



How we teach Writing at Temple

	SPaG	Writing
<p>EYFS</p>	<p>Phonics – whole class so teachers have AfL of where children are up to when applying their phonetical knowledge to their writing.</p>	<ul style="list-style-type: none"> - Children are provided with a wide range of mark-making and writing materials such as chalk and paint as well as pens and pencils. These can be found throughout the provision both indoors and outdoors where adults are on hand to model drawing and writing and extend the children’s learning. - Key children are highlighted each week with their targets displayed and all adults aware. These children are a priority within continuous provision with the expectation that all adults will intervene in the children’s play to encourage specific skills within the context of the child’s play. - The children are exposed to opportunities to develop their fine and gross motor skills both in indoor and outdoor provision. There is a specific area dedicated to fine motor skills in both Nursery and Reception with activities that are planned and changed weekly to reflect the children’s needs. - Writing is taught explicitly through one to one “focus tasks” or small group sessions linked to the book being read and discussed in English sessions that week. This gives teachers the opportunity to directly address and assess gaps and teach specific skills. - In Nursery children’s motor skills are specifically taught and monitored through weekly “dough disco” and “write dance” sessions where the children are introduced to correct pencil grip and control. In Reception the focus shifts to specific letter formation which is taught in line with the school’s handwriting policy. - Writing is also a key part of Phonics lessons in Reception where children are encouraged to write words and sentences using their phonetic knowledge. - Vocabulary is an enormous focus within the setting and adults are encouraged to introduce children to different words and model correct vocabulary throughout all interactions. Story telling is encouraged amongst the children throughout their play and adults encourage children to use full sentences and interesting words to express their ideas. <p>January Lockdown: One week units based on a text for both Nursery and Reception.</p> <p>Nursery:</p> <ul style="list-style-type: none"> - Daily mark making activities suggested including creative tasks to enhance fine motor skills. General focus on story-telling and exploring vocabulary linked to text. - Phase 1 phonics sessions daily.

		<p>Reception:</p> <ul style="list-style-type: none"> - Daily writing task – modelled by teachers. Daily vocabulary / character work. Writing task differentiated and targeted at different abilities. - Daily phase 3 phonics lessons with opportunities to write words and sentences using new sounds embedded in lesson. - New weekly structure introduced with a daily grammar focus: Monday - jumbled up sentence rearranging Tuesday - reading a sentence and finishing it in different ways Wednesday - fixing a sentence (capital letters, finger spaces, full stops) Thursday - repeating sentences verbally and counting the words before a model write Friday - sentence up-levelling
<p>Year 1</p>	<p>Phonics – whole class so teachers have AfL of where children are up to when applying their phonetical knowledge to their writing.</p>	<ul style="list-style-type: none"> - Phase 2-5 Sound mats used – picking phonemes for writing – children familiarised with these Autumn term - Reading the text- first lesson in cycle is one day link to phonics in the text - Sequencing lesson (beginning, middle, end) - 3 paragraphs rather than 5 for fiction - For non-fiction, start with a practical experience (eg. Making a toy leading to instructions) - Grammar focus – one or two things per unit – all new learning to children - Main focus always sentence structure – heavily modelled - <p>January Lockdown: sequence kept for remote learning, but shorter units: with a lot of teacher modelling and scaffolds. Still introduction to the text including phonics in first lesson, followed by three paragraphs focussed on grammar built in and sentence structure.</p>

<p>KS2</p>	<ul style="list-style-type: none"> - Spelling is taught using the 'No-Nonsense' scheme from Years 2-6 through daily sessions. - Teachers follow the handwriting policy when modelling writing and teach handwriting sessions when and where appropriate. 	<ul style="list-style-type: none"> - The writing cycle is introduced through a stimulus to hook the children into the purpose for writing. It is taught by first exploring the genre and structure of the model text (as well as using other extracts from high quality texts) in whole class reading sessions. - In the writing lessons, teachers then delve deeper into the plot points (fiction) and content points (non-fiction), allowing children to plan their own innovations based on a clear given audience and purpose. - Writing techniques and grammar elements in each paragraph of the model text are taught which the children can then apply the next day, writing their own paragraph. The 'grammaristics' are referred to and used from Years 1-6 to help children remember the key structures of grammar being taught. - 'Experience' days are planned in, which give children more in-depth opportunities to use drama/other speaking and listening activities/short burst writing to explore more difficult teaching points. - Teachers use shared writing to model the thinking process of a writer with the input of the children. - Children are given the opportunity to edit their paragraph before they receive feedback and fix-its from the teacher using specific symbols in the margin to guide pupils where the children need to focus on. - Once edited, the children write the finished piece in their publishing books. - Greater depth children are challenged to use the 'stylistics' and toolkits to encourage them to add their own personal flair and draw on other writing techniques to create different effects on the reader. - 1:1 writing interviews/small group guided writes are used to intervene where children need more teaching and support. <p style="color: red;">From January lockdown, staff identified a need for shorter units which children could follow online even if they missed sessions. Therefore we created the following:</p> <ul style="list-style-type: none"> - One week unit based on a text and linked where possible to History or Science for cross curricular vocabulary acquisition. - Links maintained in Guided Reading – text for writing either linked explicitly or linked extracts explored. - 2 or 3 days of grammatically driven input (in context of the book) with short with short writing outcomes for each. - Very heavily scaffolded with sentence starters and vocabulary - Modelled writes videoed and sent to children to show thought process when writing each day - These days of short writes then become the WILF applied in the children's own, longer writing at the end of the week
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