forms the stimulus for curriculum drivers / topics. However, the writing curriculum has been carefully structured to follow the ELS (SSP) scheme of work and children in F2 will write captions, phrases and sentences, in a range of genres (lists, stories, posters) based on the phonics / HRS that children have been taught – on a 'keep up not catch up' basis.

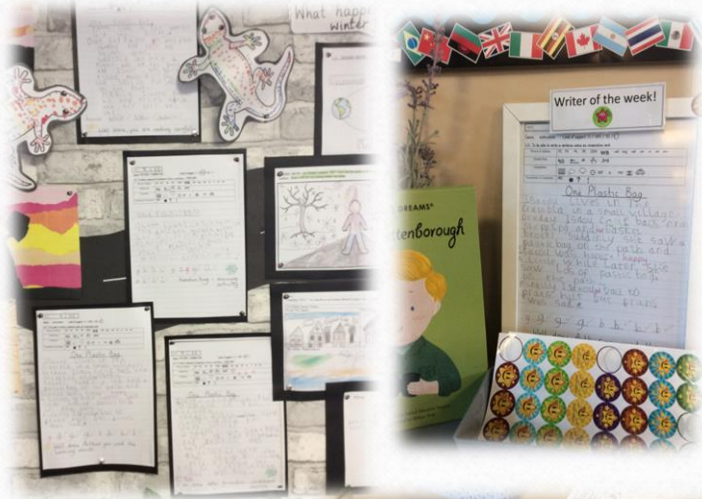
Organisation: Whole class daily phonics/handwriting and literacy lessons with focussed differentiated writing groups once a week.

Areas of Provision: Areas providing the practice of fine motor skills all support the writing process – key areas being physical, creative, malleable and the 'Message Centre'

Assessment: Half termly writing assessment using a piece of independent writing as well as the use of a pre-phonics assessment to show progress made, as well as identify gaps in learning.

SEND: Classroom based SEND children are identified through baseline assessments and targeted for additional support through IEP work and early intervention. A designated classroom has been dedicated to delivering structured interventions (ELS/WellComm) in a quiet environment for children to have the best opportunity to learn. These children have full access to the areas of provision, as well as receiving 1:1 support in order to nurture the gaps in their learning and understanding.

Year 1



What can you see?
Write a story...
Write a poem...



Curriculum: KSI follows an adapted Talk for Writing approach created to support cognitive overload and oral composition. Key texts are read to the class in full, but shortened adapted versions are created by teachers for shared reading and associated text maps that have been pre-prepared. Shared reading where possible supports phonic knowledge and word banks further support differentiated groups. Grammar is explicitly taught through the genre as well as through daily SPAG sessions. Vocabulary is reinforced and explored through Star Words and text reading.

Organisation: Daily ELS phonics in differentiated groups. Daily warm-up is based on the weekly SPAG objective, with two days planning and oral rehearsal and two days of writing up a text map. Day 5 involves a SPAG of the week focus activity along with a handwriting activity and half termly spelling practice. Spellings are organised half termly incorporating CEW and HRS words from the SSP. Guided reading takes places during day 5.

Assessment: Half termly assessment based on the genre learned in that half term. Children will carry out dictated sentences based on expectations for that particular half term – If working below ARE, chd will be assessed on appropriate half termly assessment.

SEND: Children are supported through differentiated writing task – primarily based on stage in phonic knowledge and application. Where possible text maps/writing is linked to the whole class teaching. TA deployment should be split between supporting LA and other groups in the class. However, during input SEND pupils may receive a separate input to support their needs. Therefore, enabling the TA to support other groups during independent tasks.

