

Progression in Writing

Intent

At Christ Church Primary School, we understand the importance of writing proficiency not only in this subject area but across the whole curriculum. Our aim is that all pupils at Christ Church Primary School have access to a broad and balanced curriculum which enables them to make good progress. Encompassing the school ethos '*Love to Learn, Learn to Love*', we aim to encourage children to have a healthy, enthusiastic attitude towards their writing and to use their love for reading to influence their writing styles. Pupils will be encouraged and inspired to produce high quality writing which demonstrates good use of spelling, punctuation and grammar.

Our intention is that all pupils of Christ Church Primary School develop a sound knowledge of grammar, spelling and punctuation that enables them to write fluently and accurately in line with the expectations set out in the national curriculum. We want children to become enthusiastic writers who are able to produce high-quality writing of a range of genres to suit a range of audiences and purposes. We aim for all children to achieve good gross and fine motor skills which allow them to learn to use a correct pencil grip and cursive handwriting style with increasing automaticity. We aim to immerse children in high-quality texts throughout the curriculum to develop their vocabulary as well as nurturing the children's curiosity and wander about the world through writing. Children will learn the necessary skills for writing in a fun and creative way.

At Christ Church Primary School, we understand that speaking and listening skills underpin pupils' ability to both read and write accurately. By the time our pupils leave Christ Church, we aim for them to become confident, fluent speakers who are able to use a wide range of ambitious vocabulary. They will maintain attention and participate actively in collaborative conversations, staying on topic and responding to comments with confidence. They will be able to consider different points of view, adding their own ideas and building on the contributions of others. We aim for our pupils to become good listeners who can follow instructions and ask and answer sensible questions. We also recognize the value of drama and performance and regularly give the children opportunities to develop their ideas and vocabulary through role-play, class performances and debates and discussions.



Implementation:

1. Curriculum drivers (the Arts and Possibilities) shape our curriculum breadth in English. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
2. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
3. Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
4. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied.
5. **Threshold concepts** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 're-visiting' of the curriculum, students return to the same concepts over and over and gradually build understanding of them. In Writing, these threshold concepts are; **Composition, Transcription, and Speaking and Listening**.
6. **Knowledge categories:** These categories help students to relate each topic to previously studied topics and to form strong, meaningful schema. In Writing these knowledge categories include: **Grammar, Spelling, Handwriting and the genres of writing including Narrative, Information, Letters, Diaries, Explanations and Persuasive Writing**.
7. Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which taken time.

- 8 **Milestones:** For each aspect of Writing, three Milestones, each of which includes the procedural and knowledge categories in each subject, give students a way of expressing their understanding of the threshold concepts. Milestone 1 is taught across Years 1 and 2, Milestone 2 is taught across Year 3 and 4 and Milestone 3 is taught across Year 5 and Year 6
- 9 **Cognitive Domains:** Within each Milestone, students gradually progress in their procedural fluency and semantic strength through three stages; working towards, meeting expectations and exceeding expectations (working at Greater Depth).

| Progression through the Cognitive Domains | | |
|---|--|--|
| Working Towards | Expected | Exceeding |
| Acquiring knowledge. | Applying knowledge. | Able to use knowledge to reason why an author has made certain choices. |
| Knowledge is explicit and unconnected. | Knowledge is explicit and connected. | Knowledge is connected and tacit. |
| Relying on working memory. | Drawing on long-term memory, freeing working memory to consider application. | Relies on long-term memory, freeing working memory to be inventive and creative. |
| Procedures processed one at a time with conscious effort. | Procedures being automatic. | Automatic recall of procedures. |
| Understands only in the context in which the materials are presented. | Sees underlying concepts between familiar contexts. | Able to apply knowledge to new genres, audiences and purposes. |
| New information does not readily stick. Schemes are limited. | New information is linked to prior knowledge. Schemas are strong. | Able to manipulate procedures to create an effect/impact on the reader. |
| Requires explicit instructions and models. | Uses models effectively. | Readily assimilates new information into rapidly expanding schemas. |

