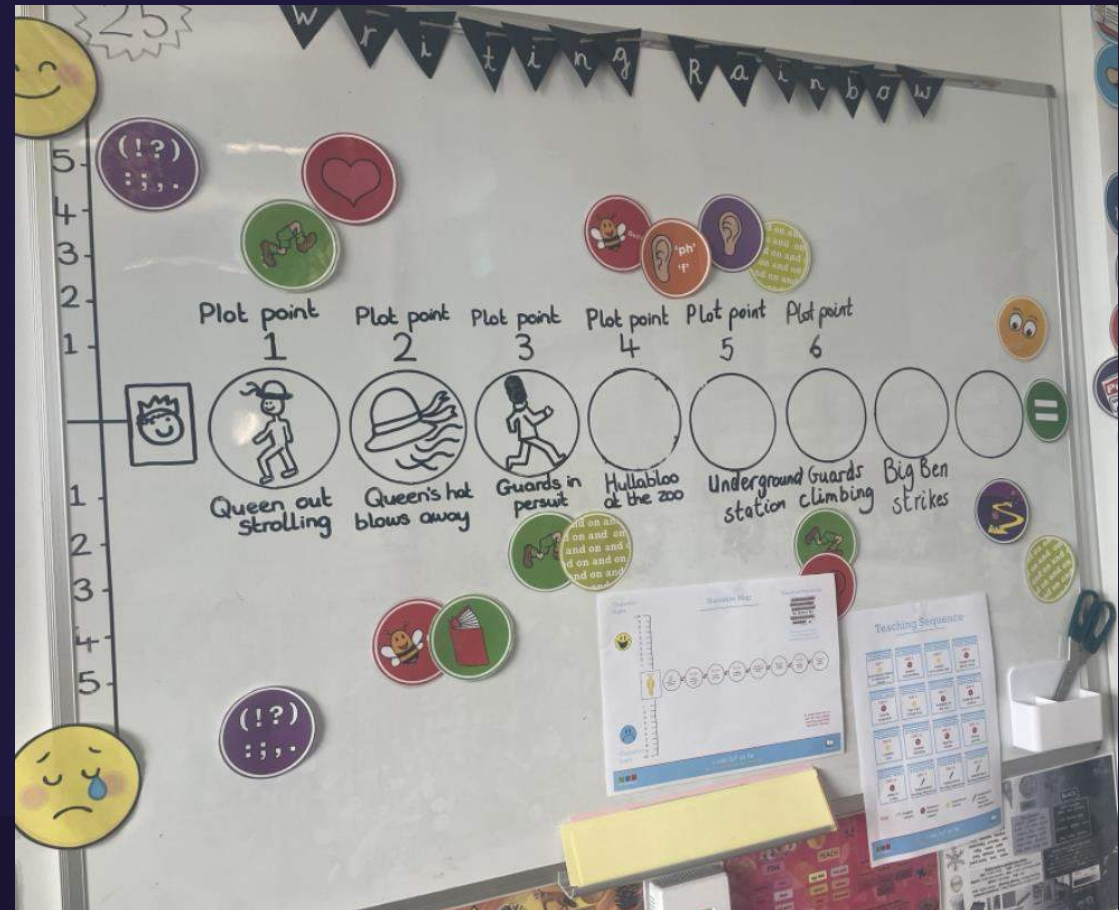




# Writing at The Mease Spencer



“You can make  
anything by  
writing.”  
C S Lewis



## The Mease Spencer Writing Curriculum Overview

Writing at The Mease in key stages 1 and 2 are constructed of two dimensions and it is essential that pupils develop in both areas to become fluent and effective writers:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

At The Mease, we want our children to become confident, engaged and lively authors so that they can confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and spelling and to be able to spell and use new words in their everyday lives. We aspire for them to be able to manipulate grammar and punctuation skills in order to write clearly, accurately and coherently, adapting styles for a range of audiences and purposes. We believe that all good writers refine and edit their writing over time, identifying their own areas for improvement as part of the writing process. We believe all pupils should be able to communicate their knowledge, emotions and interests through their writing and, as such, we recognise writing as a multi-dimensional skill, that is gradually acquired over years of explicit instruction and practice.

