



The Teaching of Writing at Cayton School

A Writer at Cayton School will have...

- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- Knowledge of word spacing, paragraphing, all punctuation from Key Stage 1 to Key Stage 2.
- Knowledge of grammatical features with opportunities for practising their skills across a range of writing genres.
- A desire to improve writing at emerging, expected and exceeding level through editing, re-drafting and orally rehearsing sentences, responding to self, peer and adult feedback and reading aloud examples of their work to the class.
- The ability to write fluently, legibly and at speed using cursive script when appropriate to purpose with good knowledge of upper and lower case letters and of the correct way to hold a pencil.
- Knowledge of words containing each of the 40+ phonemes already taught, GPCs, common exception words, the days of the week, the letters of the alphabet in order, alternative spellings of the same sound, prefixes and suffixes (including how these can change word class), as well as practise in dictation.

At Cayton School, children are exposed to high quality literature to inspire their own writing and to instil a passion for the subject. Immersion in a class novel, writing for a range of purposes and modelling with high expectations from their class teacher are just some of the ways we enable children to thrive and develop as writers. Oracy, discussion and drama together with spelling, punctuation, grammar and phonics teaching ensure that children have the skills and confidence to develop their writing style across a range of genres. We recognise the importance of communication and language development- reading and writing are the key for a child's success in terms of both other subjects in the curriculum and in their future lives.

Intent of Handwriting

The Twinkl Handwriting scheme and spellings shed, as well as a range of other resources such as knowledge organisers and Literacy Shed together with high quality novels and immersion and just some of the resources used to both inspire children's writing and to model excellent examples of structure and punctuation.

Oracy

Oracy underpins the development of reading and writing at our school, where we believe high quality writing arises from talking and exploring language through activities such as discussions, debates and hot seating- every opportunity has been provided for pupils to participate in these activities throughout Cayton School. The quality and variety of modelled language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils will, for example, explain their understanding of books and other reading, and to prepare their ideas before they write (see progression document).

Writing and Assessment at Cayton School

Children will have a building knowledge of etymology and a wide vocabulary encouraged from the beginning of school and enhanced through reading and regular opportunities for learning new vocabulary each lesson, including definition games in Spellings Shed, the use of jars or a display and examples from Tier 1, Tier 2 and Tier 3 vocabulary banks. (See progression map for each year group). Knowledge of word spacing, paragraphing, all punctuation (from capital letters and full stops

in Year 1 to semi-colons in Year 6) and all grammatical terms (from a fronted adverbial in Year 4 to passive voice in Year 6) also covered in SATs papers and GAPs tests will be developed. The ability to write clearly, accurately and coherently in fiction (including narratives) and non-fiction pieces, adapting their writing for both purpose and audience will be built upon. We foster a desire for pupils to use and explore figurative language in poetry for effect in writing and the opportunity to write for pleasure in 'free-writing' where possible. Knowledge of how to independently find synonyms in a thesaurus, using them effectively, and correct spellings in a dictionary is built on each year, as well as editing and improving writing at emerging, expected and exceeding level through editing, re-drafting and orally rehearsing sentences, responding to self, peer and adult feedback and reading aloud examples of their work to the class. The 20 sentence types are referred to- they have examples of grammatical features and how to use them in writing appropriately. Children have a building knowledge of all spellings rules for KS1 and KS2 through class teaching and Spellings Shed which we are using in class as well as at home to develop spellings throughout school. The ability to write fluently, legibly and at speed using cursive script when appropriate to purpose with good knowledge of upper and lower case letters and of the correct way to hold a pencil is also modelled. Children are taught the knowledge of words containing each of the 40+ phonemes already taught, GPCs, common exception words, the days of the week, the letters of the alphabet in order, alternative spellings of the same sound, prefixes and suffixes (including how these can change word class), as well as practise in dictation.

Twinkl Handwriting Scheme

This uses a planned sequence of lessons to ensure all pupils have progressively covered the skills required to meet the aims of the National Curriculum for writing transcription and the related Early Learning Goals. Step 1 (Let's Get Ready to Write) aims to help children to develop their fine and gross motor skills and pencil control as a precursor to effective handwriting. It aims to show good control and coordination in large and small movements, to move confidently in a range of ways while safely negotiating space, to handle equipment and tools effectively and to safely use and explore a variety of materials, tools and techniques.