- 10 **Key vocabulary** – key tier 2 and tier 3 vocabulary is listed in this progression document. This is carefully selected in line with each of the milestones to ensure a progression and development of knowledge.
- 11 **Pedagogical Content Knowledge and Strategies:** As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.
- 12 Also as part of our progression model we use POP tasks (Proof of Progress) and recap tasks which shows our curriculum expectations in each cognitive domain. From Year 2 and above, we also use dictation daily to assist the recapping of key skills and knowledge as well as to develop stamina.
- 13 Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
- Learning is most effective with spaced repetition.
 - Interleaving helps pupils to discriminate between topics and aids long-term retention.
 - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
- 14 In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.
- 15 Our content is subject specific. We make intra-curricular links to strengthen schema.
- 16 Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

| Milestone 1 Key Stage 1 | Milestone 2 Lower Key Stage 2 | Milestone 3 Upper Key Stage 2 |
|--|---|---|
| To present neatly  | | |
| <ul style="list-style-type: none"> ▪ Sit correctly and hold a pencil correctly ▪ Begin to form lower case letters correctly ▪ Form capital letters ▪ Form digits 0 – 9 ▪ Understand letters that are formed in similar ways ▪ Form lower-case letters of a consistent size ▪ Begin to join some letters ▪ Write capital letters and digits of consistent size ▪ Use spacing between words that reflect the size of the letters | <ul style="list-style-type: none"> ▪ Join letters, deciding which letters are best left un-joined ▪ Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately | <ul style="list-style-type: none"> ▪ Write fluently and legibly with a personal style |
| To spell correctly  | | |
| <ul style="list-style-type: none"> ▪ Spell words containing 40+ learned phonemes ▪ Spell common exception words ▪ Name letters of the alphabet in order ▪ Use letter names to describe spellings ▪ Add suffixes -s and -es as plural markers and -s for third person verbs ▪ Use the prefix un- ▪ Use suffixes where no spelling change is needed (e.g. help, helping, helper) ▪ Spell contraction words correctly ▪ Add suffixes to longer words (-ful, -less) ▪ Distinguish between homophones | <ul style="list-style-type: none"> ▪ Use prefixes and suffixes and understand how to add them ▪ Spell further homophones ▪ Spell correctly often misspelt words ▪ Place the possessive apostrophe accurately in words ▪ Use the first two or three letters of a word to check the spelling in a dictionary ▪ Write simple sentences from memory, dictated by the teacher, that include taught content | <ul style="list-style-type: none"> ▪ Use prefixes, applying guidelines for adding them ▪ Spell words with silent letters (e.g. knight, psalm) ▪ Distinguish between homophones and other words that are often confused ▪ Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically ▪ Use the first three or four letters of a word to look up spelling and meaning ▪ Use a thesaurus |



To punctuate accurately

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|---|---|--|
| <ul style="list-style-type: none"> ▪ Leave spaces between words ▪ Use the word 'and' to join words and sentences ▪ Begin to punctuate using a capital letter for the names of people, places and days of the week, and the pronoun I ▪ Use full stops, capital letters, exclamation marks, and question marks correctly ▪ Use commas for lists ▪ Use noun phrases to describe and specify ▪ Use subordination (when, that, because) ▪ Use coordination (and, or, but) ▪ Use the present and past tense correctly | <ul style="list-style-type: none"> ▪ Extend a sentence by more than one clause using a wider range of conjunctions ▪ Use the present perfect form of verbs in contrast to the past tense ▪ Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ▪ Use fronted adverbials ▪ Use commas after fronted adverbials ▪ Indicate possession including the apostrophe with plural nouns ▪ Use and punctuate direct speech | <ul style="list-style-type: none"> ▪ Recognize vocabulary and structures that are appropriate for formal speech ▪ Use passive voice ▪ Use the perfect form of verbs ▪ Use expanded noun phrases to convey complex information concisely ▪ Use modal verbs or adverbs to indicate degrees of possibility ▪ Use relative clauses ▪ Use commas to clarify meaning ▪ Use hyphens to avoid ambiguity ▪ Use semi-colons, colons and dashes ▪ Use a colon to introduce a list ▪ Punctuate bullet points consistently |
|---|---|--|






To write with purpose

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|---|--|---|
| <ul style="list-style-type: none"> ▪ Say first and then write to tell others about ideas ▪ Write for a variety of purposes ▪ Plan by writing notes ▪ Use characteristics of the type of writing (see genres) ▪ Write, review and improve | <ul style="list-style-type: none"> ▪ Write for a wide range of purposes using the main features identified (see genres) ▪ Use techniques used by authors to create characters and settings ▪ Compose and rehearse sentences orally ▪ Plan, write, edit and improve | <ul style="list-style-type: none"> ▪ Identify the audience for writing ▪ Choose the appropriate form of writing using the main features identified (see genres) ▪ Note, develop and research ideas ▪ Plan, draft, write, edit and improve |
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To organize writing appropriately