## Curriculum Implementation

Lessons build upon prior knowledge following the Jane Considine scheme to ensure children acquire the knowledge and skills needed to become fluent and effective writers. Writing is underpinned by a rich variety of stimuli such as books, videos, extracts and experiences. Within a unit of work, teachers provide opportunities for children to be immersed into a text type. They share quality, scaffolded ideas through 'chotting', developing a shared write whilst discussing language, before moving onto the independent and refining stages.

After the children have been immersed in a text type and had writing structures and vocabulary modelled to them by the teacher, the children move onto drafting their own writing. Once the draft is complete, teachers will mark the work and support children to reflect on their writing using their 'purple polishing pen' and their toolkit to scaffold their assessment. The art of self-improvement and reflections develops their independence and writing skills. We believe that drafting and editing is an integral process of writing and is taught explicitly across the school and used for independent writing.

"A culture that fuels the learning process, embraces the joy of it, celebrates challenge and excellence, rewards effort and persistence."

Tom Sherrington

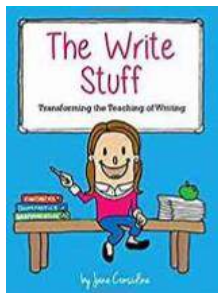


## Implementation Continued:

At least **once during a half term, often twice in KS2**, a **Jane Considine** unit is used to teach writing from Year 1 upwards, when and where appropriate. This enables teachers to make creative choices about a stimulus and allow the children the opportunity to write across the curriculum, responsive to the children's interests. Teachers select a text, video, poem or exert from a book to inspire their writing lessons, giving inspiration for the children to produce their own writing of this type.

In EYFS, the children are exposed to writing lessons which are inspired by high quality texts and align perfectly with our commitment to always keeping language development and live teacher modelling at the heart of our EYFS writing lessons. Children will also be exposed to writing opportunities in all areas of the continuous provision to access independently during play inside and outside. During the Autumn term children will also have access to the 'message centre' inspired by Greg Bottrill to inspire children to mark make.

Here are some of the schemes that we use in order to supplement and enrich our writing curriculum:





## Impact:

- \*Pupils will develop good writing stamina and enjoy writing for a range of genres.
- \*Pupils will develop a wide vocabulary and demonstrate their ability to make choices about language and words.
- \*All pupils will be able to succeed in writing as tasks will be appropriately scaffolded through a learning culture based on trust and challenge.
- \*Pupils will enjoy writing and be able to manipulate grammar in order to communicate their ideas, emotions and knowledge.
- \* Teachers can clearly identify gaps through whole class feedback and specific feedback to ensure needs are identified and children keep up with learning content.

### **Formative Assessments:**

- \*Teachers frequently check pupils understanding to identify gaps and misconceptions
- \* Ongoing assessment of key knowledge/ skills outlined in the curriculum documents and providing subject-specific feedback
- \* Use of Specific year group outcomes are outlined in writing books to be used as a formative assessment tool.

