



Teaching Approach for the
WRITING CURRICULUM
EYFS - YEAR 6

EYFS – FS1

Writing in FS1

At St John's we ensure plenty of opportunities for children to talk and develop their language. In FS1 we encourage all types of mark making and children know all marks they make are valued. Over time and with support, children's mark-making transforms into something that is recognisably writing. To the untrained eye, early mark making may look fairly inconsequential as children smear, scribble and splot, but this process helps children to develop the skills and attitudes needed to become confident and competent writers.



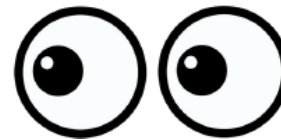
Story Dough

STORY DOUGH! We deliver story dough sessions as an extension to our playdough area. During Story Dough children use playdough to invent and story dream.

It is simple yet powerful way to add the skills of language, fine motor, mark making and imagination.

Learning Landscape

- Weekly guided mark making activities.
- Planned opportunities for pre-writing skills in provision both indoors and outdoors.
- Explicit teaching of language and communication to support children's oral composition.



EYFS – FS2: Drawing Club

Drawing club brings children's attention to detail. It's not about being 'good' at drawing... It's about the development of fine motor to add the detail, the extension of vocabulary while doing it and the joy in the success of messaging, all the time experiencing life at the cusp of confidence. Drawing club takes children on a glorious ride through the world of story and gives them the opportunity to unearth their own imagination while developing literacy, mathematical and creative skills all at the same time.

When? 3x week

3 Week Cycle

Week 1 – Story

Week 2 – Traditional tale

Week 3 – Animation from the Past

Writers Eye

Teacher models 3Ming out loud and using their 'Writer's Eye' non-negotiables; *Capital letters, full stops, finger spaces and Fred Fingers.*

Saying the motto

"Think it, say it, write it, read it!"

The principles...

The 3ms – mark making, making conversation, mathematics

Working at the cusp of individual confidence

Open-endedness

Skills based through 'messaging'

Freedom to explore

Sharing through modelling

Day 1 – Character

Hook the children!

10 minutes whole class input

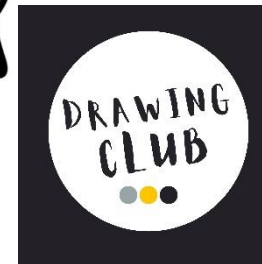
Begin with get-up-stand-up vocabulary supported with actions

Sharing the story (Day 1 & 2 no longer than 5 minutes)

Modelling drawing + 3Ming

Children in groups of 6 partake in Drawing Club (7 minutes per group)

Pace is critical in the modelling section of drawing club - we are showing our thinking and our joy. Try not to get bogged down with question and answer here - the children will have ample opportunity to share their thinking with us when they come to drawing club.



Day 2 – Setting

Begin with get-up-stand-up vocabulary supported with actions (from previous day)

Sharing the story

Modelling drawing + 3Ming

Day 3- Adventure time

Begin with get-up-stand-up vocabulary supported with actions (from previous day)

Modelling drawing + 3Ming

Year 1: The Curious Quests

When? 3x week

3 Day Cycle

Day One- Character

Day Two- Location

Day Three- Adventure time!

The Curious Quests builds on from the Drawing Club journey that begins in reception. Children have been immersed in the love of drawing, creativity and imagination through mark making, mathematics and making conversation. As in Reception with Drawing Club, The Curious Quests is driven through a love of story and vocabulary, children are hooked through the book snuggle where excitement is shared through story.

In Year One children learn that all their drawings have been for a bigger purpose - Professor Klunk and his Great Big Story Dream Machine! Throughout the year they explore individual quests linked to fiction, non-fiction and poetry to help Professor Klunk's friends on their quests. Each element of The Curious Quests happens in 'Mini-moments'.



Mini Moment 1: Word Bathing

Mini Moment 1 is taken directly from Drawing Club, a two-minute opportunity to bathe children in the joy of language. We say each word in turn, give the children a simple explanation of it and then assign an action to it - the same 8 words each day across the week.

Mini Moment 2: From the Portal

In Mini Moment 2, we show the children a message or object that Professor Klunk has sent to us via the fascinating flour tin. He has a skill for us to learn so that he can add it to his Great Big Story Dream Machine. In Adult World Speak we are sharing our 'objective' - the skill we know we will need for the Curious Quests. Mini Moment two is about the joy of sharing the quest conundrum.

