



Mousehole School's Writing Curriculum Statement of Intent, Implementation and Impact

Statement of Intent

At Mousehole School we are determined to develop an enjoyment for writing in all our pupils and provide the quality teaching and support that will enable all to succeed, no matter what their barriers to learning. We believe that if writing is taught in an exciting way, with skilled and enthusiastic teacher modelling, all children can be motivated to write. The teachers at Mousehole School have worked together to carefully select aspirational and engaging exemplar texts from renowned and celebrated authors and poets as well as lesser-known sources proven to deliver success in writing amongst our pupils.

We have high expectations of our pupils and teach them to have high expectations of themselves. All staff are aware of the barriers that can prevent children achieving success in their writing, whether that be dyslexia or a lack of exposure to writing in their everyday lives. Using their training in the Walkthrus and their detailed knowledge of how children learn to write, the staff at Mousehole School have developed a curriculum and series of progression units of lessons that build upon pupils' skills throughout their time at Mousehole School.

Mousehole School places a high priority on writing and the skills are taught daily. Although writing is taught as a discrete subject in English lessons, we understand that it is through an intensive programme involving the practising of skills that knowledge and understanding will become embedded and applied. We provide opportunities for our children to write across the curriculum in-order to apply their writing skills to different purposes.

Our curriculum is designed to provide children with regular opportunities to write for a range of purposes, linked to our learning in other subjects. We believe that the more opportunities children have to write, the more proficient and confident they will become. Our aim is for children to become independent, enthusiastic and motivated writers and to see writing as a positive experience.

Statement of Implementation

All staff have high expectations of the children's writing and believe that they are capable of success. After careful consideration and with a deep understanding of the children in our school, Mousehole have developed a bespoke writing curriculum that is designed to inspire, stretch and deliver success for all its pupils. It has been developed utilising resources from The Literacy Shed as well as units of work and texts hand-picked for their track record of providing enjoyment and excellent written outcomes amongst our children. The sequence of learning is designed to align either with the class reading texts or other areas of the curriculum being studied to ensure children are immersed in the writing process and exposed to high-quality models of written work at each stage.

Our whole school approach to the teaching and learning of writing involves the following:



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EYFS

In nursery, writing consists of gross and fine motor activities as well as continuous provision. There is a designated area with fine motor activities available all day, every day. Children also dig, paint, and use sand and chalk to develop their motor skills. They practise mark making/ letter formation by writing in a range of different mediums during handwriting practice.

Reception children also have fine and gross motor continuous provision. The children write every morning when they first come into class; they have a daily handwriting/ letter formation lesson and complete a short writing session after Little Wandle reading every day. They also do exciting writing in their books once a week.

The EYFS class has a writing / mark making area in the classroom which is always available for the children to access the resources and weekly activities are included in that area. They also have a phonics table with activities changed weekly for the children to access during the day.

Children in reception practise segmentation of words to spell them, alongside their phonics learning.

Handwriting

Children first establish letter formation and a suitable pencil grip in nursery. In EYFS children learn letter formation in their daily phonics lesson. They have opportunities to practise daily, at a table, with pencil in their writing book. In Key Stage 1 children consolidate their letter formation and learn precursive handwriting. In Key Stage 2, children are taught cursive letter formation and learn fully cursive joins. We use the Little Wandle schemes in EYFS and Twinkl in Key Stages 1 and 2. Handwriting/letter formation is taught daily in EYFS and Key Stage 1, 3 times a week in lower Key Stage 2 and once a week in Key Stage 2 or more as part of an intervention session for children who need further practice.

Spelling

In EYFS and Key Stage 1 we follow the Little Wandle Letters and Sounds programme of study. Children are taught the sounds (phonemes) and how they are written (graphemes.) They then learn to apply what they have learnt through daily practice. In Key Stage 2, we follow the Spelling Shed programme of study in school and for practising spellings at home. As part of this scheme, children are taught, a weekly spelling rule by their teacher, or they learn challenge words. They then work on learning this spelling rule through independent tasks in school and at home. Children are set written tasks to work on their spellings and then are tested weekly. They are taught to proofread their writing for spelling mistakes; they are provided with word mats, dictionaries or iPads to assist them with correcting spelling mistakes.



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Punctuation

The use of punctuation is taught during discrete punctuation and grammar lessons and when encountered in shared writing. In Key Stage 1 and Lower Key Stage 2 the children follow The Grammarsaurus – Place Value of Punctuation teaching scheme. In Upper Key Stage 2 the teacher will revisit these areas and ensures a thorough understanding across the National Curriculum's grammar expectations is reached by utilising a range of resources, including Grammarsaurus, Twinkl and Testbase. As with grammar, the teacher verbalises their thought process while writing, consistently demonstrating the correct use of punctuation. This may often include the teacher making 'mistakes' which the children learn to become eager in spotting and identifying. Children's use of punctuation is assessed through dictation and independent writing tasks. In Key Stage 2 the whole class feedback session is used to highlight and address punctuation misconceptions from children's writing. Children are taught to proofread their writing for punctuation mistakes. Working walls are used to display information to help children with their punctuation.

