

Writing

Intent

At Hatch Warren Infant School, our intent is to cultivate a love for writing from an early age, fostering creativity, communication, and critical thinking skills. We aim to ensure that all pupils develop a strong foundational understanding of writing that is secure, confident, and reflective of their individual voices. Our curriculum is designed around the National Curriculum while also embracing a wider range of cultural texts and experiences. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. Teachers make sure the content is relevant and stimulating by delivering through Drawing Club and Learning Journeys.

We prioritise the following objectives:

- **Creativity and Expression:** We encourage children to express their thoughts and feelings through a variety of writing forms, including narratives, poetry, and informational texts. This links to our planning formats through Drawing Club in Year R and Learning Journeys in Year 1 and 2.
- **Functional Writing Skills:** Pupils are equipped with essential skills for different writing purposes, including letter formation, spelling, punctuation, and grammar.
- **Diverse Literature Exposure:** Our intent is to immerse children in rich literature that ignites their imagination and builds vocabulary, while also respecting and celebrating cultural backgrounds.
- **Purposeful Assessment:** We aim for formative assessments to guide our teaching and provide timely feedback that enhances learning and progression in writing.

Implementation

At Hatch Warren Infant School, our writing programme includes the following approaches:

1. **Engaging Content Delivery:**
 - We implement a learning journey approach in Year 1 and 2, building on the prior knowledge gained in Year R through drawing club and the systematic teaching of new skills. The learning journey begins with capture, sift and sort, followed by stimulate and generate and concluding with create, refine and evaluate. This approach provides contextual relevance, fostering enthusiasm and engagement in our pupils.
2. **Diverse Writing Experiences:**

- Children participate in a variety of writing activities that are planned in weekly to 3 week cycles.
- Learning Journeys encourage pupils to explore different authors' styles and introduce elements of storytelling and drama within Stimulate and Generate. Children are given clear opportunities to 'love' the text.
- The children are taught a range of skills and explore WAGOLLs in Capture, Sift and Sort, allowing them to be fully immersed in the proposed writings form.
- Children are given opportunities to practise skills before writing in site of application and apprentice writes throughout the Learning Journey.
- Expression, creativities and skills progression lead the children to create, refine and evaluate at the end of the Writing Learning Journey.
- Working walls reflect vocabulary choices and encourage children to use prior knowledge in skills to create imaginative and innovative pieces and writing.
- Handwriting sessions are taught across the year groups. They are taught in letter families in handwriting books, these handwriting skills are then transferred into writing and topic books to practise. By the end of year 1 some children will begin to join but ensuring all other progression statements are met first. In year 2 all children will be taught to join but differentiating for those children who still cannot form all their letters correctly based on the progression statements for year 2.

3. Use of Technology:

- Where appropriate, we utilise technology, including interactive writing tools and applications, to enhance the writing process.

4. Regular Feedback and Assessment:

- We operate a continuous cycle of assessment that includes peer reviews, self-assessment, and teacher feedback. This process allows pupils to reflect on their progress and set personal writing goals.

5. Professional Development for Staff:

- Our team participates in regular professional development and training opportunities, ensuring they are knowledgeable about current best practices related to writing instruction and pedagogy.

Impact

The impact of our writing curriculum at Hatch Warren Infant School is evidenced through various measurable outcomes:

- **Pupil Progress and Attainment:** By the end of Key Stage 1, most pupils achieve and some exceed age-related expectations in writing, as documented in internal assessments.
- **Increased Engagement:** Pupil engagement levels in writing tasks are high, with observations indicating that children are enthusiastic and motivated to write for different audiences and purposes.
- **Development of Creativity:** Evidence from pupil work, alongside teacher assessments, demonstrates an improvement in creativity and originality in their writing, highlighting the effectiveness of our varied writing experiences through Drawing Club and Learning Journeys.
- **Parental Feedback:** Feedback from parents reflect an appreciation for the school's writing initiatives, some noting an increase in children's willingness to write at home and an improvement in their writing skills.
- **Diversity and Inclusion:** Pupil voices captured in feedback within the classroom indicate they feel valued and represented through the literature and writing content, promoting an inclusive environment that celebrates cultural diversity.

Through our intentional and comprehensive approach to writing, Hatch Warren Infant School aims not only to produce proficient young writers but also to foster lifelong learners who appreciate the power of the written word.