Year 2



Phonic Topic Words

Phase 5			
warm	kind	darkest	small
read	always	reaches	stage
find	floor	animals	rainfall
forest	eyes	live	

Phase 6		
colourful	safely	introduction
important	interesting	amazing
millions	eaten	themselves
faces	species	know
distances	wettest	flies beetles

Common Exception Words

Year 1	Year 2		
the	where	because	eye
is	some	many	most
of		floor	any
they		kind	beautiful

Curriculum: - As per year 1

Organisation:

Daily phonics is taught through differentiated groups - those working on Phase 3 / 5 (year 1 catch up) and Year 2 Spelling patterns.

Daily warm-up are SPAG /Vocabulary based activities with two days planning/oral rehearsal and two days of writing up a text map. Session 5 involves a whole class discreet SPAG lesson, along with a whole class 20 minute per week spelling practice lesson (see long term planning)

Assessment: Half termly assessment based on the genre learned in that half term.

Children will carry out dictated sentences based on expectations for that particular half term - If working below ARE, chd will be assessed on appropriate half termly assessment.

SEND: Children are supported through differentiated writing task - primarily based on stage in phonic knowledge and application. Where possible text maps/writing is linked to the whole class teaching. TA deployment should be split between supporting LA and other groups in the class. However, during input SEND pupils may receive a separate input to support their needs. Therefore, enabling the TA to support other groups during independent tasks.

Year 3



Curriculum: Currently trialling The Write Stuff. The Write Stuff is based on teacher lead, modelled writing, promoting children to develop grammar skills and vocabulary in small chunks throughout a lesson. It is a whole class teaching approach, with lots of shared ideas discussed within the lesson. Through shared discussions, use of a thesaurus and modelled writing, children develop their own sentences to create powerful sentences for the genre of writing they are learning about. All lessons are driven by success criteria. There are lots of links to the principles of Talk for Writing and drama within units of work. Before starting the writing process, models of writing are unpicked and the features discussed. Children celebrate good sentences on a daily basis by having their work put on a working wall. ELS Phonics - All children are assessed for phonics at the start of the year. Phonics groups happen daily across school. Groups are regularly assessed to ensure children are not falling behind.

Organisation: Writing is taught in mixed ability, mixed age groups across all of school (with the exception of the SEND group in year 3/4). In writing lessons across school, children are encouraged to use IT to aid their learning.

Assessment At the end of each unit, children complete an independent write, where they apply the sentences and grammar skills they have learnt throughout the writing genre. Writing is then assessed using statements from the National Curriculum.

SEND: Children who are significantly below age related expectations are taught in a separate group for English in Lower School only. In this group, children are targeted and have access to a writing and reading curriculum that is suitable to their needs. Gaps in their learning will be met in this group.

How did we decide what to teach and when?



Foundation Stage 1 – Initial mark making is the key focus and improving fine motor skills as well as core strength to enable children to have good posture when sat at a table and develop a secure tripod grip.