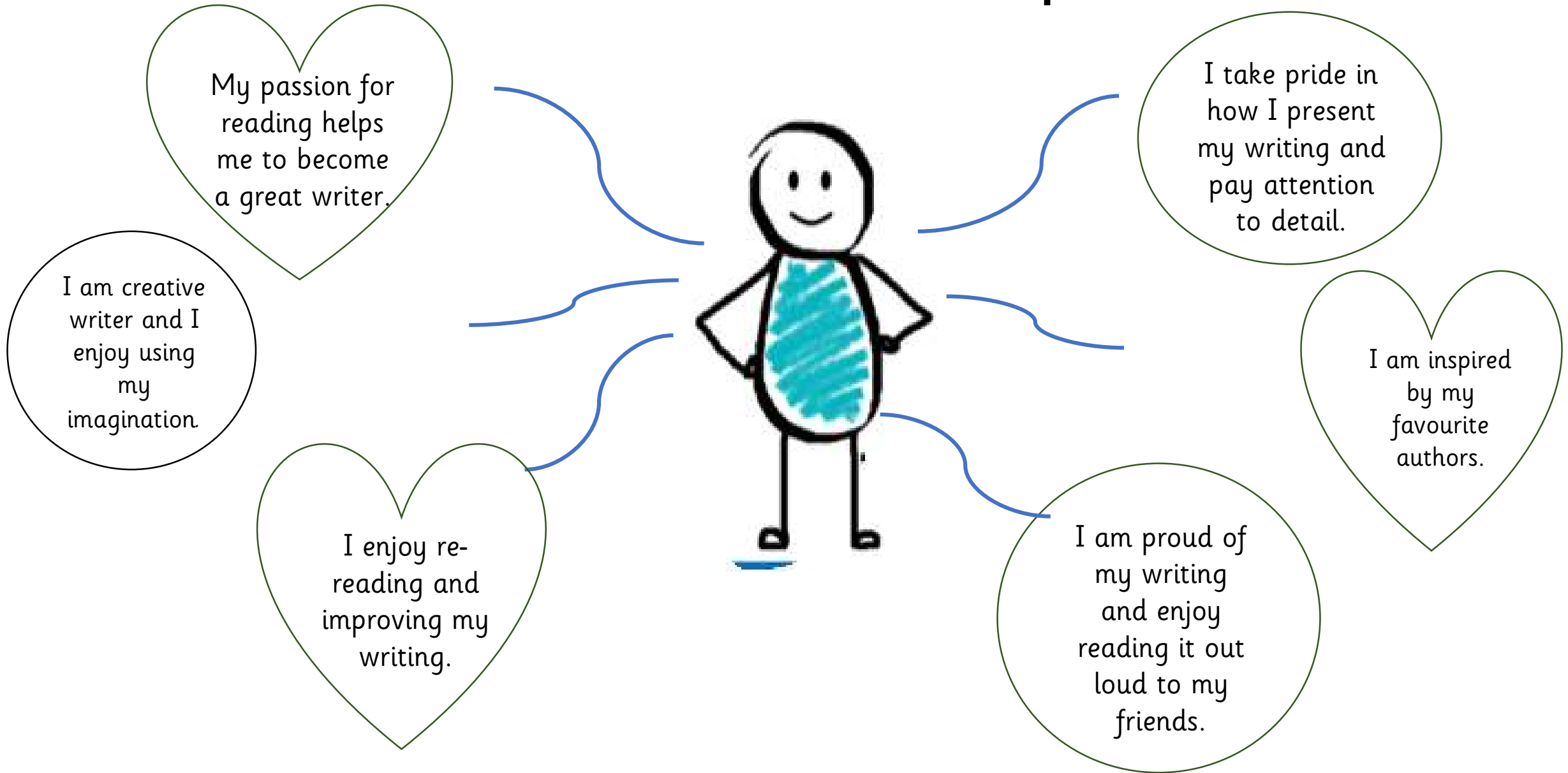
### **Summative assessments:**

- \*Termly pupil book study to quality assure our Writing Curriculum
- \*Writing checklists inform summative assessments





# What does a writer at The Mease Spencer look like?





# SMSC & Global Citizenship:

|            | Spiritual Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Moral Development                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Social Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Cultural Development                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Definition | Explore beliefs and experiences; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect meaningfully on their own actions and the actions of others.                                                                                                                                                                                                                                                                                                                                                                                        | Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.                                                                                                                                                                                                                                                                                                                                                          | Using social skills in different contexts; work well with others, resolve conflicts; understand how communities work.                                                                                                                                                                                                                                                                                                                                                                      | Appreciate cultural influences; participate in culture opportunities; understand, accept respect and celebrate diversity.                                                                                                                                                                                                                                                                                                        |
| Example    | <ul style="list-style-type: none"><li>• Opportunities to make connections with characters showing empathy and considering their personal situation</li><li>• Use a wide range of texts that provoke opportunities to explore hidden meanings and alternative interpretations</li><li>• Children are provided with opportunities to reflect on their own life and the lives of others using diaries, journals, letters, biographies and autobiographies</li><li>• Opportunities to explore, experience and use their imagination to write through the eyes of someone different</li></ul> | <ul style="list-style-type: none"><li>• Text are selected that extends students moral ideas and their emotional understanding</li><li>• Opportunities to express own views and opinions within on the behaviour and motivations of fictional and non-fictional characters</li><li>• Opportunities to talk for a range of purposes including debates and persuasion</li><li>• To use sentence stems to answer questions and express views</li><li>• Pupil voice</li></ul> | <ul style="list-style-type: none"><li>• Children access a range of texts and stimuli that offer different perspectives on society and their community and the impact on the lives of individuals</li><li>• Opportunities for children to take roles in group discussion learning how to negotiate and agree to disagree</li><li>• Children have the opportunity to explore influences on spoken and written language use and consider the impact of this when writing themselves</li></ul> | <ul style="list-style-type: none"><li>• Celebrating diversity through our books, library and recommended reads and stimulus to encourage students to empathise with the feelings and experiences of others developing their understanding of others people's attitudes, ideas and behaviour</li><li>• Author visits represent a diverse cultural background in response to our school community</li><li>• Picture News</li></ul> |



