

and copy a high frequency word from the board in different colours. In January, the children are then encouraged to copy the word and write a sentence with this word in it.

By the end of Reception, most children will be writing sentences independently and writing clearly enough that you can read what they've written.

Assessments

The Early Years Foundation Stage (EYFS) profile summarises and describes children's attainment at the end of the EYFS.

It gives:

- the child's attainment in relation to the 17 early learning goal (ELG) descriptors
- a short narrative describing the child's 3 characteristics of effective learning

Teachers' assessments are primarily based on observing a child's daily activities and events. In particular, practitioners note the learning that a child demonstrates spontaneously, independently and consistently in a range of contexts.

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves teachers observing children to understand their level of attainment, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

When compiling the profile, teachers must review the evidence gathered in order to make a judgement for each child and for each ELG. The judgement must say whether the child's learning and development is:

- best described by the level of development expected at the end of the EYFS ('expected')
- not yet at the level of development expected at the end of the EYFS ('emerging')
- beyond the level of development expected at the end of the EYFS ('exceeding')

The Early Learning Goal for writing in EYFS is:

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Key Stage 1

At the end of Key Stage 1 (Year 2) the children's writing will be teacher assessed. At Parkfield, we administer the optional KS1 English grammar, punctuation and spelling test and use the results to inform English writing teacher assessment judgments.

Key Stage 2

At the end of Key Stage 2 (Year 6), pupils are required to participate in SATS tests during a specified week in May, which include:

- English grammar, punctuation and spelling Paper 1: questions
- English grammar, punctuation and spelling Paper 2: spelling

When assessing writing, teachers will use extended writing pieces both in English and across the curriculum to make an informed judgment.



PARKFIELD SCHOOL
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A Guide to Writing



How do we teach writing at Parkfield?

At Parkfield we have developed our own approach to 'how to teach writing', which includes elements of both 'Talk for Write' and 'Alan Peat' sentence types, but which is fundamentally based on National Curriculum objectives.

Children are taught genre-specific texts and follow a cycle of imitate, innovate, independent application and invent. We understand the importance of developing and broadening vocabulary, so each text is carefully constructed to meet National Curriculum objectives, broaden vocabulary and sentence construction and to meet the needs of the audience and purpose.

'The Hook'

Each unit begins with a 'cold write', which enables teachers to adapt the teaching sequence to what the children need. After the initial cold write, the children experience a 'WOW' starter to hook them into the new unit.

Imitate Phase

The imitate phase consists of learning new vocabulary which builds on prior knowledge and children are taught grammar and punctuation lessons linked to the text. This is then rounded off with a 'reading as a reader' lesson, which focusses on their understanding of the text after being immersed in it throughout the week. In Reception and Key Stage 1, there is more emphasis on learning the text by heart, which fully immerses the children in the language and any associated grammar or punctuation.

Innovate Phase

The innovate stage is where the children 'have a go' at using and applying their new knowledge and skills through shared, guided and independent writing opportunities. The innovate stage begins with 'boxing up the text' so that children understand what happens in each section of a narrative or non-fiction/poetry text. As a class, they discuss what tools are required for it to be a successful piece of writing. As a school, we have adopted a 'Tools not rules' approach to writing, where children are taught writing skills and techniques based on the genre and purpose for writing. We believe this low threshold, high ceiling approach eliminates any glass ceiling being put on any child and is used to support the writing process, rather than it being a tick list that can inhibit many children's natural talent. In addition to the 'Tools not rules' we have non-negotiables linked to each year group's National Curriculum objectives, so every child knows the minimum expectation. This phase is developmental in nature, thus every child will have a 'next step' marking comment to respond to in the next lesson; this also provides time to progress the skill of editing and improving.

The Independent Application

The independent application stage is recorded in their English books and is completed immediately after the innovate stage. This is where the children get to plan their own narrative, non-fiction or poetry based on the skills taught and the knowledge they have gained.

Invent

Invent opportunities are planned across the curriculum to give children the opportunity to showcase their talents across the curriculum and is a useful assessment tool for

the teaching staff. In both the independent application and invent stage, time to edit and improve their work is developed further through teaching and learning time. Children are given opportunities to publish some pieces of work.

EYFS

Children learn to write in the EYFS through a combination of adult-directed activities and child-initiated play. For example, they might play at going shopping and 'write' their own shopping list.

Alongside play, teachers will encourage children to begin to write through more formal activities. For example, they might draw a picture of a flower and be asked to label the parts or write their own version of a well-known story like Goldilocks.

Talking is the basis for all writing in the EYFS. Learning to write also involves all the senses, so children will become familiar with following story maps, reciting and using actions to immerse themselves in the language and sentence patterns.

Learning to write is a gradual process. At first, children's writing is just mark-making, but as time passes and they begin to learn the alphabet, they'll begin to make letter shapes, often starting with the letters in their name. Through adult-directed activities, they will also pick up conventions like moving from left to right on the page and from top to bottom.

As children begin to learn about phonics, their writing enters a new phase where they start to write letters, but as their phonics learning progresses, they'll write with more accuracy. Part of their daily diet will be 'Rainbow Writing' where the children say