



Ysgol Fabanod Cwmaber Infants School

Writing

Read a story and discuss features of a story retell, based on the average expectation for the year group.

Carry out a cold write based on the story.

Assess and link to the Progress Tree to show the level the child is working at in writing.

Repeat in Spring term and at the end of the Summer term.

Our Vision

Communication is an essential skill for learners to access the entire curriculum and to thrive in life. Our vision is to develop learners who have the willingness to experiment with different forms of writing, from the earliest mark making in the early Years to sophisticated fiction and non-fiction writing as they gain skills and confidence. We aim to give our learners the confidence to explore new opportunities which they can apply throughout their lives, seeing writing as a tool in which learners can explore the world around them and enable them to become ethically informed citizens of the world. Encouraging learners to communicate, express and enjoy writing will help to create a base for a lifelong interest in speaking, listening, reading and writing through the languages of Wales and the world, establishing them as ambitious capable learners. Learners will develop a breadth of knowledge through engaging in a range of authentic and creative experiences, enabling them to experiment with different styles and genres of writing, taking risks and learning how to improve their work through sustained effort. We recognise that collaboration and discussion through a variety of differentiated and shared activities, help our learners to write from a range of experiences. Wherever possible, we use Welsh contexts to develop Cynefin.

Principles of Progression

Increasing effectiveness as a learner
Increasing breadth and depth of knowledge
Deepening understanding of the ideas and disciplines within Areas
Refinement and growing sophistication in the use and application of skills
Making connections and transferring learning into new contexts

Non- Fiction Genre Map

Autumn Term-Recount writing-a trip, diary, newspaper report, letter about an event			
Say what happened in an informative, entertaining way			
Layout/language	Reception	Year 1	Year 2
	- Orally use time connectives to describe the event- first, then, next, etc - Draw steps of sequence - Draw pictures - Write sentences - Link facts if appropriate	- Use introduction- our class went to the farm. - Use photos to order events - Orally use time connectives to describe the event- first, then, next, etc - Practice writing in past tense- we went - Use adjectives to describe - Use subject specific language - Drawings	- Use general introduction- On Friday. - Use who, what, where, etc to organise - Maintain past tense - Use connectives - Use adjectives to describe - Use subject specific language - Drawings/diagrams - Begin to use third person- class 2 enjoyed/an eyewitness said

We use the EAS "Getting it Write " Units to support and supplement our writing, choosing genres and books according to the focus and theme for the term.

Spelling

We have a weekly overview of spelling patterns that we teach and revise daily. Tricky words are taught in conjunction with the patterns (see example)
We use Jolly Phonics and Twinkl Phonics to support our teaching

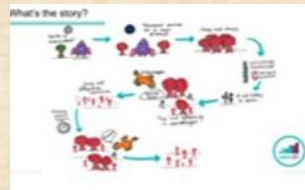
Progression and Assessment

We use Progression trees for each Progression Step. These are used to involve pupils in their own learning and to show progress that they are making in their writing and to ensure they are aware of the next steps needed to improve their work.

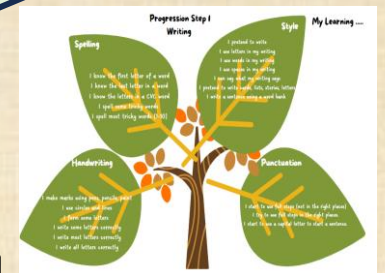
Year 2	Date:
Summer Term- Non-chronological report writing- sea/fish/booklet	WALT- Make a leaflet/booklet
Present information that is easy to understand to someone who wants to know something	
WALT	Pupil Teacher
General introduction	
Facts under given headings	
Pictures and diagrams	
Connectives	
Subject specific words	
Blurb/overview	
Adjectives	
Sut wyt ti?	
Trist Gweddol Hapus	

We have a focus for Fiction writing each term
Autumn- Retell a story
Spring- Poetry
Summer- Adapt a story

We use the Pie Corbett Talk for writing approach to link oracy with writing



	sh	ch	th	ng	qu	Ar
Autumn 1	am get clap shop fish shut wish shampoo I the	if hot blot chips lunch chest much chicken he she	us sad flag this with that thank thinking me we	in leg glad ring sang strong lung length be was	on but plum quick quiz queen squid squeeze to do	at yes slug arm hard scarf card farmyard are all



Genre assessment mats
Each term we focus on a different genre of non-fiction writing. We use the genre assessment mats to support the writing journey, giving clear success criteria. Children and teachers assess extended writing using the mat.

Handwriting

We use the CCW Precursive Script to teach handwriting. We teach the formation using the letter families, building on and developing emergent writing

Family 1	Family 2	Family 3	Family 4	Family 5
c a d g o q	i t u y j	r n m p	l h b k f	e s v w x z

Writing across the curriculum

After teaching and practising a genre, we look for opportunities to apply the writing style in other Areas of Learning. This is evident in The Learning Journey Books as well as in the Branching out Activities.

