



**Biscovey Primary Academy**  
**Teaching and Learning Principles**  
**Subject: Writing**

**'Roots to grow, wings to fly'**

**School Vision:**

At Biscovey Primary Academy – Infants and Nursery we aim for every child to flourish in a nurturing environment, demonstrate respect and kindness, whilst building resilience and ambition for the future.

Our curriculum ensures that we deliver a range of topics across the age phases which develops sequential learning where pupils know more and can do more, ensuring that they are ready for their next stage in education.

Our nurturing ethos endeavours to support all children and their families. Through this approach we are able to work together to ensure that we meet the needs of all learners in our school.

We pride ourselves on delivering an ambitious curriculum, focusing beyond the academic curriculum, developing a child's individual character. Our core values; 'nurture', 'respect' and 'ambition' run through all areas of school life and learning which allows the whole child to develop into a confident and caring young individual. The Biscovey child shows respect, and through ambition, self-belief and courage approaches learning with an inquisitive mind.

'Roots to grow, wings to fly.'

**Subject Intent:**

At Biscovey Primary Academy – Infants and Nursery we value writing as a key life skill, and alongside reading, place it at the heart of our cross curricular overarching theme approach. We recognise that mastery in phonics is fundamental to support the process of learning to write and aim to teach pupils the key skills of writing through the Read, Write Inc phonics approach. The key skills taught in RWI sessions are explicitly reinforced and developed across the wider curriculum where written outcomes are closely matched to a range of genre with skills developed progressively across the year groups.

Our curriculum is structured through high quality texts. These text types are carefully selected, across all year groups, so that children are systematically exposed to a variety of genres. This is particularly important in closing the vocabulary gap. Furthermore, through this, timely opportunities are seized to develop opportunities for writing across the curriculum.

Through our sustained approach, children become inquisitive about language and its structure and actively write for a range of purposes. They also develop widening knowledge and use this to

make connections between subjects and aspects of learning. As a result of this, children become happy, confident writers who develop an enquiring mind.

We teach writing by using some approaches of 'Talk for writing' alongside Grammarsaurus. These approaches place the learner, through formative assessment, at the heart of the planning, teaching and learning process. These approaches help the children become better speakers, listeners, readers, writers and thinkers. Both the Talk for Writing and Grammarsaurus approach successfully draws on the other elements of our English curriculum combining them in an approach which pins high quality literature and vocabulary at the heart.

Our writing curriculum is ambitious and challenging, enabling high expectations of all learners. This is done throughout the use of support, scaffolded learning and individual challenges ensuring all learners reach their full potential and all written is celebrated.

### **Subject Implementation:**

Our early stages of learning to write is closely linked to our synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc. This is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and writing activities that are matched to their developing needs. The teachers draw upon these early skills and work carefully to reinforce links between the RWI lessons and embed the skills within the wider curriculum.

In EYFS and Reception, play is used to build readiness for handwriting. Play can be observed to assess readiness for formal handwriting. Play activities that develop fine and gross motor skills include: squeezing, rolling, smashing, spraying, pouring, pulling, pushing, tearing, stirring, pinching, cracking, picking, threading, throwing, catching and building.

We aim to ensure that all pupils develop a handwriting style that is flexible, fluent, and legible. The ultimate goal is for children to write with confidence and creativity, supported by handwriting that is executed with ease, speed, and clarity. Developing automaticity in writing is essential to enable children to focus on content rather than letter formation.

Through our cross curricular approach opportunities for writing are presented so that a range of genre is experienced. There are also regular opportunities for developing independence in producing a 'Wow' (Wondrous, outstanding, writing) piece of work half termly. This will reflect upon teaching content/a genre from earlier in a topic.

### **Subject Impact:**

Formative assessment takes place within each writing lesson to ensure children are making progress in their writing. Teachers use an assessment tool to frequently look for skills which are being developed in children's writing. This allows for quick identification of gaps in learning or skill acquisition allowing for teachers to quickly reinforce concepts. The lowest 20% who are not likely to meet end of year expectations and/or not making expected progress are quickly identified by teachers and the written assessments allow for targeted work for these individuals. At Biscovey Primary Academy – Infants and Nursery it is our intention that children will become confident writers make clear and sustained progress from their starting points.