


Highly-engaging Building schemas Retrieval practice Expert modelling and exposition Adaptive Teaching

Early Writing LTP



Intent	Implementation
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At MRA, Early Writing is taught alongside Early Reading. Early Writing is taught in a robust, systematic way. Children learn all the Set 1, 2 and 3 sounds and common exception words through repetition and rhyme which allows them to recognise all graphemes/phonemes needed to segment and spell words accurately, using Read Write Inc. We aim for pupils to be able to use their reading to inform and inspire their writing. Writing tasks always link to books the pupils have read to ensure children are exposed to a rich variety of text types and vocabulary before beginning to write. Our curriculum is designed so oral rehearsal sits at the heart. Our handwriting curriculum supports pupils to build the foundations of continuous cursive handwriting, so pupils can write fluently and quickly by the time they leave KS1. We believe that writing is not restricted to writing lessons and can be developed throughout the school day and our wider curriculum is designed to enhance our writing. Our curriculum inspires pupils to become writers and allows pupils to celebrate their writing success and showcase their achievements.



The Ruth Misikin, Read, Write Inc Get Writing programme is used to deliver our initial Early Writing teaching in EYFS. It is a DfE-endorsed systematic, synthetic writing programme with a whole-school approach to teaching Early Writing. It teaches children to write accurately, fluently and with understanding whilst also teaching them the basic grammar learnt across EYFS. Pupils are taught in small groups, at their own pace with specialist RWI teachers. Writing lessons include appropriate scaffolding to allow children to be successful. Alongside the RWI programme, Writing Weeks are delivered. Writing Weeks are designed to enhance the pupils' writing and provide additional opportunities to practise the skills needed to become a confident writer. In EYFS and Year 1, all writing lessons are delivered using the Being a Writer approach (see writing LTP). In EYFS, there are additional writing opportunities throughout the continuous provision within the classroom and in the outdoor setting. Writing Weeks and Writing Lessons are based on high quality texts with a clear writing outcome and where appropriate, are linked to the wider curriculum. The chosen texts provide a range of diverse characters, plot lines and writing styles to ensure maximum exposure. Throughout the foundation subjects, lessons are designed to facilitate the children writing at length and for different purposes. Our handwriting curriculum, Daily Supported Handwriting, provides pupils with daily handwriting lessons, initially focusing on basic letter formation and building to the foundations of continuous, cursive, handwriting.


Impact

By the end of Year 1, children have learnt the 40+ phonemes and graphemes and have the tools to use these sounds to spell words accurately. They are familiar with common exception words appropriate to their age and spell them accurately. Children have been exposed to a variety of high-quality texts which are used to enhance their writing. Pupils can confidently orally rehearse their writing which supports them to accurately compose sentences and pieces of writing that are well-structured and make sense. Pupils have had opportunities to write in a range of genres, using their imagination and personal interests to inform their writing. Pupils are beginning to develop their continuous cursive handwriting and feel a sense of pride in their writing and are celebrated through the Star Writer awards.




Progression

Pupils begin their writing journey mark making and learning basic letter formation. When pupils have learnt some set 1 sounds, they learn to segment and blend sounds to spell words using magnetic letters. They then learn the routine of using 'fred fingers' to spell words. They can then apply this to the new sounds they learn, to spell many words accurately. Pupils then learn to hold a sentence in their head and write it accurately, using their phonics to support spelling and then progress to building a new sentence orally based on their reading and then writing it down. Pupils also begin to edit a sentence, to identify basic grammatical mistakes. Finally, pupils progress to writing a piece of writing based on a specific genre of writing, influenced by their reading. In handwriting, pupils learn basic letter formation first. They then begin to add the entry and exit strokes needed for continuous cursive handwriting. Pupils then begin to join letters together.










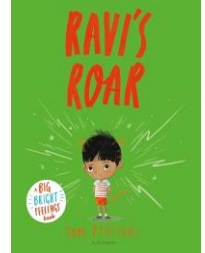
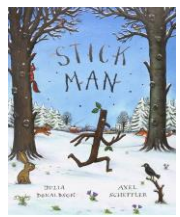
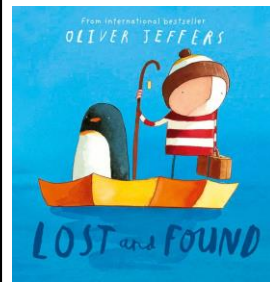
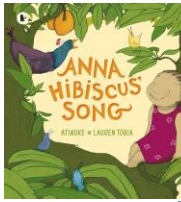
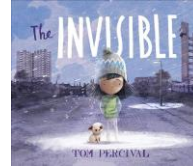




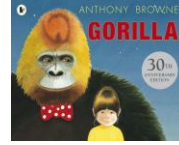
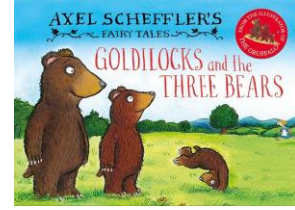
Enrichment

Pupils have access to high quality, diverse texts throughout the school day which they can use to influence their writing. Star Writer displays celebrate children's writing and inspire them to write independently. Where appropriate, Writing Week/Lesson texts are based on the wider curriculum to ensure our curriculum is coherent and children's learning enhances their writing. The foundation subjects are used to facilitate further writing, based on the new knowledge pupils are acquiring.



Early Writing LTP Writing Week Map



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Core Text	Baseline	1. So Much 	1. Information texts - Birds 	1. The secret sky garden 2. Information texts plants 	1. Information texts mini beasts 2. If I were Prime Minister  	1. Handa's Hen 
EYFS Writing Outcome	To sequence and label events from the story.	1. To write captions to create a clever plan. 2. To write a description of the setting.	1. To write a speech bubble. 2. To label parts of a bird and write what a bird can do.	1. To create my own character and write a description. 2. To write a diary of a seed	1. To write a fact file on minibeast. 2. To continue a story.	1. To write an imaginary journey.
Y1 Core Text	1-2. PSHE book 3. Ruby's Worry 4. Ravi's Roar 5. Burglar Bill 6. Cotton Wool Colin 7. Click, Clack, Moo  	1. Six Dinner Sid 2. Alien's Love Underpants 3. The Owl Who Was Afraid of the Dark 4. Stickman 5. Billy and the Dragon 6. Lost and Found x 2  	1. On the Way Home 2. How to be a Viking 3. Anna Hibiscus' Song 4. The Invisible 5. George and the Dragon 6. The Squirrels Who Squabbled  	1. The Bear and the Piano 2. Billy and the Beast 3. The Extraordinary Gardener x 2  	1. Gorilla x 2 2. Wild x 2 3. Nimesh The Adventurer 4. The runaway pea 5. Poetry   	1. Geography non-fiction x 2 2. Goldilocks and The Three Bears x2 3. Poetry 
Y1 Writing Outcome	To write sentences using adjectives. To retell a narrative.	To re-tell a narrative. To describe a setting. To write sentences using adjectives.	To re-tell a narrative. To describe a setting/character. To write sentences using adjectives.	To write a setting/character description. To re-tell a narrative. To write instructions.	To write a setting/character description. To re-tell a narrative. To write a diary. To write a poem.	To re-tell a narrative. To write a non-chronological report. To write a poem.