

Writing Curriculum

Intent

At Eden Park Nursery and Primary School, we are passionate about writing. We believe that all children are authors destined to write their own novels.

Our aim is to provide children with a wide range of rich and high-quality texts to inspire and expand their knowledge of writing techniques, vocabulary and grammar. By following Babcock's Text that Teach programme we can ensure that the texts chosen are age-appropriate and our planning is rigorous and sequential. This is a three-step format: learning the text, practising writing and independent writing. These steps ensure that children are immersed in the text, supported through scaffolded activities and shared writing before planning and writing their own version independently.

Implementation

EYFS

At Eden Park, writing starts in Early Years with the development of fine and gross motor skills.

Gross motor (physical) skills are those which require whole body movement, and which involve the large (core stabilising) muscles of the body to perform everyday functions, such as standing and walking. We offer the children a wealth of activities such as: playing on playground equipment, building obstacle courses, crawling, skipping, rolling, and throwing balls/bean bags, playing games such as 'twister' or 'Simon says' and sports such as, football and basketball.

Fine motor skills are the coordination of small muscles, in movements - usually involving the synchronisation of hands and fingers. To support the children to develop these skills in Early Years, we offer a variety of activities such as: lacing & threading, using tweezers & tongs to pick up small objects, building with construction toys, dressing up using clothes with buttons, press-studs, zips, and shoelaces and using playdough.

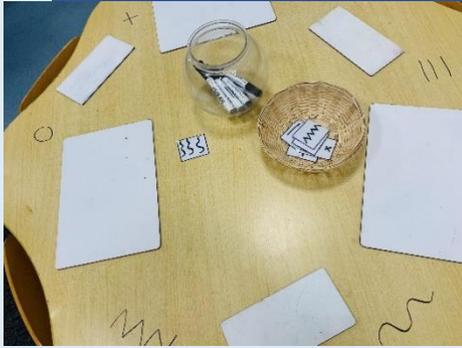
The first step towards a love for writing is to encourage children to have a love for mark making. To do this we provide the children with fun mark making activities such as writing in shaving foam, gloop, salt, and flour, where they can practice forming their letters and pre-handwriting symbols.

Opportunities for writing are also embedded in all areas of the environment such as writing shopping lists, recipes, writing about what they have constructed and writing letters to each other and to our favourite story characters.

Starting in our 3-year-old Nursery we follow the phonics program of Read, Write, Inc which is then continued daily in our Reception classes. Read Write, Inc supports children to be able to form their letters correctly, by using pictures and phrases as both a visual and auditory aid. There are specific times of the day allocated for children to practice their letter formation, as well as timetabled sessions where children will have opportunities to develop their fine and gross motor skills.

Once able to write single sounds in reception, the children will then work towards writing CVC words which will eventually develop in to being able to write sentences. This writing practise is then consolidated with a daily Literacy lesson which gives children further opportunities to practise forming their letters correctly and helps them to become more confident writers before moving to year 1.

A few examples of writing provision within our EYFS classrooms...



Read, Write Inc.



We believe that reading and writing goes hand in hand. As a school we use the programme Read Write Inc to ensure that children are provided with ample opportunities to write the sounds they have been learning and apply this knowledge.

Once the children have completed a range of reading activities, they then move onto writing. The children write every day, rehearsing out loud what they want to say, before spelling the words. This may be with the children practising green and red word spellings, 'hold a sentence' activities or 'edit a sentence' where the children apply their knowledge of spelling and grammar to edit and correct a piece of text.

Sound mats are provided to children during our RWInc and writing lessons to support their learning and allow them to make informed choices about which sound to use.

Texts that Teach

Key Stage 1 and 2

“Texts that Teach” are a series of supported teaching sequences created by Babcock. High quality texts are used and explored to provide strong models for children to draw on in their own writing. Eden Park has invested heavily in detailed CPD to allow our teachers to fully utilise this resource.

Learning the Text

Our aim during this stage is to immerse the children into the text and captivate their interest through role play, learning the text with actions, reading activities and vocabulary work. Grammar is interwoven throughout this stage to recap and introduce grammar in context using the “No Nonsense” grammar toolkit. Children are also given the time to analyse and unpick the text discussing the genre, themes, structure and authorial style. All of this helps to build the children’s confidence to write and provides them with the tools needed to be successful in the independent write.

Practising Writing

This stage allows the children to practice the elements of writing which were taught in the previous stage through a shared class idea/model.

Independent Writing

The final stage enables children to be innovative and creative while still following the structures and devices of the original text. From this independent write we assess the children’s progress against our writing objectives and the elicitation task that was completed at the start of the block.