# Equality and Diversity (including BV):

At The Mease Spencer we create an inclusive culture and ethos that promotes high aspirations for all based on the growth mindset model. We ensure:

- Environments enable and promote high standards of literacy and communication, with opportunities to develop writing skills from EYFS and beyond.
- We select authors and inspiring writers from diverse backgrounds that challenges stereotypes.
- High expectations for all and a secure foundation of skills to progress onto their stage of life/ succeed.
- Children write about different experiences of others outside of their own culture and community – comparing and contrasting
- We read a range of 'Little People Big Dreams' books allowing us to explore a variety of themes
- We provide a rich language environment to allow all children to develop vocabulary in context, for example, Jane Experience days
- Children have the opportunities to share their voice through the development of posters, questionnaires and applications for leadership roles in school.





# Writing with children with SEND:

Teaching literacy can be particularly challenging, with the neural, auditory, articulatory, visual and motor skills children with SEND can have. We know that early demoralisation in the classroom can have a lifelong impact, so the pressure is on – children with SEND must be set up with the fair challenge, but also chance, to learn, thrive and have a love for writing.

## Sitting Supports



## Handwriting tools



## Pencil Grips

## Writing slopes

## Visual Discrimination Aids



## Creating quiet spaces

## Timers



## Fine motor interventions- Active Hands



## Physical Literacy Interventions



# Physical Literacy:

We want everyone in our school community, but especially our children, to become physically literate. Physical Literacy provides a gateway to life-long physical activity. Children become physically literate when they have developed the skills, confidence and love of movement to be physically active for life.



Squiggle whilst you wiggle

## What to include:

- The Story Basket
- Helicopter stories
- Role play in the classrooms
- Dough Disco
- Puppets and theatres
- The Message Centre (EYFS)



Experiencing writing using different medias

Writing within role play





Weekly forest school sessions, linked to characteristics of effective learning and broader curriculum.



## Writing Outdoors



Well developed outdoor learning area is fully used to support learning for EYFS/Y1 children.





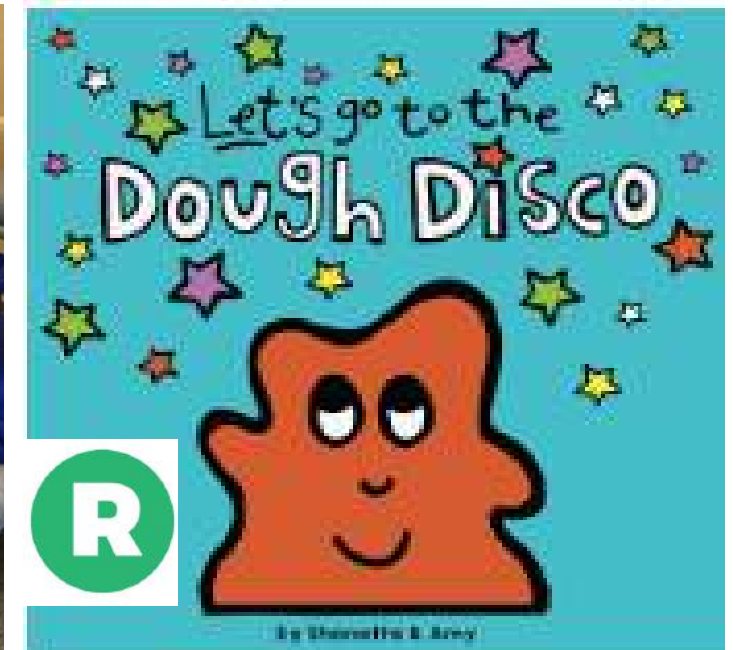
# Examples of our REFLECT values across our Writing curriculum in EYFS



**Enjoyment:**  
In EYFS all writing lessons start with a hook to engage and motivate children and give them a purpose for writing.



