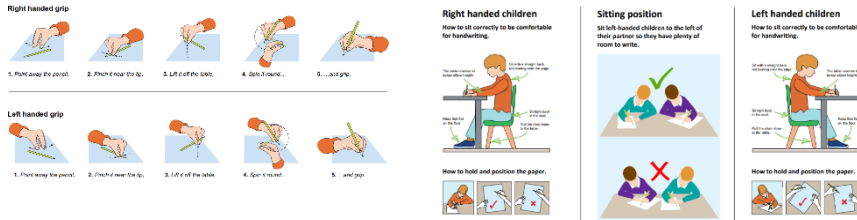


What does the teaching of writing look like at Shrevenham?

EYFS

In Reception, children are taught writing through a drawing club inspired approach. Children will have one high quality text per week that they will use to create pictures and write passwords for to make something magical happen in their picture. The key aims for this approach are for children to be given opportunities to mark make and use their imagination.

Children in Reception are also taught handwriting daily with a letter formation focus. Before explicit letter formation is taught, it is vital children have the correct posture, pencil grip (tripod) and paper position at the table. Letter formation is taught in letter families: curly caterpillar letters (c a o d g q e s f), long ladder letters (l i t j u y), one-armed robot letters (r b n h m k p) and zigzag monster letters (v w x z). To support children with the forming of letters, we use the Little Wandle mnemonics that are also used in their phonics sessions.

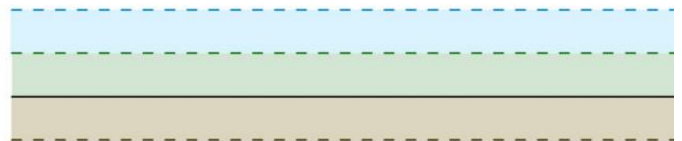


a Around the astronaut's helmet, and down into space.	b Down bear's back, up and round his big tummy.	c Curl around the cat.	d Round the duck's body, up to its head and down to its feet	e Around the elephant's eye and down its trunk	f Down the flamingo's neck, all the way to its foot, then across its wings.	g Round the goat's face, up to his ear; down and curl under his chin.	h Down, up and over the helicopter	l Down the iguana's body, then draw a dot [on the leaf] at the top.
j All the way down the jellyfish. Dot on its head.	k Down the kite, up and across, back and down to the corner.	l All the way down the lollipop.	m Down, up and over the mouse's ears, then add a flick on the nose.	n Down the stick, up and over the net.	o All around the octopus.	p Down the penguin's back, up and round its head.	q Round the queen's face, up to her crown, down her robe with a flick at the end	r From the cloud to the ground, up the arch and over the rainbow
s Under the snake's chin, slide down and round its tail	t From the tiger's nose to its tail, then follow the stripe across the tiger.	u Down and around the umbrella, stop at the top and down to the bottom and flick	v Down to the bottom of the volcano, and back up to the top	w From the top of the wave to the bottom, up the wave, down the wave, then up again.	x Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.	y Down and round the yo-yo, then follow the string round.	z Zip across, zag down and across the zebra	

Year 1

In Year 1, children are taught writing through a super sentence model which is based on dictation. The focus for this model is to ensure children are secure with letter formation and transcriptional skills before moving on to the demands of composition. Each week, children are given one sentence (linked to a key text) that they explore and learn before writing it independently at the end of the week.

Children in Year 1 are taught handwriting alongside the super sentence model with the focus still being on letter formation with the support of the Little Wandle mnemonics used in Reception. During this year, children will begin to use and Oxford line to support with ensuring letters sit correctly on the line. We use the following: brown to the ground (descending letters), blue to the sky (ascending letters).



Year 2 – Year 6

Once children are secure with the transcriptional skills of writing, they are ready to move on to composition. We teach writing using the Hampshire Model approach. This is based upon a 3-week cycle that links to a key text driver. At the beginning of each term, children will complete a “hook” activity or experience that not only engages them with the writing task ahead but enables them to have a hands on experience that they can refer to during the process. During the 3 week cycle, children take on different roles all crucial to the writing process. These roles are: reading as a reader, reading as a writer and writing as a writer. Grammar is taught with an embedded approach which allows children to fully understand not only how to spot grammatical features in writing but how to use them independently in their writing too. Each writing outcome has a clear intended audience and purpose to make the writing task more meaningful to the children.

During Year 2, once letter formation is secure, children will be taught to join their handwriting. We use a scheme called LetterJoin to teach this and the font we use is LetterJoin break – this means that is not a fully cursive style of writing and that some letters have a break between them.

As children progress through Key Stage 2, they are given the opportunity to discretely practise their joined handwriting to ensure they are able to write both fluently and legibly. By the end of Year 4, children will write in pen using a black handwriting pen.

Example

Joe and Jess, the fluffy little baby foxes,
squealed joyfully in the bright sun and
swiftly became very dizzy.

Vibrant stars appeared and they enjoyed a
quick sixty second doze!

