

Frogmore Infant School: Rationale for writing provision

	Motivation	Communication and language	Transcription		Sentence construction	Composition and structure
			Handwriting	Spelling		
EEF findings DfE Writing framework	<p>Writing is physically and intellectually demanding.</p> <p>One of the greatest influences on motivation is a pupils' self-belief.</p> <p>Need to build a culture where pupils see themselves as writers.</p> <p>Motivation can be improved if composition has a goal.</p> <p>Pupils who can self-regulate effectively are likely to be able to motivate themselves to engage in learning.</p>	<p>Effective writing is underpinned by children's expressive language capabilities.</p> <p>Effective composition requires an increasingly wide knowledge of vocabulary.</p>	<p>Fluent handwriting is a significant predictor of positive writing outcomes.</p> <p>Automaticity in handwriting is essential so working memory can be freed for composition.</p> <p>Introduce regular explicit handwriting instruction early in YR.</p> <p>In YR teachers should focus on developing the quality of pupils' writing- handwriting, not the length.</p>	<p>Importance of teaching spelling systematically, starting with phonics.</p> <p>In YR teachers should focus on developing the quality of pupils' writing-spelling, not the length.</p> <p>Automaticity in spelling is essential so working memory can be freed for composition.</p> <p>Spelling teaching should be regular, consistent, taught in small steps, with lots of opportunities for practice.</p>	<p>The best way to teach pupils to write is by teaching them to master sentences.</p> <p>Research suggests that one of the most effective activities for improving sentence structure is that of sentence combining.</p> <p>Explicitly teach what sentences are, how sentences work.</p>	<p>In YR, while pupils are developing ability to form letters, majority of composition will be oral.</p> <p>Teach writing as a process not a product.</p> <p>Value short, high quality writing opportunities.</p> <p>Use rich model texts but avoid imitation alone.</p> <p>Study texts for structure, sentence patterns, vocabulary choices, cohesion.</p>
<p>Plan carefully sequenced teaching to manage cognitive load</p> <p>Avoid expecting pupils to 'do everything at once'</p> <p>Separate and systematically/explicitly teach transcription, sentence construction, composition and structure</p> <p>Root writing in oral language and sentence understanding</p> <p>Prioritise quality over quantity- value quality, clarity and purpose</p>						

<p>Key provision</p>	<p>Sequence teaching to develop competency over time. Use of a consistent writing process: stimulate and generate; capture, sift and sort; create, refine and evaluate. Pupils write about topics with which they are familiar- use of pre-teaching, link to curriculum themes. Provide a wide range of opportunities to communicate through writing:</p> <ul style="list-style-type: none"> - Write for a range of audiences and purposes including authentic audiences - Opportunities to publish writing and share with intended audience <p>Provision of timely, supportive, and</p>	<p>Provide a rich language environment. Provide a broad range of opportunities to develop expressive language through role play, storytelling. Ensure high quality interactions- guided interaction, sustained shared thinking. Explicitly teach tier 2 vocabulary, provide repeated exposure to words and provide opportunities for pupils to use them. Support pupils' capability to formulate and articulate increasingly sophisticated sentences. Model through live writing word choice decisions.</p>	<p>Support pupils to develop the foundations of a fast, accurate, and efficient handwriting style through a clearly sequenced progression. Explicitly teach the physical elements of handwriting- use of consistent routines. Provide opportunities for extensive practice and teach regularly. Adults provide a model of high standards at all times. Monitor the product and process of handwriting- teaching is consolidated before moving on, prevent pupils from practising letter formation incorrectly.</p>	<p>Implementation of clearly sequenced progression for spelling. Teach common exception words by noting the exception to what they have been taught. Provide extensive practice to apply spelling knowledge. Use of dictation to practise the spelling taught. Marking responds to common errors in words that pupils have been taught and practised.</p>	<p>Implementation of clearly sequenced progression for sentence construction. Effective sentence level teaching including oral composition, reading stories, providing models orally and written, indicate sentence boundaries, use of sentence stems and frames to build a sentence orally and link to the written structure. Use of planning models. Feedback from teachers is regular, usually oral, specific, and actionable. Pupils respond close to point of feedback and improve their written work.</p>	<p>Implementation of clearly sequenced progression for composition. Move through shared understanding → guided application → independent composition Plans provide a strong emphasis on the developmental journey from spoken language to written language. Oral rehearsal in planned into every writing sequence. Time planned to craft and refine sentences, make improvements. Ensure pupils know it is OK to do 'messy' drafting. Model through live writing change of mind, editing for clarity and impact.</p>
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	<p>constructive feedback. A whole school approach to sharing pupils' work, create an environment where writing is valued.</p>					
<p>Provision for pupils who need further support:</p> <ul style="list-style-type: none"> • Maintain high expectations for content and ideas • Identify barriers/understanding of pupils' needs to provide individualised support to accelerate progress • Scaffold transcription and sentence construction, not thinking • Use additional practice, not reduced curriculum • Monitor intervention and impact on pupils' progress 						
<p>Writing across the curriculum</p>	<ul style="list-style-type: none"> • Ensure pupils are taught writing skills in foundation subjects • Align expectations for sentences, handwriting and spelling across all subjects 					