Mini Moment 3: The Gadabout

Children love to move. Mini Moment 3 taps into this desire for movement and gives children a short burst of 'gadding about'. Mini Moment 3 is an opportunity to parade around, chant and immerse in actions and responses to questions, but also gives us a chance to show children the massive joy of story dreaming and wondering about what might happen, what did happen and how they feel about it.

Mini Moment 6: The Modelled Drawing

This is where our knowledge of Drawing Club kicks in, showing the children how we can write, not to describe, but to make something happen to our drawings. We are showing the children that the pen is a magic wand. We transform writing into codes - codes that make things happen.

Mini Moment 5: The Book Snuggle

Professor Klunk has found a book or poem for us to story dream for him. He wants us to explore the book and invent and story dream about it so his Great Big Story Dream Machine can create even more magic.

Mini Moment 4: The Quest Codes

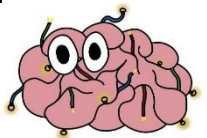
In Mini Moment 4 we have the opportunity to share the joy of SPAG and handwriting, by showing children that *they are codes to start up Professor Klunk's Great Big Story Dream Machine.*

Mini Moment 7: Time Together and Inventing

The Time Together space is where we replicate Mini moments of Drawing Club, the children work with us to share their own ideas, draw and write codes. The inventing side is for children to explore, draw, role play, make etc and to bring whatever they do to life through codes.

Mini Moment 8: To the Portal

Mini Moment 8 is an opportunity to gather and share our inventions, drawings, and codes from Mini Moment 7. We come together to tell Professor Klunk what we have discovered and learned. On Friday, when we do Mini Moment 8, we should be celebrating the joy of helping Professor Klunk's friends.



EYFS FS2: Transcription

Each morning, every child writes their name, following the RWI modelled handwriting phrases to support formation. They then move on to a 10-minute activity supporting their fine motor skills, this will either be a playdough activity, threading, or pencil control activity. After October half term, children will then begin to focus on writing a letter a day, with emphasis on pencil control and correct formation. We follow the '*demonstrate, practise and review*' cycle from RWI to teach letter formation. Capital letters are taught incidentally during modelled writes. Children begin their writing journey using plain paper for early formation and will progress onto wide lines once ready.

We say "Feet flat, bottoms to the back, tripod grip ready."

Year 1: Transcription

Monday-Friday

Teachers to model handwriting (focusing on modelling letter formation and lead out handwriting).

Autumn (Monday-Friday)

After direct instruction and modelling children practise the formation of lower and upper-case letters. They are taught how to firstly form letters accurately using the RWI handwriting rhymes. Where appropriate children will be introduced to the lead out of lowercase letters.

Spring (Monday-Friday)

After direct instruction and modelling children continue to practise forming uppercase and lowercase letters using the lead out.

Children will practice writing words that incorporate these sounds.

Summer (Monday-Friday)

Children will continue to practice forming uppercase and lowercase letters using the lead out.

Children will practice writing simple dictated sentences that incorporate the focus sound.

Year 2: Transcription

Autumn (Monday-Friday)

After direct instruction and modelling children practise the formation of lower and upper-case letters. They focus on the lead out of letters. Additionally, children begin to practise spelling words.

Spring (Monday-Friday)

After direct instruction and modelling children continue to practise writing spelling words. Children copy a sentence that contains spelling words and common exception words.

Summer (Monday-Friday)

Children write a sentence that contains spelling words and common exception words. These are dictated by the teacher and the children write them independently.

Year 3 & 4: Transcription

Each lesson, children are invited to consider the phrase 'Feet flat, Bottom back, Tripod grip ready'. Handwriting is taught using a 'Lead out' style.

Monday - Wednesday: The children will be presented with 3 or 4 short, simple sentences (incorporating LKS2 grammar objectives where possible) which contain an example of this week's spelling words in context. The teacher will model writing each sentence using joined, cursive handwriting and paying particular attention to basic skills such as capital letters, correct positioning, accurate letter formation and closing punctuation e.g., . ! ? . Following this, the children will have time to copy out the sentence using joined, cursive handwriting. The teacher will move around the room and will immediately address any misconceptions.

