

Holy Family Catholic Primary School  
Writing Framework 2020 - 2021  
IMPLEMENTATION - (How do we teach it?)

	EYFS	Year 1	Year 2
<b>Pedagogical Approach and Strategies</b> <i>How do we teach it?</i>	<ul style="list-style-type: none"> <li>There is a focus on ensuring that children acquire good communication skills and a wide range of vocabulary, fine motor skills and a secure knowledge of phonics in order to develop their writing skills.</li> <li>Adults model/scribe so that children understand the importance of writing.</li> <li>We have a personalised approach to teaching writing and we ensure that each child can operate in a way that is suited for them.</li> <li>Daily writing focuses during phonics for each child</li> <li>Staff are trained in teaching letters and sounds and encourage children to apply their phonic knowledge in their writing.</li> <li>Opportunities to develop and apply skills and knowledge in every area of the provision indoors and outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>Twice daily Phonics sessions</li> <li>English lessons are planned to allow the children to apply their phonics skills independently.</li> <li>Follow letters and sound for phonics teaching.</li> <li>Use phonics strips to help support writing.</li> <li>Teach story planning through Pie Corbett to support sequencing events.</li> <li>Phonics interventions for the pupils not on track to achieve expected.</li> <li>Spellings sent home weekly - LB Differentiates the spellings with a focus on the phonics phase the pupils is currently working within.</li> </ul>	<ul style="list-style-type: none"> <li>Twice daily Phonics sessions.</li> <li>English lessons based around texts allow children to apply their developing phonic knowledge.</li> <li>Follow letters and sounds for phonics teaching.</li> <li>Phonics strips used to help support writing.</li> <li>Phonics interventions for the pupils not on track to achieve expected standard by end of Year 2.</li> <li>Spellings sent home weekly for children to practice.</li> </ul>
<b>Texts used to support / Engagement including term / week</b>	<ul style="list-style-type: none"> <li>Reading corners indoors/ outdoors</li> <li>Good quality text based on children's interests- carefully selected and rotated across the year based on seasons/ celebrations/ children's experiences/ interests.</li> <li>Writing for a purpose/ audience.</li> <li>Weekly/ fortnightly key text (Big Book if possible) planned-- writing provocations linked to this/ shared writing as a whole class</li> <li>Appropriate texts to support learning in all areas linked to different areas of development.</li> </ul>	<ul style="list-style-type: none"> <li>Autumn 1 - communities link and phonics application. - room on the broom, duck stuck in muck.</li> <li>Autumn 2 - Science and Geography links, autumn poetry, the tiger child, traditional tale.</li> <li>Spring 1 and 2 - Traditional tales. Three little pig, Billy Goats Gruff.</li> <li>Summer 1 and 2 - A range of texts based on recommended reads for Year 1 pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Autumn - The day he crayons quit, Who Put Mustard in the Custard? (poem), Non-fiction texts based on communities. The Sound Collector (poem).</li> <li>Spring - Little People, Big Dreams texts based on famous people in History - Emmeline Pankhurst, Martin Luther King, Amelia Earhart. Ernest Shackleton</li> <li>Summer - The Magic Paintbrush, Somebody's Swallowed Stanley, Let's Celebrate (Festivals and Poems from around the world)</li> </ul>

	<ul style="list-style-type: none"> <li>• Fiction - Helicopter stories, own books, parental involvement, storytelling area</li> <li>• Non-fiction - tickets, invites, instructions, information posters, cards, notes, diaries, to do lists, shopping lists etc</li> <li>• Children's photos/ artefacts from home provide opportunities for scribing or writing when appropriate</li> <li>• Parental involvement</li> </ul>		
<p><b>Timetable</b></p>	<ul style="list-style-type: none"> <li>• Twice daily phonics sessions include elements of writing for each child taking into account their developmental stage together with development of fine motor skills/pencil control.</li> <li>• Developmentally appropriate early mark making/ writing opportunities promoted/ modelled by all staff in all areas of learning</li> <li>• Children have daily opportunities to tell stories which are scribed by adults and then acted out as a whole class - Helicopter Stories approach consistent</li> <li>• Routines and expectations to practise basic skills of writing established across the provision by all staff Group teaching based on/ tailored for individual needs</li> <li>• The application of CLL is central to all planning - there is a clear differentiated outcome expected for each FS2 child daily</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn term - Focus writing groups.(6 pupils) Each group has three writing tasks each week.</li> <li>• Spring and summer term. - Daily whole class literacy sessions in addition to daily phonics.- 3x 20 min handwriting lesson a week.</li> </ul>	<ul style="list-style-type: none"> <li>• Twice daily phonics session including elements of applying phonics knowledge in writing.</li> <li>• Handwriting: Achieving Excellence In Handwriting Scheme followed throughout lessons.</li> <li>• Whole class reciprocal reading session teaching children the key elements of reciprocal reading.</li> </ul>
<p><b>Display</b></p>	<ul style="list-style-type: none"> <li>• All areas to feature writing examples - photos, copies - writing taught and modelled through all areas of learning by all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn term. Display quality examples of the children's writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics display to help support children in line with school policy.</li> <li>• Tricky words displayed in class.</li> </ul>