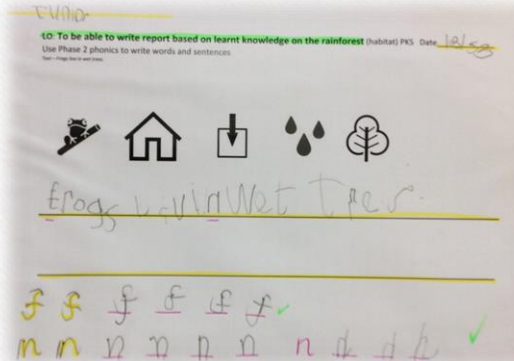
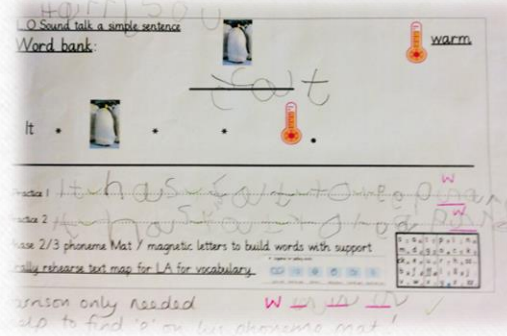
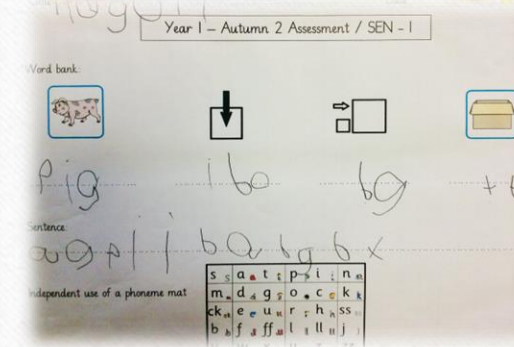
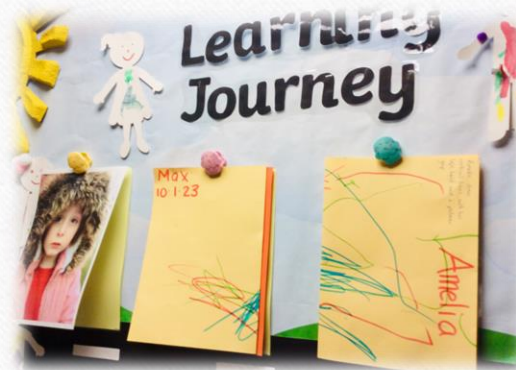
Foundation Stage 2 – Writing builds on F1 and is then developed to progress alongside the SSP programme. Children given opportunities to write in line with phonic knowledge (lists, labels, captions and sentences in readiness for Year 1).

Year 1 – Topics/Drivers dictate key texts. However, genre type is selected based on complexity of features over the year – Year 1 starts with simple sentences of instructional writing to ease children into the expectations of year 1, in order to support their transition.

Year 2 – As above. Children also start with instructional writing in the Autumn term, with greater complexity of features building on their skills from year 1, after a long summer break – again supporting children's transition into Y2.

Pupils with SEND

- ✓ The general principles for effective teaching are just as relevant for pupils with SEND.
- ✓ *Pupils with SEND generally do not benefit from differentiated teaching, activities or resources to achieve a curriculum goal.*
- ✓ Differentiation is not the same as targeted teaching, such as repetition of phonic knowledge.
- ✓ Teachers should use a phonics approach to address gaps in phonic knowledge. It is not necessarily helpful to attribute gaps to dyslexia. Pupils with SEND are very likely to need much more frequent repetition as they learn GPCs.



Impact of handwriting on the writing process



OFSTED's English Research Review for Teachers and Leaders July 2022

Reference to Handwriting and why it forms an essential part of our teaching of the writing process.

- ❑ *When pupils fail to develop sufficient fluency in handwriting, they are significantly affected in how well they can develop higher-order processes such as planning, writing and reviewing texts.*
- ❑ Research supports the idea that writing letters may be important for supporting children's early reading development, because it stimulates the areas of the brain known to underpin successful reading.
- ❑ A small study with 4- to 5-year-olds showed that practice in writing letters 'stroke by stroke' may be the 'gateway' through which beginning readers learn to recognise the features of each letter, as well as learning which features are not important.

Our approach:

- ✓ Nelson Handwriting Scheme – at least two hand writing sessions per week following the scheme / whiteboards and sheets
- ✓ Daily letter formation using the visualiser for explicit modelling during phonics
- ✓ Shared writing draws careful attention to handwriting expectations as seen in observations 2022
- ✓ Marking and feedback relates specifically to letter formation and identifying misconceptions. / bad habits.

OFSTED 2017 and KS 1 Data

- ❑ 2019 Showed progress being made on 2017 data.
- ❑ 2020 – No data due to Covid
- ❑ 2021 – School data (not reported to LA) showed serious impact of Covid (gaps reduced between PP / NPP)
- ❑ 2022 – PP data roughly inline with LA PP . But data but low against National data
- ❑ 2022 – F2 WellComm data showed 75% of cohort below ARE Speech Language and Communication – this will have a direct impact on reading and writing if not addressed asap.