Thursday: Children will complete an activity e.g., definition match or create your own sentence which enables them to clarify their understanding of the meaning of this week's spelling words. They then work independently to copy out the spelling words in isolation using joined, cursive handwriting.

Friday: Children are tested on this week's spelling words. The first 5 words are written in sentences dictated by the teacher. The final 5 words are written in isolation. Spelling Shed teaching PowerPoints are then used to teach the spelling rule for next week's words.

***Children with additional needs may work as part of a guided group under the instruction of a TA to learn spelling rules from an alternative year group.**

***Children with additional needs will not be expected to use a joined, cursive style and the focus will be on: letter orientation, correct formation, size and positioning.**

Year 5 & 6: Transcription

Monday – Wednesday: The children will be presented with a sentence which contains examples of this week's spelling words in context. Pupils will discuss key grammatical features of the sentence, using this opportunity to review knowledge around word classes, sentence types and punctuation. The teacher will then model writing the sentence using joined, cursive handwriting and paying particular attention to any key misconceptions of the cohort (either in relation to handwriting or spelling). Following this, the children will be provided with time to copy out the sentence using joined, cursive handwriting.

This process will be repeated for multiple sentences across the week so that children are exposed to all of the week's spelling words used in context.

Thursday:

Children complete a range of activities which allow them to deepen their understanding of this week's spelling words and how they can be used in context. They then work independently to copy out the spelling words in isolation using joined, cursive handwriting.

Friday:

Children are tested on this week's spelling words. The first 5 words are written in sentences dictated by the teacher. The final 5 are written in isolation. Spelling Shed teaching PowerPoints are then used to teach the spelling rules for next week's words.

***Children with additional needs may be working as part of a guided group under the instruction of teaching assistants to learn spelling rules from an alternative year group in order to address gaps in knowledge.**

Year 2: Writing Cycle

PREPARATION (flexible in order of skills/context lessons):

- **Pre – teach - Exposure to text type/high-quality model texts:** 2-3 three weeks prior to the writing unit, children will be exposed to model texts during their reading comprehension sessions. Children will listen, read and engage with the text, discuss key text and language features and answer some reading comprehension questions. In addition to this, before the planning stage and throughout the editing stage, children are exposed to high-quality texts to inspire and challenge their writing further, providing the children the opportunity to refine their author voice.
- **Skills – GPS and vocabulary lessons** are taught (in isolation/in context). When contextualised, it allows children to create **a bank of resources** to support their independent writing. Stand-alone lessons may be taught in order to address class misconceptions, build fluency and embed learning before application as well as teach standalone grammar concepts.
- **Context (1-2 lessons)** Discussion around the **context, purpose, audience** of the cycle and well as reflecting upon **key features** – thinking about the purpose and impact of these. During the first part of the cycle, the use of a **hook** is used to engage the pupils and create **excitement/motivation for writing**.

Planning (1-3 lessons)

Children **plan** and think about how they will structure their independent write. Children use their bank of resources they have created in the previous lessons to support their planning. **Oral rehearsal** of ideas and sentences. Drama / hot seating may be involved in order to enhance their planning.

Draft (2-3 lessons)

Drafting: Through using the **I do, we do, you do approach**, teachers **model** writing, children practise skills i.e., sentence construction before moving onto their independent writing. Children use Think it, Say it, Write it, Read it to help them become independent writers. During these sessions, the children will focus on their first half of their writing.

Referring back throughout to **audience, purpose, context, genre.**

Revise/Edit (1-2 lessons)

Children **revise and edit** the first sections of the independent write. Draw upon **editing skills** – editing the **content** as well as **proof-reading** their work to ensure accuracy. Children to work **collaboratively** – reading their writing as a **READER!** Thinking about impact. **Referring back to audience, purpose, context, genre.**

Publish (1-2 lessons)

In Summer term, children **publish** their piece in their neatest handwriting. **Celebration** of their hard-work throughout the cycle. Provide opportunities to **share** with one another. Copies **sent home** to parents. Copies **displayed in classrooms.**

Revise/Edit (1-2 lessons)

Children **revise and edit** the final sections of the independent write. Draw upon **editing skills** – editing the **content** as well as **proof-reading** their work to ensure accuracy. Children to work **collaboratively** – reading their writing as a **READER!** Thinking about impact. **Referring back to audience, purpose, context, genre.**

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