

Early Writing LTP



Intent

At MPA, 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 and different scripts should be everywhere, 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.



Implementation

The Ruth Miskin, Read, Write Inc Get Writing programme is used to deliver our Early Writing teaching. 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 teaches them the basic grammar learnt across EYFS and Y1. 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, additional afternoon writing sessions and Writing Weeks are delivered using The Write Stuff approach. These sessions are designed to enhance the pupils' writing and provide additional opportunities to practise the skills needed to become a confident writer. The chosen texts provide a range of diverse characters, plot lines and writing styles to ensure maximum exposure. In EYFS, there are additional writing opportunities throughout the continuous provision within the classroom and in the outdoor setting. 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.



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.



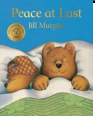



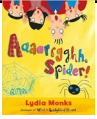



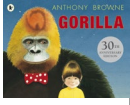



Enrichment

Pupils have access to high quality, diverse texts throughout the school day which they can use to influence their writing. Displays celebrate children's writing and inspire them to write independently. Where appropriate, Writing Week texts are based on the wider curriculum to ensure our curriculum is coherent and children's learning enhances their writing.



Early Writing LTP Writing Week Map



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Core Text	Peace at last 	1. Little Red and the very hungry Lion  2. We're going on a Lion Hunt	1. The owl who was afraid of the dark  2. Information texts - Birds	1. The Gruffalo  2. The tiny seed (non-fiction)	1. Nonfiction Mini beasts  2. Aaargh Spider	1. Naughty Bus 
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.
EYFS Curriculum Links	-Demonstrate understanding of what has been read to them by retelling stories. - Form lower-case and capital letters correctly -Spell words by identifying the sounds and then writing the sound with letter/s.	-Form lower-case and capital letters correctly -Spell words by identifying the sounds and then writing the sound with letter/s.	- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	-Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters -Write simple phrases and sentences that can be ready by others	-Write recognisable letters, most of which are correctly formed -Spell words by identifying sounds in them and representing the sounds with a letter or letters -Write simple phrases and sentences that can be ready by others
Y1 Core Text	1. Ruby's Worry  2. Astro Girl 3. Little Boat 4. Ravi's Roar <i>These books are taught as part of the EYFS-Y1 transition and are taught in focus groups.</i>	Stickman 	Gorilla 	Wild 	Nimesh 	The Extraordinary Gardener 
Y1 Writing Outcome	1. To write about my emotions. 2. To retell the story using simple sentences. 3. To write sentences using adjectives. 4. To retell the story using simple sentences.	To re-tell the narrative.	To re-tell the narrative in the past tense.	To write a setting description. (comparing wild vs home)	To re-tell the narrative using your own setting.	Week 1: To re-tell the narrative from your perspective. Week 2: To write a persuasive letter.
Y1 Curriculum Links	To consolidate the Early Learning Goals: -Write recognisable letters, most of which are correctly formed -Spell words by identifying sounds in them and representing the sounds with a letter or letters -Write simple phrases and sentences that can be ready by others	-sequencing a narrative -capital letters and full stops -use role-play to explore the story Stickman WAGOLL	-developing vocabulary using verbs -joining words and joining clauses using 'and' -using 'ed' where no change is needed in the spelling of root words Gorilla WAGOLL	-developing vocabulary using adjectives -spelling common exception words correctly Wild WAGOLL	-developing vocabulary using adjectives -beginning to punctuate sentences using full stops, question marks, exclamation marks -spelling common exception words correctly -re-reading what they have written to check that is makes sense -pupils begin to understand how written language can be structured -discuss what they have written with other pupils -use capital letters for the personal pronoun 'I' Nimesh WAGOLL	-developing vocabulary using adjectives -beginning to punctuate sentences using full stops, question marks, exclamation marks -spelling common exception words correctly -re-reading what they have written to check that is makes sense Extraordinary Gardener WAGOLL Narrative Week 2: -pupils begin to understand how written language can be structured -discuss what they have written with other pupils -use capital letters for the personal pronoun 'I' Extraordinary Gardener WAGOLL Letter