Steps 2 and 3 (Forming Letter Families and Positioning & Pre-Cursive) aim to teach children the statutory objectives from the Year 1 and Year 2 curriculum: to sit correctly at a table, to hold a pencil comfortably and correctly, to begin to form lower case letters in the correct direction and of the correct size relative to one another, to start and finish letters in the right place, to form capital letters and the digits 0-9 of the correct size, orientation and relationship to one another and to lower case letters, to understand which letters belong to which handwriting 'families', to start using some of the diagonal and horizontal strokes needed to join letters and to use spacing between words that reflects the size of the letters.

Steps 4 and 5 (Joining Letters and Fluency, Style & Speed) teach the statutory skills from the Year 3 - Year 6 curriculum: to use the diagonal and horizontal strokes that are needed to join letters; to increase the legibility, fluency, consistency and quality of their handwriting; to ensure that their lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch; to write with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and to choose the writing implement that is best suited for a task. The Twinkl Handwriting scheme intends to take all pupils on a journey to using fluent, speedy and joined handwriting throughout their independent writing. This, in turn, will help to support their composition and spelling.

Phonics

At Cayton School, we use the Twinkl Phonics Programme which is an accredited systematic and synthetic phonics programme. We teach phonics daily from the beginning of EYFS to Year 2 and to the lowest 20% of readers within intervention. Children receive daily phonics lessons which build on previous learning day by day to help them make rapid progress (see phonics and early reading progression map for further details). Our pedagogy of phonics sessions is:

- Synthetic, systematic and progressive
- 100% of the children, 100% of the time
- Rigorous and pacy.

Pupils are systematically taught the phonemes/graphemes (sounds/print), how to blend the sounds and how to segment the sounds in order to write words. They are taught to use their phonic skills and knowledge as their first approach to reading. Additionally, children are taught some words by sight which are called common exception words (CEW). These are words that do not follow the phonetic code so we look at why they are not decodable (tricky) in different ways.

Children's progress is continually assessed and reviewed by using Phonics Tracker (minimum of every half term). This carefully looks at any gaps in each child's learning so that support can be quickly accessed by either

- Same day intervention
- KS1 intervention
- KS2 codebreakers
- Precision teaching techniques

Special Educational Needs and Disabilities (SEND) Inclusive Provision

At Cayton School, in EYFS and Key Stage 1, children who need additional support receive additional one-to-one or small group support and interventions. Whole school training is carried out, including all staff as well as volunteers and Buttercups (pre-school), to ensure consistency of approach to closing gaps in writing attainment. These interventions continues into KS2 to offer children who did not pass the phonics check further support as they continue their reading and writing journey. To support these children, teachers also establish home-school links with parents and carers. Pupils also work in small group writing interventions (for example- handwriting formation or grammar) to develop their comprehension skills further, which are adapted regularly based on assessment outcomes. As well as supporting children with their gaps in writing, a love of writing for pleasure is also encouraged. Our Reading Spine includes a range of engaging novels to inspire writing for a purpose. Pupils are immersed in these topics and encouraged to write imaginatively or for information depending on purpose and audience. At Cayton School, we strive to find opportunities for inclusive writing that immerses pupils of all abilities, such as our 'Poetry in Nature' competition.

Immersion

Immersion in both fiction and non-fiction texts, as well as poetry and topic areas linked to narratives will inspire and develop confidence in children's writing across a range of writing genres. Writing moderation in school and with other schools as well as external agencies, and staff training, will allow a dialogue about children's writing and the expectations of this to be had between all members of staff. Children will also be part of this dialogue as well as parents at parent's meetings and during other opportunities for talking and sharing excellent examples of their writing. GAPS tests will also show which areas of grammar need to be focused on in writing alongside the immersion and inspiring parts of the subject. Our Forest Library area and other links in school to reading will go

hand in hand with developing children's writing which we will display around school as they take pride in their work.