**Life-long Learning:**  
Using elements of the Jane Considine approach children are challenged to 'chott' down their own ideas and apply Grandma Fantastics exciting vocabulary to their sentences.



**Resilience:**  
We are resilient and use Dough Disco to strengthen our muscles which then improves our handwriting.



All children's writing is celebrated and displayed regardless of their ability

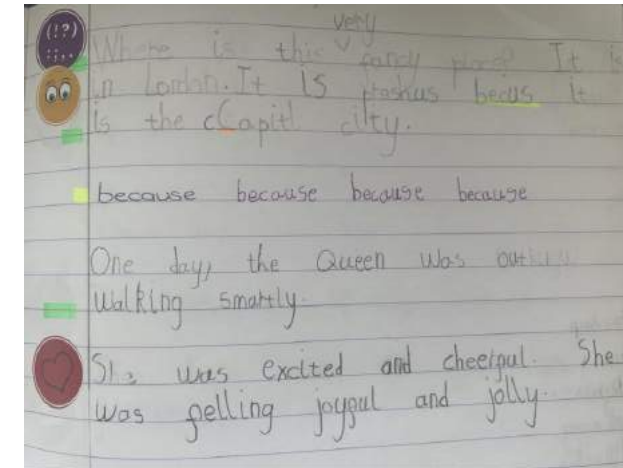
Using a continuous provision approach our environment is carefully planned to challenge children to independently access writing opportunities.



We provide opportunities for children to engage with the community. Children thoroughly enjoyed sharing their favourite texts during 'Breakfast with a book.



The Mease marking policy is used consistently to provide children with vital feedback to allow them to edit reflect and polish their work using a purple polishing pen.



All the guards tried to help but they were squeezed and packed.

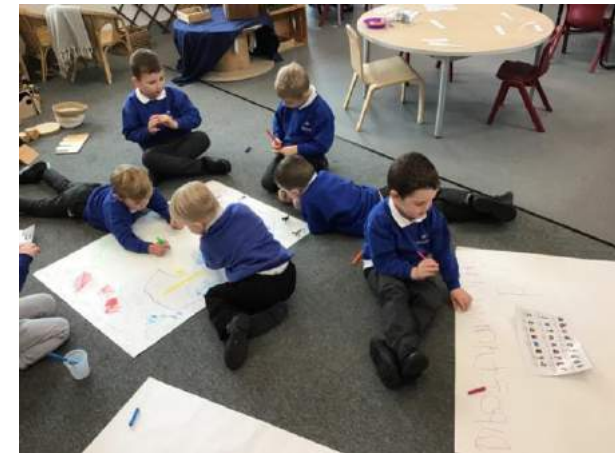
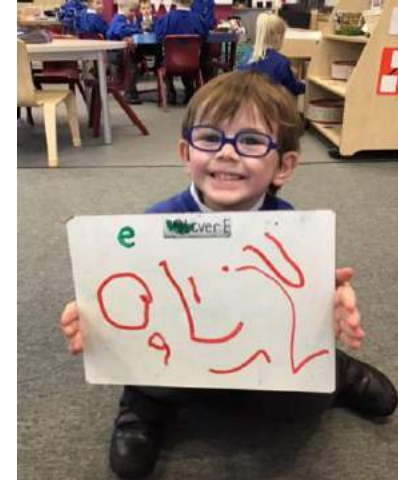
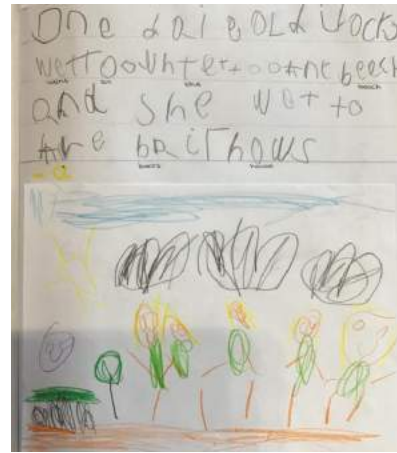
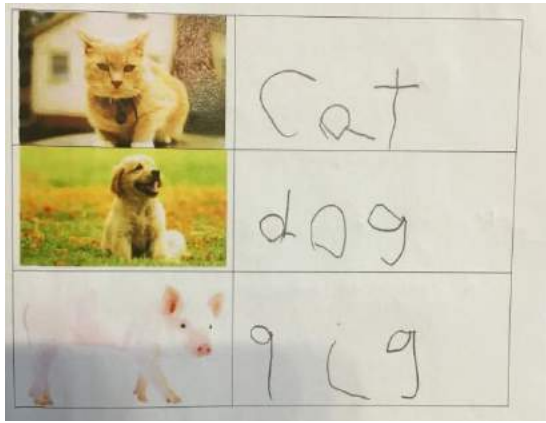
Meanwhile the Queen wondered "I see my hat again".

