

EMP CURRICULUM AT A GLANCE

Writing in Early Years

In the Early Years Foundation Stage (EYFS), writing development focuses on foundational skills like mark-making, exploring shapes, and understanding the purpose of writing.

Children begin by experimenting with patterns, lines, and squiggles to express their ideas and feelings. They engage in activities that promote fine motor skills, such as tracing, threading, and playing with manipulative materials like clay or sand. In Nursery we also use **"Squiggle while you Wiggle"** to encourage children's fine motor skills and pre-writing development which helps in developing hand-eye coordination, control, and the foundational skills needed for writing. We encourage storytelling, labelling, and simple sentence formation through playful and interactive experiences. Our EYFS nurtures a supportive environment where children explore writing as a tool for communication and self-expression. Writing, along with reading, makes up literacy, one of the four specific areas of the **Early Years Foundation Stage** (EYFS). The Early Learning Goals for writing come from both literacy and physical development.

Writing at East Morton: Intent

At East Morton CE Primary, we believe that English is the heart of the curriculum: it is the key which allows our learners to access other areas of the curriculum, and helps them to unlock their full learning potential. Our creative and highly engaging English curriculum inspires and supports learners to develop their reading, writing and listening skills; thereby enabling them to become interested, effective and active lifelong learners. Our carefully tailored learning sequences develop learners' ability to speak and write fluently, allowing them to communicate their ideas and emotions effectively and confidently to others. Writing is integral to learning in English, as well as subjects across the curriculum, and high-quality texts are used to support and inspire our learners to develop culturally, emotionally, intellectually, socially and spiritually. Learners are immersed in vocabulary-rich learning environments which support language development and help to expand their vocabulary use in writing. Writing is promoted and encouraged, and we nurture our learners' love of writing, leading to widespread creativity, flare and enjoyment of writing. The different aspects of our English curriculum collectively support our learners in being able to communicate and write clearly, accurately, coherently and with ambition. The development of speaking skills is integral to learning at East Morton CE Primary and learners are supported in using discussion as a tool for learning across the curriculum. Our challenging and inspiring English curriculum, which is aligned to the National Curriculum, supports and motivates our learners in developing their **knowledge, understanding** and **skills** when reading and writing a range of age-appropriate genres.

Inclusion

All learners at East Morton CE Primary take part in all aspects of our curriculum; our English curriculum aims to make a difference in each learner's life by providing opportunities that they may not have outside of school. Where required, lessons and resources are adapted to ensure that all learners are included and can access the whole English curriculum.

Assessment

Our assessment of writing is robust as we use the progression statements below to support both planning and assessment within each year group. These progression statements are used, alongside genre and year group specific checklists, to assess the independent pieces of writing created at the end of a unit. Individual written feedback is given, and learners reflect on their achievements in a learning log. We also moderate our writing judgements termly with other BDAT schools.

Writing Curriculum Implementation

We have an engaging English curriculum with a clear structure and [sequence](#) that is based around a high-quality text. The texts within each year group are carefully selected to include a range of visual texts, classics, chapter books and poetry. They cover a diverse range of themes, subjects and authors. The same approach for an English sequence of learning is followed in Reception to Year 6, which provides continuity for the learners. A unit of work is carefully planned for each year group to allow any links to other areas of the curriculum to be made, where appropriate. An English unit of work will often continue for a whole half-term to allow learners to become fully immersed in their text and create varied opportunities to apply new and previously learned, genre-appropriate grammar and vocabulary to their independent writing.

Each English [sequence](#) has six stages and begins with 'creating interest' stage. This stage is designed to excite learners and spark their interest and involves 'prediction' lessons where they can practise and apply their reading skills. Meaningful discussions about the new text allows learners to gain in-depth knowledge about the text, which can support their learning and writing in later stages. A 'cold task' writing lesson is used as an initial assessment to support teachers in identifying genre specific targets, as well as any grammar misconceptions. High quality WAGOLs are used too, to expose pupils to grammar in context before the explicit teaching new grammar that can be later used in independent writing. The 'collecting content' stage of the sequence gives learners opportunities to use and apply grammar, vocabulary and spelling within the context of the focus text. Ambitious sentence structures are also introduced in each year group, giving learners the opportunity for extension and challenge. The acquisition of new vocabulary is an essential aspect of English teaching and therefore any new language is discussed as it arises in their reading or writing and new vocabulary is systematically introduced through our starter activities.

A teacher-led 'taught writing' sequence is used to equip learners with the skills they need for successful independent writing. During this phase of the unit, the teacher actively models the writing and self-checking process, also illustrating appropriate attitudes to writing (such as positive self-talk), and then the learners are given the opportunity to apply these in independent writing. Learners are given tailored feedback and support which facilitates their editing and improving work. At the end of 'taught writing' sequence, learners are encouraged to publish a final piece to showcase their knowledge, skills and understanding of the genre. Further independent/ free choice writing can also be completed based on the focus text.

The classroom environment supports learners in becoming independent writers; they are encouraged to independently access the resources available to them to support their writing. A range of appropriate resources are available to support grammar, spelling and handwriting; these include accessing the working wall, dictionaries, word banks, and other self-help tools. We follow a spelling scheme to support learners to become confident spellers and learners are assessed on a spelling list weekly.

Associated Documents: Curriculum Learning guide and Year Group Long Term Plans

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External Review 2023

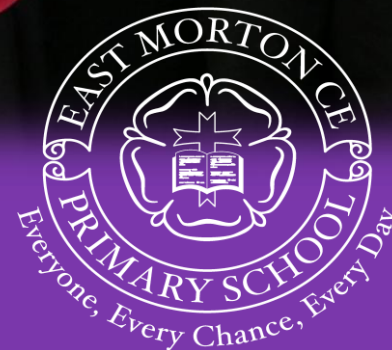
B11 Education

"Leaders have developed an ambitious curriculum that is well-sequenced and incorporates diversity and equality. There is very clear progression in learning because of skilful teaching, high expectations and a curriculum that promotes progression."

"Teachers' high expectations and excellent modelling of spoken English helps pupils develop wide ranging vocabulary and good spoken language. Pupils read fluently and have good opportunities to write at length. There is excellent handwriting from very many pupils."



WRITING



Enhancement

Visiting authors who talk about their work also ignite a passion for reading and writing.



Development in spoken language skills, which underpin learners' development in reading and writing, are embedded throughout learning in English and the wider curriculum. Our curriculum design ensures the continual development of these skills through wide and varied opportunities to apply them: learners discuss and debate in subjects such as Geography, History, PSHE and REAL time.

Creative opportunities to use and develop presentation skills, including participation in drama, are weaved into many areas of learning.

Impact

Learners will:

- enjoy writing across a range of genres
- have good knowledge of how to adapt their writing for different contexts
- write fluently, allowing them to express ideas and emotions confidently
- The majority of learners will attain age-related expectations, with some exceeding them