



Writing Expectation Document 2022-2023

Intent

Our intention at Broadway Infant School is for each child to make their best progress in writing, speaking and listening. We recognise that each child entering school in EYFS has their own starting point and progress is measured in line with this. Children in our school are exposed to high-quality texts and immersed in vocabulary-rich learning environments. Our aim is for children at Broadway to develop an enjoyment of writing whilst making good progress in skills developed in writing.

Implementation

Presentation and Recording

- In EYFS and KS1 children record their writing across the curriculum in their 'Learning Books.'
- In KS1 in English lessons children record their work in their 'Learning Books' approximately four times per week.
- In EYFS children have the opportunity (in provision) to write daily and write in a guided adult group once a week.
- All books should have a marking policy stuck in the inside cover.
- A sticker with the learning objective and date (may be added by the children) is stuck in the books
- When appropriate teachers should make use of a **range of methods** to capture children's learning, including: photos, quotes from children; observation; and children's written work.
- Children are expected to use the correct letter formation and produce writing script to the best of their ability.

Coverage:

- The EYFS curriculum and The National Curriculum for KS1 is used to plan and teach writing.
- The progression of knowledge and skills shows how the subject is sequenced from EYFS into Year 1 and Year 2.
- In KS1 children receive a daily English lesson, a daily phonics lesson and a daily reading activities session.
- In EYFS teachers deliver cross curricular teaching with a writing focus twice per week and a daily phonics lesson.
- In EYFS and Year 1 children are taught to write in print using the handwriting rhymes which follow the phonics scheme adopted by the school. In Year 2 children are taught to join. Interventions are provided across the school where children need further support.

Environment:

- In EYFS children have their own 'Learning Journey' display space, which is used to celebrate examples of work, including writing.
- In EYFS and Year 1 the phonemes they have been learning are displayed.

- In KS1 each classroom has a working wall where aspects of English and the wider curriculum are displayed to build up a picture of learning and information which supports children within their lessons.
- Children have access to phonics mats and CEW mats to support writing. Pencil grips are used to support children with poor pencil grip or fine motor control.

Assessments:

- Within lessons assessment for learning strategies (questioning, oral feedback, self-assessment, peer assessment, observations) are used to adjust the teaching and learning for both individual pupils and the class as a whole. Class teachers will note areas of difficulty/misconceptions and make adjustments within the lesson or the following sequence of lessons to address these.
- Within lessons teachers use a pink highlighter to identify areas for development that children can address immediately.
- In KS1 independent writing tasks are carried out at least three times a year and are marked against the assessment criteria.
- Assessment of the CEW spellings in KS1 and tricky words in EYFS is carried out throughout the year to provide individual targets for children and to inform future planning.
- Twice a year teachers use their assessments from all the units of work to make an overall judgement upon whether each pupil is working at, above or below the expected level and reports this to parents.
- At the end of EYFS children are assessed against the Early Learning Goals for writing and at the end of KS1 children in Year 2 are assessed against the Teacher Assessment Framework for writing.

SEND / Vulnerable Pupils

- SEND Strategies for use in Quality First Teaching and Support Plans document details support for SEND / vulnerable pupils in all curriculum areas.
- Individual SEN pupils have their own support plans and targets.
- Writing/handwriting interventions take place for children identified as needing more support.

Impact

To gain an overall picture of attainment in writing across the school, the subject leader regularly undertakes a range of monitoring including pupil voice, learning walks, book scrutiny and a review of planning. They also analyse the assessment data and identify areas where the subject needs to be further developed.

Children make good progress in writing. They are able to apply writing skills consistently across the curriculum. Children develop the skills to write in a variety of genres, building up their ability to write for longer and edit their writing to improve the final piece. Children are inspired to write imaginatively and for a range of purposes.