The London Eye was spinning like a spinning top.



# Examples of our Writing curriculum

## Early Years





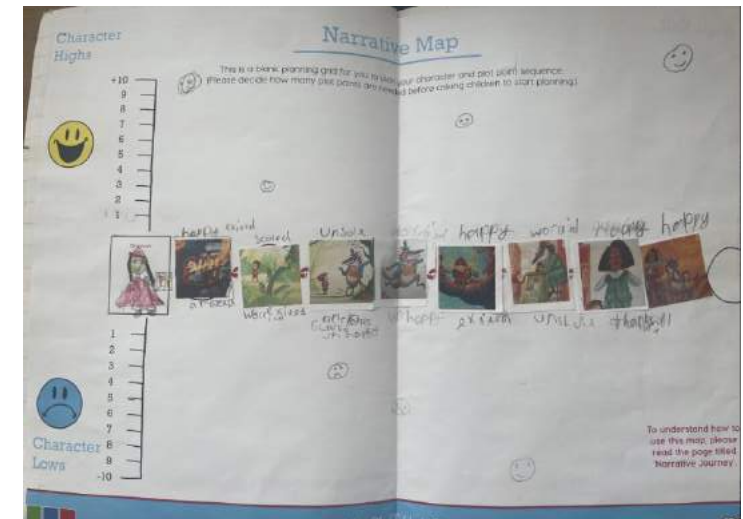
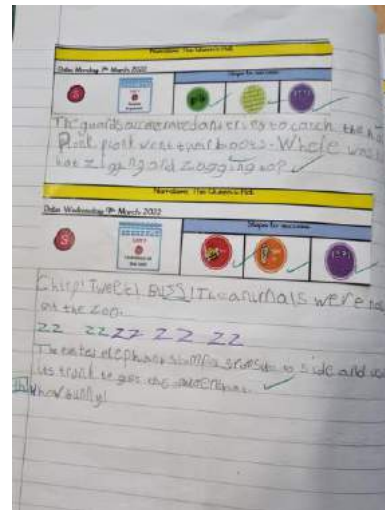
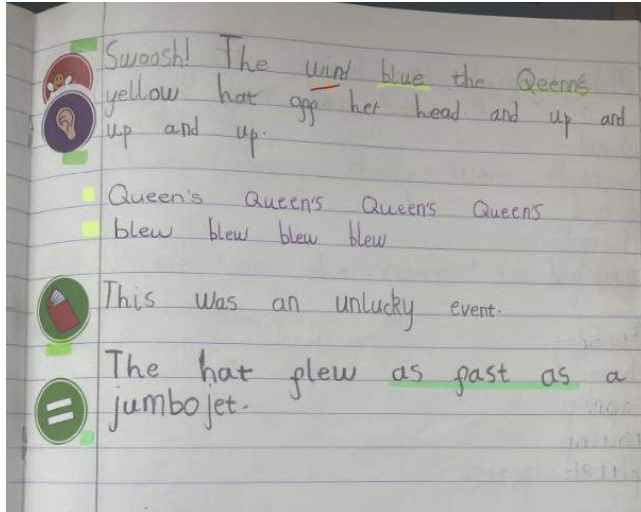
A group of children in blue school uniforms are sitting on the floor in a circle, drawing on a large white sheet of paper. Three yellow smiley face icons are overlaid on the image. The children are using various colored pencils and markers to create drawings. The background shows a classroom setting with tables and chairs.