Working Walls



At Eden Park, we understand the importance of a learning wall to support the children with their writing. A working wall can be found in every classroom that is using the Texts that Teach sequence.

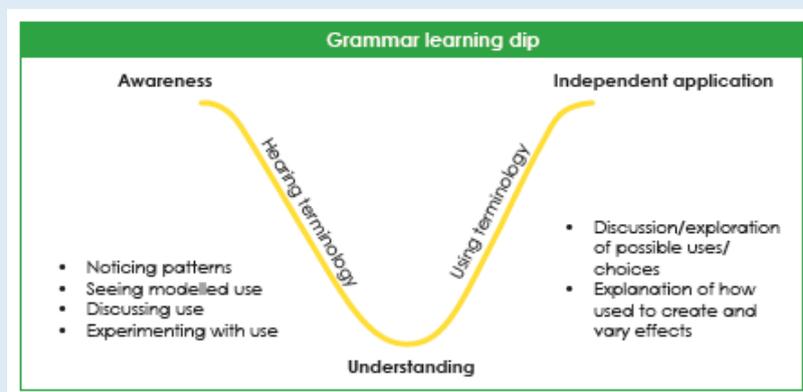
Our learning walls include the grammar toolkit, our learning, vocabulary, and shared ideas from our ‘learning the text’ stage and our collaborated shared write.

Children can return to the wall throughout their writing block and use it to support their ideas and to help them to develop a way forward. In this way, the Learning Wall is essential for the development and support that allow the children to become independent.

No Nonsense Grammar



At Eden Park, we use the 'No Nonsense Grammar' alongside the teaching of 'Texts that Teach' so that grammar teaching links seamlessly with teaching children how to improve their writing. This has had a positive impact on the children's learning by putting the grammar teaching into context and allowing the children to experiment with it within their writing.



"The bullet points on either side of the dip are also vital for progression, and the Sentence Toolkit provides a way to help pupils focus on the aspect of grammar being used, to understand its use and remember it when writing. It does this by linking the grammatical terminology to real-life objects and, where possible, provides analogies to aid pupils' understanding of how the different grammatical features work." No Nonsense Grammar, 2016.

Children are taught tools/ symbols that represent specific grammar content. This analogy helps them to understand the terminology as well as when and how to use it effectively.

No Nonsense Spelling

No Nonsense

Spelling

We believe spelling plays an important role in supporting children on their journey to becoming fluent and confident learners. Our curriculum timetable has been considered carefully to ensure we can support all children in their spelling journey. Our approach aims to provide children with the firm foundations required to confidently spell any word they approach in their learning.

The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions, and personal spellings. It delivers a clear progression through blocks of teaching units across the year and comprehensively explains how to teach spelling effectively.

The programme consists of the following elements:

- The requirements of the National Curriculum, which have been organised into strands and then broken down into termly overviews. There is an overall pathway from year 2-6.
- Termly overviews that have been mapped across weeks as half termly plans. These follow a model of five spelling sessions across two weeks, except in Year 2 where sessions are daily. (Due to spelling being a current focus of Eden Park data and action plan, we are completing 4 sessions a week, 3 sessions and 1 spelling challenge).
- Daily lesson plans for each session, with Supporting Resources, including word lists and guidance on conventions

Staff Development

All staff have received extensive professional development from Babcock that has supported the use of the above outlined programmes. As a result, staff have developed a deeper understanding of the pedagogy of writing and the sequential nature of the Babcock text that teach sequences. This training has also allowed staff to develop a consistent and robust system for the teaching of writing to provide our children with the best opportunities for learning.

Impact

RECEPTION

% expected or exceeding GLD			
2016	2017	2018	2019
56.1	66.1	67.8	72%

% of children achieving ELG in Writing	
2016	63% expected and of these 11% exceeding
2017	74% expected and of these 5% exceeding
2018	73% expected and of these 12% exceeding
2019	73% expected and of these 13% exceeding

KEY STAGE 1

% achieving expected standard or above		
	2017-2018	2018-2019
Eden Park	70%	72%
National	70%	69%

KEY STAGE 2

Parent

% achieving expected standard or above		
	2017-2018	2018-2019
Eden Park	81%	62%

Comments: Parent Survey

- *She loves her days, always happy to go in and buzzing when she comes out!*
- *I would highly recommend Eden Park to anyone.*
- *She is doing very well in her class. They are challenging her well and continue to push her.*
- *My son is exceeding, and this is down to the wonderful teachers and staff he's had. I am so pleased with Eden Park.*
- *More and more impressed at our child's progress and happiness.*
- *Very happy with the progress he is making. He is always enthusiastic and often comes home and tells us about his day.*
- *I am very pleased with how well he is doing at school. I am pleased with his development and have no complaints.*