

MANCHESTER COMMUNICATION PRIMARY ACADEMY

# INTENT AND SEQUENCING

Curriculum



## Writing at MCPA

Here at MCPA, we use Talk for Writing, an approach developed by Pie Corbett and supported by Julia Strong, which is based on the principles of how people learn. The movement from **imitation** to **innovation** to **independent application** can be adapted to suit the needs of learners of any stage.

**Intent** - We believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to instil in the children the importance of reading and inspire a habit and passion for reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want children to have an understanding that writing has a real purpose. We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance from nursery to year 6. We believe that a secure basis in English skills is crucial to a high-quality education and will give our children the tools they need to thrive in Key Stage 3 and beyond.

### **Implementation –**

In Nursery, we provide young children with opportunities to build their physical strength and control in the core, upper body, hands and fingers which supports the early development of writing. Our Physical Development curriculum provides lots of opportunities for children to develop the gross motor skills with a big emphasis on the fundamental skills. The children also explore dance, gymnastics and ball skills which all develops children's coordination and core strength which are needed for writing.

Writing develops alongside all areas of learning across the curriculum and throughout our carefully planned environment and access to provision. We provide lots of activities to develop fingers strength in preparation for holding a pencil with control to write. In nursery we support children to develop the static tripod grasp (triangles, circles and squares can be copied with this grip). Eventually they begin to make attempts to write some very familiar letters, for example from their name.

We use T4W and it's recommended texts, which offer a wide range of high quality stories used as the stimulus to develop children's understanding, and share thoughts, ideas and feelings. During their exploration with stories both in more focused sessions and through the provision the children learn that print carries meaning. There is a large focus on children talking in sentences and learning new vocabulary. When we model writing, we explain what decisions we are making in our mind, so children understand how they share thoughts, ideas and feelings. By modelling writing, we support children to understand language patterns, develop their thinking skills, solve problems, and make sense of their experiences. An example of this is through the use of story scribing for the children when they draw pictures and develop marks on paper. We do this by asking the children to tell us about their picture, we then construct their thoughts and ideas in to simple sentences and write this on to the back of their picture. This helps build their confidence and self-esteem whilst developing their knowledge of story language, sentence openers, adjectives and building and constructing sentences. As children's phonics knowledge increases we will model the segmenting of simple words throughout this process and encourage their input to sound out. By the summer term all children access the RWI phonics speed sound sessions and as the children learn the sounds they also learn to form the letters developing accurate formation of letters and sounds.

In Reception, we continue to teach writing through Read, Write Inc. phonics sessions and T4W English sessions. Children continue to develop both their gross motor skills (through high quality weekly PE sessions) and fine motor skills through handwriting sessions and access to fine motor skill activities through provision (similar to nursery but with more challenge where needed). Children develop their ability to write words once they embody both skills of handwriting and segmenting and they then begin to gain confidence in applying this knowledge to build sentences. The same principle of holding and building sentences taught through RWI phonics is then applied to their T4W work. Writing is encouraged in all areas of the classroom and the notion of story scribing continues, but as children's drawings become more detailed and their knowledge of story language increases children become more independent in creating their own sentences from their own ideas. Children gain more confidence in writing lists and making registers and develop the sense of writing for purpose as they explore the classroom environment through child initiated play.

In years 1-6, we follow the National Curriculum to ensure that there is clear progression throughout the whole school. Our English curriculum is designed around challenging texts. We cover a range of fiction, non-fiction and poetry.

There is clear progression in the teaching of writing which includes: A baseline assessment, imitation, innovation, planning leading to independent application and a final assessment. This guidance is not a 'fixed' structure of writing to follow rigidly but a suggestive process of writing over a 3-4 week unit of work.

A cold task: This should be completed prior to planning a unit, as the purpose is to highlight areas of development/ next steps to improve their writing. The genre of the cold task should be the same but the context can be completely different.

Talk for Writing enables children to imitate the key language they need before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. As a result, they rapidly develop their reading, writing and language skills. At MCPA, we use Pie Corbett's suggested actions for key connectives to encourage continuity throughout the school. We take photos of the staff doing these actions and display on the working wall so the same actions are used consistently for each class. We teach the key knowledge and skills (in Punctuation and Grammar, Sentence Structure, Paragraphing, Presentation and Handwriting and Composition and Features) needed in order to become better writers. For example, in year 1, children learn how to sit correctly and hold a pencil correctly and then learn how

to form capital letters correctly. By year 3, children can join letters, deciding which letters are best left unjoined. By year 6, children can write fluently and legibly with a personal style.

