



Strategy for writing: Colyton Primary Academy

Early Writing:	Early writing is developed through both language comprehension and decoding.
Before starting school, new reception children receive a letter from the existing reception children welcoming them to our school. So from the start parents are aware of the expectation and each child sees children writing for a purpose. Each child receives a 'busy pack' before the Summer holidays which includes pencil, crayons, paper etc. they are encouraged to keep a holiday diary and bring to school when they start. This provides an opportunity for adults to scribe for their children and to model reasons for writing. During Stay and Play sessions in the Summer term, children are provided with mark making activities. At pre-school, children draw a picture and these attempts at mark making are sent to school before the child starts. In the first half term parents/carers are invited to a joint coffee morning for pre-school and reception intake. This gives an opportunity to learn about early reading and writing and how to support at home. Baseline assessment of early writing and phonics skills is undertaken during the first 3 weeks. This also involves assessing children's fine motor skills as part of physical development for writing. Pencil grip is noted and children are taught the correct hold. Some children may not have decided on a dominant hand and this is noted and observed so that a dominance can be developed. Finger gym type activities are planned to strengthen muscles and activities in continuous provision, such as play dough and threading encourage this also. Outside activities on the climbing frame, with sand and building are all planned to develop gross motor skills, especially shoulder strength. From the start, adults model writing to the children and scribe their ideas; making explicit the link between the spoken and written word. Children's first attempts at writing and mark making are displayed on the 'working wall' area and letters and words are added to this area as they are taught. Adults may extend or scribe by adding post it notes. The first word children often write is their name and focus is given to this in the first half term; teaching how to form the initial letter and forming other letters correctly in order. Children are taught to form shapes in the air, in sand and on paper. Hand writing patterns on a large roll of paper are undertaken using the Kinetic Letters programme. Children are expected to try to write their name on their pictures and work from the start. Children are shown letters in the cursive style and are helped to practice retracing vertical and curved lines. Adults adjust their expectations in line with a child's physical development. Children begin their writing journey using Drawing Club. Guided writing sessions take place weekly in a writing book. This is skills led and the content is often based on a focus text or curriculum link, such as labelling parts of a skeleton. The task is planned so that children can apply phonic skills. The writing process is explicitly modelled by the teacher during a whole class teaching session. At first, adults scribe children ideas but this swiftly moves onto adults supporting children to apply newly acquired phonics skills to try their own writing. Adults support children to hear and write sounds in words. Alphabet mats and high frequency word cards are also introduced. Progress is recorded in a 'working towards the ELG' sheet in the front of the book. Marking is in line with the school PAR system which is completed with the child.	

Within continuous provision note books, clip boards, paper or labels are provided within play contexts. Resources are provided for children either by following their own play interests or in planned provision to mark make/ write for a purpose and in their own way e.g. if playing 'police' this may be writing speeding tickets, if teachers a 'register'. Activities are planned to support and encourage boys' writing eg. Signs for a car park or station signs for the trains. Adults may support this play to encourage the emerging writing process; starting as drawing lines or squiggles and, as skills and learning progresses, random then specific letters emerge leading onto sounding out words. Children enjoy standing up to write letters and words on the big whiteboard. Learning to write is celebrated as a positive and exciting thing to learn.

Texts are chosen to support the learning of refrains and patterned language. Story maps, role play and discussion support the writing process. Opportunities to use narrative language in play is planned for and the introduction and use of new vocabulary is encouraged.

Welly walks are used as an opportunity to develop narrative, vocabulary and ignite the imagination; helping children make links with real life contexts, such as seeing a house being rethatched and linking to the house made of straw in the story of The Three Little Pigs. Walks also provide opportunity for looking at writing in the environment and its purpose.

Adults make informal observations of children's writing and these are put in the Learning Journey. Writing on Whiteboards may be photocopied as evidence too. Progress is monitored at least half termly and children are given support as necessary.

As children's writing skills develop, adults introduce finger spacing, capital letters and simple punctuation. In the Summer Term, children who are securely meeting expectation are provided with opportunities to extend writing and develop independence. For example, by creating their own little stories.

Phonics for spelling:

The diligent, concentrated and systematic teaching of phonics is central to the development of early writing.

Phonics is taught through the Sounds Write programme.

Pupils are exposed to an hour of phonics each day to include reading, manipulation and writing sounds and words.

Phonics provision is monitored closely by the EYFS teacher, Early Reading Lead and Headteacher. Children are taught in whole class groups to ensure all are exposed to age-related expectations. Any intervention needed is offered as additional provision. Phonics assessment are completed at least half termly in EYFS and termly in Year 1. This ensure that if children do fall behind, their needs are identified quickly and that they catch up.