	<ul style="list-style-type: none"> <li>• High quality language and print environment constantly reviewed and developed</li> <li>• Writing celebrated and displayed/shared with parents through tapestry/ parents meetings</li> <li>• Phonics display to help support children in line with school policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics display to help support children in line with school policy.</li> <li>• Spring term Display a working wall and vocab wall linked to the focus story in literacy, to include quality examples of children's writing.</li> <li>• Phonics sounds of the week to be displayed.</li> <li>• Tricky words displayed in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality pieces of children's work displayed and celebrated in class.</li> <li>• English working wall displaying key vocabulary that children can access during lessons.</li> </ul>
<b>Opportunities for Speaking</b>	<ul style="list-style-type: none"> <li>• Story telling - Helicopter Stories</li> <li>• Opportunities for public speaking during Focus Weeks</li> <li>• Acting out Scribed Stories - Helicopter Story Approach</li> <li>• Rhymes including Nursery Rhymes, Ring Games in FS1 and Poetry Basket in FS2</li> <li>• Open ended resources/ provocations/</li> <li>• Language/ print rich environment/ communication friendly spaces</li> <li>• Curiosity cube</li> <li>• Language modelled by all staff</li> <li>• I wonder/ curiosity approach</li> </ul>	<ul style="list-style-type: none"> <li>• Role play activities planned during literacy lessons to encourage talk for writing.</li> <li>• Whole class and small groups discussion about the text.</li> <li>• Partner/groups work during phonics and literacy lessons.</li> <li>• Stories read and discussed daily.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking partners used regularly throughout lessons encourage children to answer in full sentences.</li> <li>• Stories read and discussed daily.</li> <li>• Opportunities for public speaking/drama within English lessons.</li> <li>• Language modelled by all staff.</li> </ul>
<b>Writing across the curriculum</b>	<ul style="list-style-type: none"> <li>• Opportunities for writing for different purposes in every area.</li> <li>• Developmentally appropriate Early mark making/writing opportunities promoted/ modelled by all staff in all areas of learning</li> <li>• Modelled writing visible in areas</li> </ul>	<ul style="list-style-type: none"> <li>• English planning to include cross curricular links.</li> <li>• Non-fiction texts to be used as a focus for English lessons in addition to fiction.</li> </ul>	<ul style="list-style-type: none"> <li>• English planned to include cross curricular links.</li> <li>• Children encouraged to engage in exciting real life opportunities to write - letters to Blue Peter, poetry competitions etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Opportunities to develop fine motor skills across the provision</li> <li>• Scaffolds to support learning available across all areas indoors and outdoors e.g. handwriting mats.</li> <li>• Writing bags/ writing on the go implemented outdoors.</li> </ul>		<ul style="list-style-type: none"> <li>• Key vocabulary from the wider curriculum displayed in class including Science, History/Geography.</li> </ul>
<b>Shared Language used</b>	<ul style="list-style-type: none"> <li>• Character, setting, problem, solution, beginning, middle, end,</li> <li>• Handwriting rhymes</li> <li>• Capital letters/ lower cases, finger spaces, full stops, question marks, exclamation mark, speech bubble</li> <li>• Doing words for instructions</li> <li>• Capital letters/ lower cases/</li> </ul>	<ul style="list-style-type: none"> <li>• Use of correct language for teaching phonics; Phonemes, graphemes, digraphs, trigraph, syllables, segmenting, blending.</li> <li>• Vocabulary wall to display key words</li> <li>• National Curriculum Year 1 grammatical vocabulary used in class e.g. capital letters, full stops etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of correct language for teaching phonics; Phonemes, graphemes, digraphs, trigraph, syllables, segmenting, blending.</li> <li>• Vocabulary wall to display key words from the focus text.</li> <li>• National Curriculum Year 1 grammatical vocabulary used in class e.g. noun phrase etc.</li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Fine motor skills tracked and next steps identified for all the children each term and discussed with parents termly.</li> <li>• Transcripts of children's work from scribing becomes a record of the child's language and literacy development together with their fine motor skills (physical) development.</li> <li>• Individual feedback/support recorded as T (teaching)</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn term - During Small guided group session verbal feedback given and use of purple pen.</li> <li>• Introduce the marking stamps to the children and use with them.</li> <li>• Spring and Summer term - verbal feedback given 1x week.</li> <li>• Purple pen corrections - on going throughout each lesson.</li> <li>• Stamps to be used 1x week to give next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal and written feedback given in line with school policy.</li> <li>• Children encouraged to respond to feedback in green pen when appropriate.</li> </ul>
<b>Writing Community in and out of school</b>	<ul style="list-style-type: none"> <li>• Library visits/ use of school library services</li> <li>• Parental involvement - Learning Journey, Tapestry contribution, Meetings after focus</li> </ul>	<ul style="list-style-type: none"> <li>• Writing homework task sent home each half term.</li> </ul>	<ul style="list-style-type: none"> <li>• Library visits/ use of school library.</li> </ul>

	<p><i>week - discussing fine motor/ tracker/writing stage - advice on how to support at home</i></p>	<ul style="list-style-type: none"><li>• <i>Phonics resources provided for home writing that are the same as we use in school.</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Tapestry used as a way of sharing children's excellent writing examples with parents.</i></li><li>• <i>Phonics resources provided for home writing that are the same as we use in school.</i></li></ul>
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