

Early Writing



Intent – what we aim to achieve

Writing has an important place in education and in society. It is an essential skill and the ability to write with confidence and accuracy is a tool which will support a child through life.

At Newstead Academy we have the highest expectations and aspirations for all our pupils. We recognise that written communication is a key and fundamental skill which underpins development in all areas of learning and development. We are committed to providing every child with the best possible opportunities to learn to communicate in a written form. We recognise that writing cannot be taught in isolation and needs to sit alongside the EHCP Areas of Need of Cognition and Learning, Communication and Interaction and Sensory/Physical.

Solid 🖼 Foundations

Learning to write is a complex process that involves learning many skills. First, children need to learn to communicate, build their vocabulary and develop the fine motor coordination they will need to manipulate a writing instrument. As they grow, they need to learn about the alphabet and to make connections between spoken and written words.



Key skills development 💥

Providing purpose and meaning for Early Writing

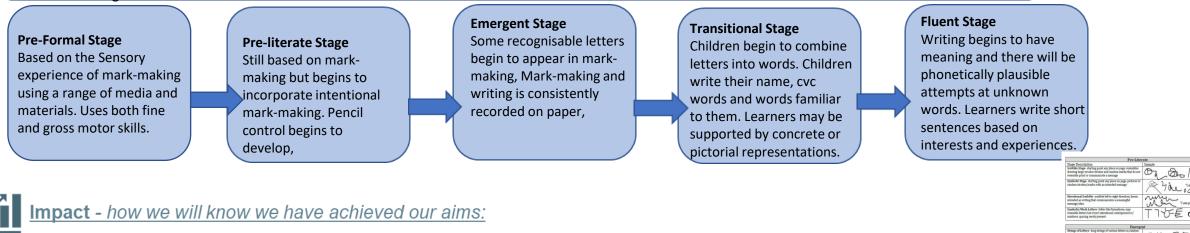
To write meaningfully, children must have the motivation and inspiration to write in the first place. They need to understand that writing has meaning and that the words they write can be read back again. This understanding will come from seeing adults and others around them using writing for a purpose and modelling the use of written language in a range of contexts, such as shopping lists, invitations, postcards, text messages, emails, greetings cards, storytelling and so on.

Taking account of learners' needs

Visual supports such as Now and Next boards, visual timetables ,writing frames, symbols and communication boards form a key part of our writing journey at all Stages.

Children may spend significant time working at each Stage as they progress from accessing activities with physical or visual prompts to being able to do this independently. Visible Learning In addition to a daily Phonics session, each class has a daily dedicated reading writing session. Initially this may be in the form of dough disco, sensory mark making and pattern formation and will progress to letter formation and eventually word, caption and sentence writing.

Our writing journey is aligned to the **Stages of Writing Development** and delivered through **Cherry Garden**, **Waterton Academy Trust Writing Strategy** and **Pre-Key Stage and Key Stage Statements**. Cross-curricular writing opportunities are linked to **Cornerstones**. Our Key Skills developments are stage rather than age related.



Assessment is used to monitor progress and identify children needing additional support, challenge or adaptations.

Pupil Voice reflects enthusiasm for writing and children see themselves as writers. Pupils can sustain writing for a variety of purposes and audiences. Planning shows fidelity to our chosen curriculum pathways and is ambitious for all with the necessary adaptations made to meet the needs of our learners.

Pupils' communication and comprehension skills are embedded and there are clearly planned opportunities for cross-curricular writing.



Nuturing and preparing children for the future