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| <ul style="list-style-type: none"> ▪ Re-read writing to check it makes sense ▪ Use the correct tenses ▪ Organize writing in line with its purpose | <ul style="list-style-type: none"> ▪ Use organizational devices such as headings and subheadings ▪ Use the perfect form of verbs | <ul style="list-style-type: none"> ▪ Guide the reader by using a range of organizational devices, including a range of sentence openers ▪ Choose effective grammar and punctuation and propose changes |
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| | | |
|--|--|---|
| | <ul style="list-style-type: none"> Use conjunctions that signal time, inject suspense and shift the setting | <ul style="list-style-type: none"> Ensure correct use of tense |
|  To use imaginative description | | |
| <ul style="list-style-type: none"> Use adjectives to add detail Use names and people, places and things Use well-chosen adjectives Use nouns and pronouns Use adverbs for extra detail | <ul style="list-style-type: none"> Create characters, settings and plots Use alliteration effectively Use similes effectively Use a range of descriptive phrases including expanded noun phrases | <ul style="list-style-type: none"> Use the techniques that authors use to create character, setting and plot Create vivid images using alliteration, similes, metaphors and personification Interweave description with dialogue |
|  To use paragraphs | | |
| <ul style="list-style-type: none"> Write about more than one idea Group related information | <ul style="list-style-type: none"> Organize paragraphs around a theme Sequence paragraphs | <ul style="list-style-type: none"> Write paragraphs that give the reader a sense of clarity Write paragraphs that make sense if read alone Write cohesively at length |
|  To use sentences appropriately | | |
| <ul style="list-style-type: none"> Write so that other people can understand the meaning of sentences Sequence sentences to form a short narrative Convey ideas Join sentences Vary sentence beginnings | <ul style="list-style-type: none"> Use a mixture of simple, compound and complex sentences Write sentences that include: conjunctions; adverbs; direct speech; clauses; adverbial phrases | <ul style="list-style-type: none"> Write sentences that include: relative clauses; modal verbs; relative pronouns; brackets; parenthesis; active and passive voice; hyphens, colons and semi colons; bullet points |
| To present writing | | |
| <ul style="list-style-type: none"> Read aloud writing clearly enough to be heard by peers and the teacher Read aloud with some intonation | <ul style="list-style-type: none"> Read aloud writing to a group using appropriate intonation | <ul style="list-style-type: none"> Perform compositions using appropriate intonation and volume |



Narrative writing

- Use coordination and subordination
- Use the past and present tense correctly
- Use commas for lists
- Use capital letters, full stops, exclamation marks and question marks
- Use adjectives to add detail
- Write, review and improve
- Use a clear beginning, middle and ending

- Use expanded noun phrases
- Use a variety of simple, compound and complex sentences
- Use adverbial phrases and fronted adverbials
- Develop characters, settings and plot
- Use paragraphs to link connected ideas
- Begin to create suspense and wonder
- Use direct speech

- Choose appropriate structures including relative clauses, parenthesis, expanded noun phrases and active/passive voice for effect
- Use conjunctions that signal time, shift attention, inject suspense and shift the setting to guide the reader
- Create vivid images by using alliteration, similes, metaphor and personification
- Interweave descriptions with dialogue



Information writing

- Include a title
- Write a short introduction
- Write a short conclusion
- Group linked ideas together
- Use the present tense consistently

- Use organization devices such as heading and subheadings, diagrams, a glossary and bullet points
- Use topic language clearly and accurately
- Include a clear introduction and conclusion where appropriate

- Select the appropriate tone to suit the purpose and audience of writing
- Select devices to suit the purpose (e.g. use of parenthesis)
- Include all expected features of the genre



Diary writing

- Use nouns and pronouns to avoid repetition
- Write in the first person consistently
- Use the simple past tense correctly
- Use vocabulary to convey feelings

- Write events in chronological order using time conjunctions and adverbials
- Write consistently in the first person including the correct subject/verb agreement
- Write in the simple past and present perfect tenses accurately

- Select language and grammar to convey the correct level of formality
- Use active and passive voice
- Use adverbials of time, frequency and modal verbs to show possibility
- Write coherently at length using paragraphs to organize ideas



Letter writing

- | | | |
|--|--|---|
| <ul style="list-style-type: none">▪ Include a greeting and signoff▪ Write the date and address▪ Include a simple introduction▪ Link related ideas together▪ Include nouns and pronouns | <ul style="list-style-type: none">▪ Include a greeting and sign off which suits the audience▪ Organize related ideas into paragraphs▪ Include features of grammar that support clarity (e.g. expanded noun phrases, fronted adverbials)▪ Convey the emotions of the writer using appropriate vocabulary | <ul style="list-style-type: none">▪ Select language and grammar to convey the correct level of formality▪ Use a clear linked introduction and conclusion in addition to a greeting and sign-off with the correct level of formality▪ Use active and passive voice▪ Use adverbials of time, frequency and modal verbs to show possibility▪ Write coherently at length using paragraphs to organize ideas |
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Persuasive writing