# Examples of Active Learning in our Writing curriculum

KS1



# How could I support my child at home?



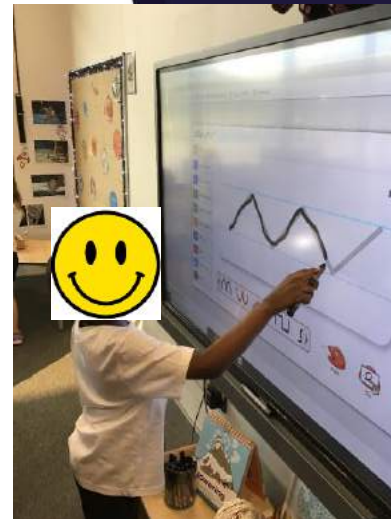
Before your child begins writing they will need to have lots of exposure to fine and gross motor activities such as gardening, playdough and putty, painting, playing with sponges and water play.

## EYFS:

1. Encourage children to look for print in their environment – road signs, food packets, shops, catalogues etc.
2. Try activities to develop fine motor skills e.g. cutting, using playdough, using tweezers, using clothes pegs, tracing.
3. Use a chalkboard to write family messages on.
4. Make labels for things around the house.
5. Write a shopping list – real or imaginary! Or any other sort of list.
6. Letter formation – practise forming letters using paint, in sand, using playdough or pastry.
7. Let your child write their own Christmas cards or birthday cards to people.
8. Use magnetic letters – your child can leave a message on the fridge.
9. Encourage and praise early squiggles and marks show your child is beginning to understand writing.

## KS1 and KS2:

1. Write party invitations.
2. Encourage children to write thank you letters after birthdays and Christmas.
3. Write postcards when on holiday.
4. Write a menu for a family meal or party.
5. Email a family member or friend.
6. Make a scrap book with labels and captions – maybe after a holiday or special event.
7. Write short stories involving the adventures of their favourite toys.
8. Write an information leaflet about something they find interesting eg. dinosaurs, sports etc.
9. Write a letter to a favourite author.
10. Invent and write rules for the house, bedroom etc. and put on a poster
11. Draw, label and explain their own inventions. Make up silly sentences and tongue twisters.





# What do pupils say?



A, Year 2 "I like writing stories. When we did Little Read Reading Hood I got to make my own twist!"



O, Year 2 "I like it when we act it out. We can pretend to be the characters so we know what they say."



J, Reception "I really liked it when we did Christmas writing so Santa could bring me lots of presents!"



B, Reception "I like writing about dinosaurs! There's a dinosaur in this school!"



L, Year 2 "I like it when we are chotting because we shout out all of our ideas!"



A, Year 1 "I like writing because I can make my own story!"



H, Reception "I like writing my tricky word rainbow. It is really fun!"



# Useful websites and Apps:

- <http://www.phonicsplay.co.uk/index.htm> this is great for phonics games and recognition of letter sounds and high frequency words. –suitable for children in reception to year 2
- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- <http://readingeggs.co.uk/> online reading games and activities for children from 3 to 13
- [www.booktrust.org.uk](http://www.booktrust.org.uk) games, activities and book ideas for children of all ages
- <http://www.magickeys.com/books/index.html> & [books](#) free on line books! For all ages
- <http://www.amblesideprimary.com/ambleweb/literacy.htm> lots of interactive literacy games and activities. Help with meanings of some of the grammatical terms from the new curriculum.
- <http://www.coxhoe.durham.sch.uk/school-life/fun-and-games> not just literacy! But great for educational games
- <http://www.shakespeareandmore.com> Shakespeare
- <http://www.worldbookday.com> not just for world book day! Lots of lovely ideas and resources linked to different books.
- [www.lovereadng4kids.co.uk](http://www.lovereadng4kids.co.uk)
- [www.booksforkeeps.co.uk](http://www.booksforkeeps.co.uk)
- [www.literacyshed.com](http://www.literacyshed.com)
- <https://www.oxfordowl.co.uk/for-home/reading-owl/library-page>