Vocabulary and grammar

At Mousehole we believe that developing children's vocabulary daily, systematically and with high expectations is key to their success. We do this through a range of means that include vocabulary gathering prior to writing, teaching children to use thesauruses both online and as books and by highlighting new words, discussing language and addressing misconceptions as they occur. During writing sessions, teachers will introduce impressive words and phrases from model texts and children's work to display on working walls and encourage their use. Staff model the use of high-quality vocabulary in their writing. This is verbalised during shared writing and children are constantly prompted to offer powerful vocabulary to the shared writing process. Grammar is taught in discrete lessons and during the shared writing process. Staff constantly include grammatical terminology in the writing process.

The writing process: shared and independent writing

The writing process at Mousehole is broken into four stages. Central to this process is exposing the children to high-quality written texts on which to base their own written work. These texts are chosen to ensure that a wide variety of genres and styles are covered.

The four stages of writing teaching and learning at Mousehole School

1. **The Hook** – The Hook phase is designed to create excitement, intrigue and engagement around a text, visual stimulus, film or scenario. This phase will often allow for unscaffolded, "free writing" designed to assess what the children already know about the genre. It will also reveal part, if not all of the



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model text so that the children begin to see what a good example looks like. During this phase and throughout the teaching, opportunities will be taken to immerse the children in the text type by engaging them in drama, role-play and oracy building exercises.

2. **Unpicking** – This phase is designed to expose the children to high quality examples of the genre or text type being studied. It may involve looking at alternative examples to allow for comparison and contrast. During this phase the text will be deconstructed and analysed. Key features of vocabulary, grammar and structure will be unpicked and added to word banks and examples on working walls and flipcharts for use in further writing. Success criteria specific to the genre are created and used to self, peer and teacher assess the children's writing in the final stage.
3. **Building** – During this phase, the teachers, depending on the cohort and their professional knowledge of the writing abilities of the children in their class will use shared writing to develop worked examples of phrases, sentences and paragraphs, specific to the genre being studied. In Key Stage 1, whole exemplar texts may be learnt and adapted, utilising Pie Corbett's Talk for Writing techniques. In Lower Key Stage 2, parts of a text may be taught in this way: whilst in Upper Key Stage 2 this method may only be used for certain children or cohorts. Regardless of age or ability, central to this phase is repetition of key words, phrases and sentences. This will help develop an understanding of the language patterns and sentence structure required to emulate the genre-specific style.
4. **Editing** – Once the children have had the opportunity to use the skills practised to complete a first draft of their written piece independently, they will review and edit their work. We will use whole class feedback, for those children that wish to share their work publicly or more intimate peer feedback. This will identify areas of strength that the rest of the class can "magpie" or elements that need refining. Edited work is completed in blue "polishing pen." After, this stage the children will produce a finished, neat draft.

Assessment of writing

In Key Stages one and two, children's final independent pieces of writing, published in their writing portfolios, are assessed by their class teacher against the genre specific checklists from the National Curriculum for writing. To ensure these pieces are independent, the edited drafts will not be marked.

Teachers provide termly summative assessment of children's attainment which is tracked on Insight and assessed during writing moderation. Pupil progress meetings and subject leader data analysis is used to track the progress of individuals. Children complete the NFER grammar, punctuation and spelling assessments 3 times a year, whilst Years 2 and 6 complete past SATs papers. Writing is moderated with colleagues from the multi-academy trust at least once a year.

Disadvantaged/struggling writers

Teachers and teacher assistants regularly conduct small group and one-to-one shared writing with children who are struggling with the concepts being taught.



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Groups of children are taught spelling patterns in additional groups. They are taught spellings alongside the phonics taught in Little Wandle reading, including Catch-up sessions at Key Stage 2 taught by our school's Dyslexia Champion. Some groups are taught spellings from previous years' Spelling Shed.

Class dictations are differentiated to assess children on the spelling and punctuation they are using and in-order to plan next steps to move the learning on. Adults make use of multi-sensory spelling techniques when working with groups.

Statement of Impact

At Mousehole, our children have learnt that they can all be successful in writing. Through the use of high-quality model texts and a carefully planned sequence of progressive lessons, the children are immersed in the writing process. Local monitoring committee and subject lead forums have revealed that the children talk enthusiastically and with pride about their writing. They know what makes their writing good and how to get better. The Key Stage 2 SATs results and writing outcomes for our pupils at Mousehole School are testament to the excellent teaching and learning of writing at Mousehole School.