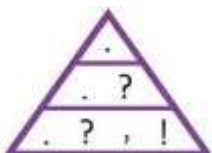
- | | | |
|--|--|---|
| <ul style="list-style-type: none">▪ Use exclamation sentences that are correctly punctuated with an exclamation mark▪ Write in the present tense correctly and consistently | <ul style="list-style-type: none">▪ Use second-person pronouns to address the reader correctly▪ Use the persuasive techniques of facts, opinions, the rule of three, and alliteration | <ul style="list-style-type: none">▪ Show control over the correct level of formality appropriate to the genre/audience▪ Use the persuasive devices of: alliteration, statistics, facts, rhetorical questions, repetition, exaggeration, and conjunctions/modal verbs that convey certainty (e.g. <i>surely...</i>) |
|--|--|---|

| Progression in Writing Vocabulary | | | | | | | | |
|---|----------------------------------|--------------|----------------|----------------------------------|---------------------|---------------|--|--|
| Milestone 1 Key Stage 1 | Milestone 2 Lower Key Stage 2 | | | Milestone 3 Upper Key Stage 2 | | | | |
| Tier 2 vocab: High Frequency Words/Spelling Words | | | | | | | | |
| the they one | accident(ally) | early | knowledge | accommodate | embarrass | persuade | | |
| a be once | actual(ly) | earth | learn | accompany | environment | physical | | |
| do he ask | address | eight/eighth | length | according | equip (-ped, -ment) | prejudice | | |
| to me friend | answer | enough | library | achieve | especially | privilege | | |
| today she school | appear | exercise | material | aggressive | exaggerate | profession | | |
| of we put | arrive | experience | medicine | amateur | excellent | programme | | |
| said no push | believe | experiment | mention | ancient | existence | pronunciation | | |
| says go pull | bicycle | extreme | minute | apparent | explanation | queue | | |
| are so full | breath | famous | natural | appreciate | familiar | recognise | | |
| were by house | breathe | favourite | naughty | attached | foreign | recommend | | |
| was my our | build | February | notice | available | forty | relevant | | |
| is here | busy/business | forward(s) | occasion(ally) | average | frequently | restaurant | | |
| his there | calendar | fruit | often | awkward | government | rhyme | | |
| has where | caught | grammar | opposite | bargain | guarantee | rhythm | | |
| I love | centre | group | ordinary | bruise | harass | sacrifice | | |
| you come | century | guard | particular | category | hindrance | secretary | | |
| your some | certain | guide | peculiar | cemetery | identity | shoulder | | |
| | circle | heard | perhaps | committee | immediate(ly) | signature | | |
| | complete | heart | popular | communicate | individual | sincere(ly) | | |
| | consider | height | position | competition | interrupt | stomach | | |
| | continue | history | possess(ion) | conscience* | language | sufficient | | |
| | decide | imagine | possible | conscious* | leisure | suggest | | |
| | describe | increase | potatoes | controversy | lightning | symbol | | |
| | different | important | pressure | convenience | marvellous | system | | |
| | difficult | interest | probably | correspond | mischievous | temperature | | |
| | disappear | island | promise | criticise (critic + ise) | muscle | thorough | | |
| | | | | curiosity | necessary | twelfth | | |
| | | | | definite | neighbour | variety | | |
| | | | | desperate | nuisance | vegetable | | |
| | | | | determined | occupy | vehicle | | |
| | | | | develop | occur | yacht | | |
| | | | | dictionary | opportunity | | | |
| | | | | disastrous | parliament | | | |

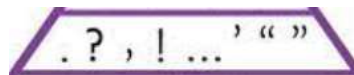
Tier 3 subject specific vocabulary

Grammar

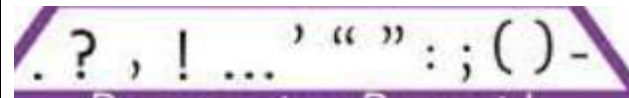
Conjunction: A word that joins two clauses together
Noun phrase: A group of words containing a noun and sometimes an adjective
Exclamation sentence: A sentence that expresses joy, surprise or anger. They end with ! and often begin with what or how
Command sentence: A sentence giving an instruction
Complete sentence: A sentence with a subject, verb, capital letter and closing punctuation
Subject: The person or thing doing an action
Verb: An action or doing word
Object: The thing that an action is being done to
Noun: The name of an object, person, place or idea
Adjective: A word that describes a noun
Adverb: A word that describes a verb



