

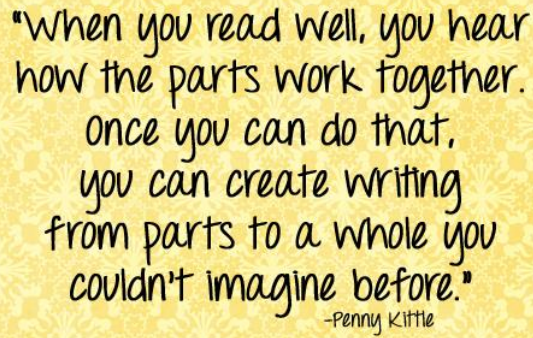
# Himbleton CE Primary School and Nursery



***Nurture, Nature, Knowledge:***

***Enabling inquisitive thinkers and inspired  
learners with kind hearts.***

## **The Himbleton Approach to the Teaching of Writing**



"When you read well, you hear  
how the parts work together.  
Once you can do that,  
you can create writing  
from parts to a whole you  
couldn't imagine before."  
-Penny Kittle

## **Overview**

Developing every pupil's writerly skills is a fundamental part of our intent to prepare them for life in the modern world. We aim to develop pupils' understanding of the intertwined nature of reading and writing from the beginning of child's learning journey with us. We want our children to see themselves as authors across a wide range of contexts and to draw upon the skills and knowledge developed in reading to succeed with this.

## **How do we ensure this happens?**

At Himbleton we adopt a progressive approach to the teaching of writing.

With 'Letters and Sounds' as the basis, phonics is taught from Nursery, with an initial and ongoing focus on Phase 1, exposing our pupils to sound and language in a variety of creative and structured ways. When our pupils are ready, there is a transition to the application of phonological knowledge in simple written tasks. From this point, we devise a curriculum offer that enables pupils to develop writerly skills in a progressive and sequential way and apply these in a range of purposeful contexts.

Sequences of learning in English are carefully planned to enable progress in all areas of writing. All sequences are structured around a carefully selected high quality text. Each sequence begins with a 'Cold Write'; this is an independent writing task with minimal teacher input. The outcome is used to plan next steps in terms of writerly skills, based upon our agreed skills progression, and the sequence is developed from this. Throughout the sequence, regular opportunities for application of skills are planned – these are called demonstration tasks. At the end of each sequence a 'Hot Write' task is set, providing an opportunity for pupils to demonstrate application the skills developed throughout the sequence and prior to this.

Opportunities for writing are also planned for across the curriculum through our 'unit of enquiry' approach. We aim for our pupils to view writing as a necessary and vital communication tool. The same expectations in terms of presentation and application in writing are expected across all subjects.

'No Nonsense Spelling' is adopted to ensure that pupils are systematically taught spelling rules and patterns following completion of Phase 6 of 'Letters and Sounds'.

To support understanding and development of sentence structure, the Alan Peat Developmental Sentence Continuum is used to structure a progressive approach that builds upon prior knowledge.

From the Early Years we use 'Marvin's Marvellous Mountain' to teach a cursive handwriting style and leads to a fluent, cursive script.

### **How do we ensure reading skills support writing development?**

- High quality texts are used to structure sequences of learning in English and are a key feature of curriculum design in all areas;
- Phonics and spelling teaching takes place on a daily basis in all classes. Session structure provides opportunity for reading and writing;
- Words based upon phonics/spelling teaching and age-related expectations are sent home for each child to learn each week. These are assessed on a weekly basis.

### **How do we make a judgement about whether a child is working at the age-related expectation?**

As a school we have worked to devise writing promises. These are non-negotiable criteria expected of pupils in each year group. Writing is assessed by teachers using the HfL Teacher Assessment Framework. Whole staff moderation takes place termly to ensure that judgements are secure. External moderation also takes place with cluster schools and beyond.

Progression over time of a sample of pupils is tracked forensically against key writing elements:

- Sentence Structure and Grammar Accuracy
- Punctuation
- Spelling
- Handwriting.

Strengths and areas for development identified. This ensures that any whole school or cohort specific trends can be identified and actions taken as required.

We use GAPS assessments on a termly basis from Year 1 upwards to assess our pupils against age-related expectations in the specific areas of spelling punctuation and grammar. Test results and teacher assessment judgements are recorded on our tracking system (FFT Aspire) and used to inform next step planning for individuals.

Phonics trackers are used in EYFS and KS1 (and KS2 when required) to track progress of each individual child against each phase of 'Letters and Sounds', with a focus on reading into writing.

**What action is taken if a child is not making expected progress in any of the key elements of writing?**

Quality first teaching is our highest priority. Teachers adapt planning and approaches to teaching and learning in response to the needs of the pupils. If progress remains a concern targeted intervention is put in place swiftly for children who are not making the expected progress. This may be individual or group depending upon need. Clear outcomes will be identified and such interventions will be SMART and reviewed regularly to ensure maximum impact.