



Intent – We aim to...

- At Willow Bank Infant School, our English curriculum teaches the children to read as a reader and to read as a writer.
- We know that our children write best when they understand the purpose of the work they are doing so we communicate this with them.
- Spelling, grammar and punctuation are carefully woven through our writing curriculum, providing real life contexts in our carefully chosen, high-quality key texts.
- Our progressive approach to oracy is that children are explicitly taught to talk effectively to articulate their own viewpoints and ideas. We encourage our children to speak in full, considered sentences when answering questions and speaking in all lessons.

Vision

A Willow Bank Infants reader, writer, speaker and performer will have a rich and varied literary experience where they are exposed to high quality texts and opportunities to inspire their own work. They will communicate their unique ideas, views and feelings with confidence. Their writing will adapt based on a wide range of contexts and purposes, drawing upon their wide reading for pleasure.

Implementation – How do we achieve this?

Our **English overview** maps out a progression of skills, knowledge and vocabulary we expect the children to learn in EYFS and KS1, following the National Curriculum programme of study.

Our bespoke **Willow Bank Infants Writing Journey** structures our writing units to provide the small steps of learning, leading to a purposeful final piece of writing per unit of writing. Our English lessons are carefully planned to develop drama, oracy and spoken language skills as well as handwriting, spelling, grammar and punctuation teaching through the use of relevant and varied high-quality texts.

High-quality texts

We carefully select engaging texts which inspire the children's own writing. Children are immersed in high-quality literary experiences while at Willow Bank Infant School which prepares them to be confident speakers, writers and performers in the next stage of their education. Children speak eloquently about the high-quality texts they enjoy reading. Children's writing displays individuality - no two children's writing is the same, but it draws upon the literary style of a wide range of texts and authors.

Writing for purpose

Children in EYFS & KS1 write for a range of purposes and audiences; our English overview scaffolds the development of this so that in Year 2, children have a strong understanding of a writer's craft. We encourage them to see themselves as authors and to make their own authorly decisions. A range of purposes is repeated throughout a child's school career to solidify understanding and enhance skills in grammar, sentence structure, and punctuation.

We know that our children write best when they understand the purpose of the work they are doing so we communicate this with them. Our children's English work is celebrated in the classroom and beyond, through displays, newsletters, social media and performances.

Key concepts

Creativity - we expect our writers to make imaginative literary decisions.

Resilience - we acknowledge with the children that the art of writing takes practise and dedications. We model the art of writing with the children and encourage children to develop their stamina and growth mindset.

Handwriting

Following Letter-Join, correct letter formation and pencil grip is taught in EYFS and KS1. Once children have mastered this, they are introduced to cursive handwriting, which is developed further in Year 2. A variety of tools and aids might be used to support children who struggle with the physical act of handwriting. This begins in EYFS, with a focus on fine motor development.

Vocabulary and Oracy

Spelling, grammar and punctuation are carefully woven through our writing curriculum, providing real life contexts in our key texts. Our progressive approach to oracy is that children are explicitly taught to talk effectively to articulate their own viewpoints and ideas. We encourage our children to speak in full, considered sentences when answering questions and speaking in all lessons.

Spelling

During EYFS & KS1, children follow the Read, Write, Inc phonics scheme. Towards the completion of this scheme, children will use Spelling Frame to develop accurate spelling and use of letter patterns and suffix endings.



Implementation ctd. – How do we achieve this?

Assessment

The children’s writing attainment is assessed termly. All teachers participate in both internal and external writing moderations to ensure writing is assessed accurately. We hold termly pupil progress meetings.

2023-2024 data

EYFS: 63% on track to reach ELG.
Year 1: 66% on track to reach EXS+
Year 2: 67% on track to reach EXS+

(Year 2 EXS outcomes last year were 43%)

Cultural capital, inclusion and diversity

We plan opportunities to enhance our English curriculum and develop children’s love of English. These include schools visitors who are authors, illustrators and librarians.

The children participate in drama workshops and have the opportunity to watch a pantomime. The children watch other classes assemblies and perform their own assemblies. The profile of English across the school is raised by our celebration of World Book Day.

Our high-quality texts are chosen carefully to expose children to a variety of experiences, settings and characters – we have a reading rationale on our long term planning to explain these decisions.

Professional development

Writing is on our SDP this year, so it has been a key focus across the school. We have used staff meetings to introduce our writing journey and given time every half term to plan writing in year groups. Teachers have received support from the English subject leader during this time. All teachers have attended external SLA moderations and meet internally to moderate writing. SLT have attended SLA greater depth network meetings. We have writing reviews from the SLA and with our writing governor.

Lowest 20%

Use of Oracy to support the children’s ability to speak in full sentences. We are developing our use of talk partners and guided group work to improve children’s spoken language skills. We expect the children to speak and answer in full coherent sentences.

In English planning, we scaffold and differentiate tasks and provide teaching support to write at an appropriate level for these children. We provide resources, such as word mats and writing frames to support learning.

These children will also participate in interventions regularly to pre-teach learning or support with learning gaps, as well as regular 1:1 reading and use of colourful semantics to support sentence formation.

SEND and Disadvantaged Progress

All staff know who our SEND and disadvantaged children are. Many of our high-quality texts are chosen to provide a moral message to the children, supporting them to develop an understanding of our school values and social stories.

Our writing journey scaffolds the children’s learning – they will familiarise themselves with the text and literary choices and build their confidence to have a go themselves. We plan opportunities for these children to engage and participate in the learning, for example through learning hooks, drama, Oracy and Talk Partners. We use working walls, to refer back to prior learning and to display key vocabulary.

Curriculum links

We encourage writing for a purpose, so children will write about school trips and school events that form part of our curriculum offer. Our writing lessons often link with other subject areas, e.g. writing recipes or instructions after a cooking DT lesson, or writing autumn poetry when learning seasonal changes in science. We connect our English lessons with other curriculum subjects so it makes sense to the children. Our EYFS curriculum prepares children to write successfully by setting the foundation for vertical links in English e.g. teaching Little Red Riding Hood to prepare them for Little Red and the Hungry Lion in Year 1.



Impact – How will we know we have achieved?

Children's English work is performed and published to provide a purpose and context to their writing. Examples include:

- Performing poetry in class assemblies
- Children's writing made into class books for our school library
- Writing is published in our school newsletters and displayed around school
- Drama performances to parents
- Sharing their writing with parents during our termly tray days

Children achieve excellent writing outcomes. This is tracked on Insight and writing moderations and pupil progress meetings support our termly assessments.

Children are **highly engaged** in lessons and they can speak positively about their English work and their next steps in their English learning.

Writing across the school is varied, imaginative and interesting. Children make their **own literary choices** and can speak about why they have made these choices.

Children are well supported in lessons to develop key **skills** and **knowledge** and **make links** to other curriculum areas.