Writing FIRSY Foundation

Updated: September 2026

Intent

The National Curriculum for English aims to promote **high standards** of language and literacy by equipping pupils with a strong command of the **spoken** and **written** language.

Our aim

By the end of Key Stage 2 we aim for a child to be able to:

- **Write with confidence**, fluency and understanding, orchestrating a range of independent strategies to **self-monitor and correct.**
- Understand a **range of text types** and genres and to be able to write in a variety of styles and forms appropriate to the situation.
- Develop the powers of imagination, inventiveness and critical awareness.

Meeting the needs of our pupils.

Teaching to ability

Children in EYFS and KS1 are not taught English in ability groups, as a main aim of both curriculums is the oral skill of retelling stories. By not setting children they are **all exposed to higher level language** aiming to lessen the ability gap. In KS2 children are taught in soft streamed ability groups, this enables teachers to teach children at the correct **pace** and give the **required scaffolds** for them. This also allows teachers to **effectively challenge** all children.

Vocabulary

At the beginning of a unit the teacher will go through the model text and pick out any unfamiliar vocabulary . They will then share this with the children and allow them to pick out any further words. We also use the **Word Aware** grids to teach the children the new vocabulary and then this is displayed on working walls.

Targeted interventions

If children are struggling with a concept in writing, the teacher will identify this as part of assessment for learning and put the additional supports or scaffolds in place. This may be done in lesson through teacher time or, if necessary, a intervention.

Sentence Structure

To ensure that **all** of our children have the understanding of the different parts of a sentence, the 'job role' of each word/phrase and how to punctuation sentences correctly, every year group completes a 'Place Value of Punctuation and Grammar' unit before they begin writing units.

Oracy

To develop children's oracy skills, where necessary the children will learn a model text through a text map. The children **orally rehearse** the text map regularly with the aim to strengthen memory and help children **internalise the text**. Through English lessons children also have the opportunity to talk to their partners and to the class, have discussions, take part in drama and share their work with the class. In year 1, prior to starting Place Value of Punctuation Grammar, they take part in a 'Oracy First' unit where there is emphasis on oracy skills and basic transcription skills.

Implementation

Linking learning to EYFS, KS1 and KS2

The EYFS curriculum has been matched to the National Curriculum expectations for year 1. This allows teachers to know starting points for GLD (Good Level of Development) children as they begin their learning in year 1. We follow the National Curriculum for English, which outlines the objectives for each year group to follow and teach.

Staff training

All staff have participated in several training sessions from both external companies/professionals and subject leaders within school.

Retentions and revisiting

Children **regularly revisit story types** and skill. They are constantly using their **oracy** and **storytelling** skills through English lessons. They are assessed termly in English and also produce longer pieces of writing at least 2-4 a term that are also assessed. Teachers use these to find what skills need to be taught and what children's next steps in learning are.

Timetabling

At Firs, English is taught four times a week. In addition to this children have phonics/SPaG time throughout the week.

Pupils starting points

All children are formally assessed termly. Teachers assess pupils daily through the work they complete in lessons as well as within the extended pieces of writing. Next steps are picked up from these assessments and children receive interventions or pre teaching if they need them. New children are assessed once they begin school.

Monitoring progress

Progress of the children is monitored through termly teacher assessments.

SEND and disadvantaged

All SEND children are assessed using the same assessments. Children are then set targets specific to their needs enabling them to progress. Work in tailored to the children's needs through using more visuals, communication in print, colourful semantics or through more discussions.

Progress, attainment and future planning

All English lessons are recorded in English books or, where it is a practical lesson in the 'Whole Class Topic Book'. Teachers plan units of work around a focus, using a book and/or model text specific to this.

Impact

Monitoring

Book looks, staff voice, pupil voice, lesson walkthroughs, data analysis are used to monitor writing at Firs. Where possible, triangulation is used.

Achievements

Every child is accessing learning at their ability. Every child, including SEND and disadvantaged have the equal opportunity to succeed by have specific interventions, pre-teaching and they are taught in specific groups based of their needs.