The construction of toolkits supports children with the writing process alongside their ability to retrieve and use the vocabulary they have learned.

**Editing and redrafting process:** The skill of how to do this is taught to children so that the editing actually improves their work. The use of a visualiser and discussions about how to make it better as a class are employed, alongside a really clear success criteria for how the adult wants the edited work to improve. Sometimes, this might be one paragraph to improve or a specific focus (e.g. story ending). Editing and redrafting can be done at any stage of the writing process. Children are given the chance to improve their work after verbal feedback has been given by an adult. Adults use green pen and the marking key to give feedback to the children and they then use their red pens to edit and improve.

**A hot write:** All children are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if children are to develop their skills as writers within different genres. This is the opportunity for children to 'show off' all the skills they have learned in the writing process. The level of independence in the final stage will grow over time as the children become more independent and more skilled.

In years 5-6, the children are gradually weaned off T4W so that they become more independent with their writing, building on what they have been taught in the previous years and becoming more secure in their writing.

The spelling of common exception words is taught through the phonics sessions in KS1. Once children have completed the Read Write Inc phonics scheme, they progress onto the Read Write Inc spelling scheme. This further builds on the phonics that they have been taught as well as the spelling rules they need to learn based on the national curriculum. In KS2 the children will do some additional work (to the Read Write Inc spelling scheme) on the common exception words for their year group. Children are provided with opportunities to develop and apply their writing skills across the curriculum; for example, recapping of vocabulary, sentence types and grammar also happens during science and topic lessons in the afternoon.

**Handwriting:** Children in Nursery and Reception begin by learning to print: short letters, tall letters, hanging letters, capital letters and then finally numbers. Children are taught to hold a pencil correctly and will use a pencil grip to support them with this. Teachers informally assess to see which children are left handed and will provide the support needed, e.g. a pencil grip to help a child to hold their pencil in the correct place, tilting the paper they are writing on clockwise so that they have a clear view of what they are writing and giving them enough space - This might mean placing them further away from right-handed children or on the left side to avoid bashing elbows. Pre-cursive is taught from the summer term in year 1. As children move up the school, they are always given time to consolidate prior learning before moving on. Lessons now focus on combining handwriting alongside the common exception words/ statutory spellings they need to learn. Handwriting is taught daily for 15 mins with children using the 'line from the left' and the handwriting chant 'up we go... And off we go' to guide them. By the end of year 3, the expectation is that most children are writing in blue pen. The school has purchased a handwriting font (join it), which is installed on all laptops. This font is used when creating resources for the children, so they are familiar with the school handwriting style. Each classroom also has a handwriting poster and handwriting prompts to show children how to form letters correctly.

#### **Research –**

Primary Writing Project did a 2 year study and found a positive impact of T4W in schools.

Roshenshine's principles of learning

The Learning Curriculum

Vygotsky (1962) looked at how language represented the world, first by speech and then by writing. He emphasised the importance of social learning rather than Piaget's child development having to come first. Vygotsky talked about scaffolding: teacher adjusts the level of support as performance rises (which is reflected in the Imitation, Innovation and Independent Application structure).

Vygotsky's theories also feed into more current interest in collaborative learning.

Freund (1990) did a study (doll's house) and found that the children who had previously worked with their mother showed most improvement.

Shaffer (1996) gave an example of children outperforming other children (completing a jigsaw puzzle) after receiving help from their father the first time.

According to Vygotsky (1978), much important learning by the child occurs through social interaction with a skilful tutor. The tutor may model behaviours and/or provide verbal instructions for the child. Vygotsky refers to this as cooperative or collaborative dialogue. The child seeks to understand the actions or instructions provided by the tutor (often the parent or teacher) then internalizes the information, using it to guide or regulate their own performance.

The PWP *Talk for Writing: Background Paper* (Corbett & Stannard, 2013) points out the oral learning of stories is a powerful tool for helping the child to internalise the language. Oral learning of texts involves children in hearing and speaking the text. The texts may be taught in a multi-sensory manner, using story maps (visual representation) and actions (kinaesthetic) that may be extended by the use of drama (see also McNaughton, 1997). As children become familiar with the story, they find it easier to retell independently and retrieve key events and vocabulary.

**Impact –**

Research by the Education Endowment Foundation found that the majority of heads and teachers reported a positive impact on pupil attitudes, progress and attainment.

Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).

2021-2022 data:

ELG in writing: 69%

KS1: 54%

KS2: 68% writing, 71% SPaG