



Handwriting

The DFE states that all SSP (systematic synthetic phonics) programmes should not be teaching cursive, but print. In Reception and Year 1, we use the Little Wandle formation phrases for each letter and teach handwriting outside of the phonics lesson. When the children are ready in Year 2, they move on to, initially, writing continuous cursive letters that are not joined and then to writing in a continuous, cursive font with lead in and lead out lines. The Letterjoin handwriting scheme is used for this.

At Woodside, we believe that writing is an essential skill and the ability to write independently with confidence and accuracy is a tool which will support a child throughout their lifetime. It is our intent that students leave Year 6 wanting to, and being able to, express their thoughts and ideas clearly and creatively through the written word, for a varied range of purposes and audiences.

Core Texts

As reading is at the heart of all we do, our bespoke writing curriculum is designed around high-quality, carefully selected stimulus texts which empower our teachers to provide high-quality teaching of writing.

Writing as a Reader

Powerful teaching techniques such as modelled and shared writing are used at Woodside ensuring our children are exposed to high quality demonstration, exploration and discussion of the choices writers make. As we always write as an author for a reader, when appropriate, we read our work back to ensure the impact desired is achieved.

Writing

Writing Purposes/Outcomes

Our long-term scheme of work doesn't only outline the core texts to be used in each year group, but also our purposes for writing (e.g. writing to narrate) and our writing outcomes (e.g. an alternative opening). The audience for each piece is also carefully thought about so that writers can adapt content accordingly.

Editing/Publishing

We set high expectations for all of pupils to take pride in their work. Our writing process includes time to improve work in the form of proof-reading and editing as well as publishing final-outcome pieces. Effective live feedback also takes place within lessons, encouraging our children to become reflective, resilient learners.

Events

- In October 2023, Woodside will hold a greater depth writing workshop for our most able Year 5 and 6 writers led by an external company. This day will focus upon techniques to create suspense and will also involve local school within the academy.
- In Summer 2024, 'Word Guerilla' will be working with our children on spoken word poetry. This opportunity will aim to empower pupils with language and words and inspire them to become thinkers and individuals.

Our Writing Sequence

At Woodside, we firmly believe that reading is the key focal point of good writing and it encourages the development of curious writers who use a range of ambitious vocabulary and written techniques to create purposeful final pieces. Each unit of work is planned using a 'reading into writing' approach. Having immersed (read, explored and familiarised) ourselves with the core text, we analyse examples of the genre we will be writing in. Next, we develop focussed grammar and punctuation skills before capturing ideas, planning and orally rehearsing our final outcome piece. Finally, we create our writing.

Early Writing

Our EYFS curriculum, which is deeply rooted in community but ambitious and sensitively planned to meet every child's needs, builds strong foundations for writing and develops enthusiastic, emerging writers. Our Reception children have an enduring and positive attitude to writing a result of:

- The use of high quality texts;
- Teaching the physical skills which enable them to control and manipulate writing tools;
- Ensuring that writing tools and materials are readily available
- Teaching how phonemes are represented through graphemes;
- Providing enriched play-based exploration and a rich diet of balanced learning experiences;
- Providing genuine reasons to write
- Immersing in an environment of print e.g. vocabulary, sentences, books, labels
- Modelling the pleasure and purpose of writing
- Developing children's vocabulary by rehearsing orally what they are going to write.

Vocabulary

At Woodside, our children are exposed to a language heavy English curriculum through the use of high-quality texts and immersing children in vocabulary rich learning environments. Within classrooms, Writing Boards display tiered vocabulary (a mixture of everyday words, words that occur across a variety of domains and subject specific vocabulary) promoting language development, comprehension and encouraging effective application of these.