



Writing

Springfield Infant School and Nursery

Intent

At Springfield, we have designed and follow a creative curriculum. We feel that this provides the opportunity to celebrate individuality and creativity in all of our children. We endeavour to create a life-long love for reading and writing. We want every child to have an enthusiastic desire to write and importantly the skills to do so. We aim to ensure that our children write confidently with independence. We aim to develop our children as good communicators ensuring that writing is given purpose and that children are skilled at writing in a variety of genres and styles.

Our Springfield 'I CAN' values are embedded in our English curriculum. At Springfield English and writing have a pivotal role of enabling **inclusivity**, children feeling **nurtured** and progressing with their writing skills, being **creative** and writing with independence and confidence and be **ambitious** with their writing. The skills children acquire in English and writing are a means of supporting their learning in a range of ways, and can be transferred to other areas of the curriculum.

In addition to valuing the content of their written work our curriculum enables our children to spell and use age appropriate grammar, scribing in a neat handwriting style.

Implementation

We teach writing through our termly and half-termly topics and planning units. Engaging our children in exciting and captivating themes, instantly engages them in writing with a purpose. Inspiring our children through exposure to high-quality texts is crucial to ensuring excellent outcomes and high standards. To enable our children to be motivated and enthusiastic writers, a range of stimuli are offered for writing. 'Hooks' including but not limited to drama, role play, real-life experiences, visits and visitors and exciting events inspire and stimulate the children to write with passion and excitement. Class teachers and teaching assistants' model high expectations of writing structure and organisation enabling the children to write successfully.

At Springfield, where appropriate, we use Talk for Writing and Makaton to support certain genre specific language and structures.

In the EYFS, the children are encouraged to make marks from entry. There is a literacy rich learning environment, with resources aimed to inspire writing. The children access these every day through adult focused tasks, independent choosing (Busy Bee) time and throughout the EYFS environment. There will always be provision in the classroom and shared areas available for the children to work on their literacy skills. Furthermore, knowledge organisers and important vocabulary will be on display and used by the adults to support the children with their language and communication skills. They begin linking sounds with letter transcription, using the patten from the Read, Write Inc phonics scheme from the beginning of their phonics

journey and thus, good habits are formed from the start. The children move quickly through the progressive steps from using random letters, to letter strings, recognisable words to forming sentences which can be decoded. Early inventive spelling is expected in Reception, using their known sounds and phonics. When the children are completing independent writing tasks, they will use their sound and word mats to support them.

In Key Stage One, the children develop their transcription skills. By the end of Year Two their writing is well presented, punctuated, spelled correctly (within the realms of age appropriate expectations) and neat. The children are given the opportunity to re-read and edit through purple polishing to improve their writing so every piece of writing they produce is to the best of their ability and better than the last. The children are aware of their non-negotiables and can use them independently in their writing.

Throughout their time at Springfield, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. It is important to note that we as a staff team, we are regularly making adaptations to our writing plans to ensure that all learners not only make progress from their initial starting points but also that all learners are enthusiastic writers who enjoy writing. We adapt our texts to ensure that we are using the highest quality texts from a range of authors, so that our learners feel represented in our reading and writing lessons. We constantly have high expectations for writing and across our curriculum.

At Springfield, we understand the importance of writing skills and the impact this has on our learners wider learning. Therefore, we have 'Whizzy Writing' time across the school every day. This provides our children with the opportunity to practise key the skills for writing and then have the opportunity to apply this further in a piece of writing. This ensures that the key skills for writing are being constantly reinforced and applied.

Impact

Our writing curriculum is high quality, well planned and engaging, ensuring that we are able to demonstrate clear progression for every child. The children here see themselves as writers and want to write. We measure the impact of our curriculum by reflecting on the standards achieved against the planned outcomes, and ensuring children can understand and apply the fundamental principles of spelling, grammar and punctuation in their writing. Equally, providing children with the skills to evaluate, improve and redraft their writing, to enable them to become responsible, competent, confident and creative writers.