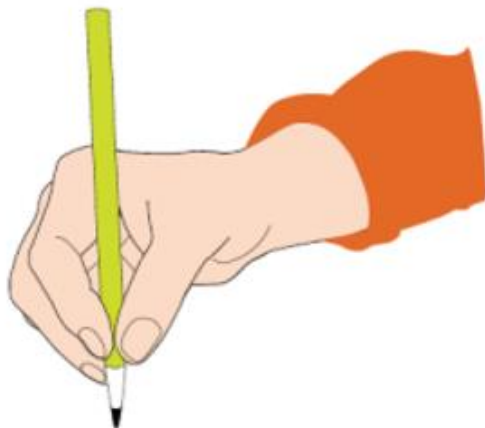
Implementation of Handwriting

Following the Twinkl Phonics handwriting programme allows subject leaders to feel confident about curriculum design and delivery throughout their whole educational setting. If implemented correctly, the detailed planning and progressive sequence of the programme assures subject quality, sufficient depth and coverage of skills and gives teachers the curriculum expertise to deliver effective writing transcription lessons. The scheme's supporting resources enable effective curriculum implementation and can be differentiated to meet all pupils' learning needs. Where gaps in pupils' skills are identified, the Twinkl Handwriting materials can also be used within intervention sessions to enhance pupils' capacity to access the full curriculum. At Cayton School, we aim for children to take pride in their presentation of work, following the handwriting policy with regular opportunities for them to see high quality modelling of cursive script.

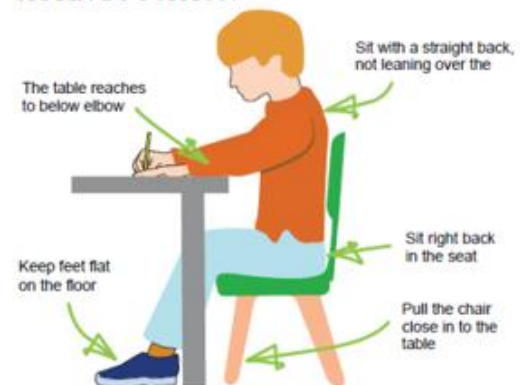
EYFS

Pupils should be taught to:

- show good control and coordination in large and small movements.
- move confidently in a range of ways, safely negotiating space.
- handle equipment and tools effectively, sitting comfortably writing at desks (maintaining good posture for writing- see diagram below).
- shows a preference for a dominant hand.
- begins to form recognisable lower case letters, capital letters and digits in non-cursive writing and in the correct direction following Twinkl phonics, starting and finishing in the right place as modelled by teachers and staff.
- safely use and explore a variety of materials, tools and techniques.
- hold a pencil correctly- children will be encouraged to grip the pencil between the index finger and the thumb. The middle finger is then used to support the underside of the pencil as shown below.



SITTING POSITION



Key Stage 1

At this stage, as in EYFS, handwriting forms part of early morning activities and is a focus in Phonics and spelling lessons. These focus on letter formation and the objectives of the Key Stage One and Two Programmes of Study.

Pupils should be taught to:

- continue to sit correctly at a table, holding a pencil comfortably and correctly show good control and coordination in large and small movements.
- develop understanding of which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- form lower case letters and words of the correct size relative to one another, using oracy and following the Twinkl phonics scheme to develop writing in sentences with Year 1 punctuation.
- continue to use spacing between words that reflects the size of the letters, making ascenders and descenders clearer and writing on the given lines as modelled by teachers and staff.

Year 2 only- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Key Stage 2

Across KS2, children are expected to use the cursive script. Handwriting is either completed as a separate, regular session daily (approximately 15 minutes) or done as part of an extended session during the week with high quality modelling following Twinkl cursive script. Handwriting pens are usually given at the stage where children are writing legibly with joined handwriting. 'Leading lines' are no longer expected as part of our policy.

In Years 3 and 4, pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined, following the Twinkl phonics scheme.
- increase the legibility, consistency and quality of their handwriting for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

In Years 5 and 6, pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
 - choosing the writing implement that is best suited for a task.
 - In Year 6 particularly, this should be maintained in all areas of the curriculum. Exceeding writers should maintain consistency and fluency in joined, cursive writing.

Other provision

All teachers are aware of the left-handed pupils in their class and make appropriate provision e.g.

- Left-handed pupils could sit to the left of a right-handed child so that they have enough space for writing.
- Children may choose to write in a different style of pen which does not smudge so easily.

Impact of Handwriting Scheme

The impact of using the full range of Twinkl Handwriting resources, including display materials, will be seen across the school with an increase in the profile of handwriting. Following the scheme, gives schools a consistent approach where handwriting expectations are clear and the same technical vocabulary is used with, and spoken by, all teaching staff and learners. Whole school and

parental engagement can also be improved through the use of Twinkl Handwriting resources as home learning tasks. Twinkl want handwriting lessons to not feel like a chore for teachers and pupils and to encourage a sense of pride in pupils' written work. The impact of the scheme should be noticeable within written work in all areas of the curriculum.