Induction of new staff includes opportunities for training in phonics teaching. CPD has been provided for all staff and this is regularly revisited. Teachers are given opportunity to watch model phonics lessons and are supported at the planning stage by the team leader or the English subject leader.

Beyond Year 2, any children who require additional phonic support have this included in their provision. These staff are also given opportunity to watch demonstration sessions and are supported by skilled practitioners.

On transition to KS2, any Year 2 children who have not passed the phonics screening retake are prioritized for phonics intervention using Early Reading materials. They are given home reading books which are matched to their phonic ability.

Developing a whole-school writing culture

Writing is shown to be valued and important throughout the school.

At Colyton, quality texts for writing are chosen through a range of approaches including the **Babcock** sequences focused on texts which teach, **Literacy Shed** film inspired and **I Am A Clever Writer**. All year groups have a rich writing curriculum based on quality texts with a range of plots, characters, vocabulary and genres that will feed into pupils' writing. Children are also supported to write using the **Colourful Semantics** tools.

Children are also given a range of opportunities to write for a range of purposes outside of the English lessons eg a diary entry in history, a fact file about a famous artist in art and to explain their thinking in maths.

We value the whole writing process and have a strong focus on editing and revising which children are given opportunities to do at several points throughout planning and writing.

At Colyton, we celebrate writing in classrooms and around the school. Each class has writing displayed that inspires others and themed whole school writing is planned in each year.

Teachers share their love of writing, providing model texts. Staff share writing competitions and encourage pupils to participate by modelling their own entries, such as the Colyton library poetry competition and by encouraging pupils to create work for the Coly Times.

Progression of writing skills

Teaching of writing skills is sequential and carefully planned for.

Over the past three years, writing at Colyton has developed so that all teachers follow the same approaches. Texts are broken down into sequence steps ready to be taught and targets are set from an elicitation. Targets and steps are then focused on throughout the unit to ensure that skills are developed and built on. At the end of the unit all pupils have the opportunity to plan, draft, edit and publish pieces focused on the sequence steps and individual targets.

Targets will be based on catch up skills apart from children who are working at GD who should have targets which move their learning forwards.

Pupils work back into their elicitation tasks to improve them where new learning has taken place.

Teachers provide feedback on drafts using whole class feedback and pupils are given the opportunity to revise their writing based on this feedback. There is an expectation that pupils evaluate their own writing.

Book and planning monitoring is planned into the sequence of staff meetings/Leadership meetings to ensure that all teachers are following the Colyton process and moderation across the school and within the federation also takes place regularly.

Continued Professional development	Staff receive training in order to provide them with the skills required to teach all aspects of writing.
Teachers and TAs at Colyton have received a range of quality CPD in the area of writing, reading and spelling, often Key Stage specific. Teachers are confident in planning and delivering the English curriculum applicable to their year group and know the expectations of the year groups above and below. Staff have received additional training in spelling in order to deliver lessons confidently and there is ongoing support in this area. A Teaching English crib sheet is provided (and used as a working document) to ensure a consistent approach in the delivery of lessons. Teachers have had spelling, phonics, reading and sentence level training through First Federation and some teachers received using quality text and grammar training through Babcock (2018). Non-pupil days which are attended by all teaching staff focus on English skills. The English lead attends regular sessions which are fed back to staff. Within the federation, teachers also engage in regular moderation to ensure accurate assessments.	
Assessment of writing	Both summative and formative assessment of writing is used to inform planning and support children's progress.
Writing is assessed through daily marking and feedback as well as more in depth formal assessment of independent outcome pieces. These assessments are fed in to unit planning meetings so that gaps can be identified and addressed in the next unit. This information is collated termly when judgements about whether a child is working at ARE are entered onto SIMS, the schools tracking package. Writing is moderated within the cycle as well as at more formal hub moderation events that are held termly. Leaders and teachers moderate and triangulate assessment outcomes for those children who fall behind and provide challenge to teachers to ensure these children catch up. Feedback is given to students in a variety of ways in line with the school marking and feedback policy. - For lessons at the initial phase of a unit (e.g. story mapping, sequencing, likes/dislikes grid, drama), no formal marking is expected. VF may be used if relevant but spelling or handwriting will be picked up on. - Target footprints are used to show where pupils are working on their targets set in the elicitation task. - It is particularly crucial for teachers to feedback on children's planning of writing. Where possible, teachers circulate within these lessons and provide in-the-moment feedback. - Teachers provide opportunities to rehearse spelling (using syllables), handwriting and SPAG feedback where appropriate.	