Adverbial phrase: A group of words to describe a verb showing when, where or how something is done
Fronted adverbial: A clause at the start of a sentence to add more information, followed by a comma
Expanded noun phrase: A noun phrase which includes extra description through the use of adjectives
Inverted commas: Formerly known as ‘speech marks’, they come in pairs and go at the start and end of speech.
Interrupted speech: Shows a speaker has been cut off. We use a dash to show this.
Apostrophe for possession: Shows something belongs to one or more people or things.
Apostrophe for contraction: Replace missing letters when two words are combined e.g. ‘do not’ = don’t; couldn’t = could not
Compound sentence: Two main clauses that both make sense and are joined with a conjunction (and, but, or, yet, so, for)
Complex sentence: A sentence with one main clause and one subordinate clause, joined by a conjunction.
Main clause: A full sentence that makes sense with a subject and verb.
Subordinate clause: An extra group of words added that does not make sense on its own.
Present perfect tense: Makes it clear something happened before another event. Uses had + verb
 E.g. Marvin had won the golden pen.



Relative clause: A clause that adds extra information using ‘that’, ‘which’ or ‘whose’
Modal verb: A verb that shows a degree of possibility
Imperative verb: A ‘bossy verb’ that commands someone
Parenthesis: Adding extra information using a pair of commas, brackets or dashes
Active voice: When the subject of the sentence is clearly performing the action
Passive voice: Where something is described as being acted on rather than doing something
Formal language: Language used for more serious and important purpose
Informal: ‘chatty’ language
Hyphens: Punctuation used to join words to avoid confusion
Semi-colons: join clauses and often replace a coordinating conjunction
Colons: Are used to introduce lists or an explanation, can replace ‘because’
Past progressive tense: Describes an action that went on for a period of time. Uses was/were + -ing verb.
Present progressive tense: Describes an ongoing activity in the present. Uses is/are + -ing verb.



Spelling

| | | |
|--|---|-------------------------|
| Grapheme Phoneme Blend Segment Prefix Suffix Homophone | Root word Dictionary Thesaurus Possession Contraction Near-Homophones Pronoun | Morphology Etymology |
|--|---|-------------------------|

Genre

| | | |
|--|---|-------------------------------|
| Character Setting Plot Beginning, Middle and Ending | Problem Resolution Paragraph Heading Subheading Bullet Point | Formal Informal Caption |
|--|---|-------------------------------|

How do we prepare children for KS3?

Children in Year 5 and Year 6 take part in transition day events with local high schools in which they can take part in taster sessions for a variety of lessons including English. This includes links with Abbot Beyne and John Taylor. Through developing children's proficiency and fluency with writing for a range of genres, audiences and purposes, the children have a solid foundation for which to build upon in KS3.

EYFS

New EYFS Development Matters

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

In Autumn term phonics, children are introduced to mnemonics for each letter's formation and practise these daily during their morning activity. We also use Write Dance. From Spring, children have weekly hand-writing lessons.

Nursery children take part in daily listening, segmenting and blending games/songs. From week 1 in Reception, children learn to orally segment 3-letter words. They then learn to segment to spell using GPCs.

From Spring term, children write one sentence weekly in phonics and have weekly opportunities to write sentences in their writing books. From Spring 2, children write a topic-related sentence every morning in their starter of the day activity.

When teachers model writing, sentences are re-read as a class. In phonics, children re-read all sentences back once they've written them. Children are encouraged to do this in their own independent writing.



What does this look like in our provision?

ELG Speaking

When modelling writing, teachers in Reception always use the 'Think Out Loud' model process in which they will always teach how to speak clearly and with words in the write order. Selection of vocabulary is modelled. When children are independently writing, they are taught to say their sentence out loud first, count how many words are in their sentence and make sure all words are represented.

Nursery have a writing area where children can select their own writing media. Daily provision provides a range of activities to develop and practise fine motor skills.(B-3)

Children in nursery learn to write some or all of their name and are encouraged to add meaning to their marks when writing in different situations, some of which may be letters.

ELG Fine Motor Skills

Children's fine motor skills are built up using the following activities: Write Dance; scissor skills; threading activities; tweezer activities; playdough activities, etc.

Nursery children's pencil grip is monitored and specific teaching helps them move through the grip stages in preparation for Reception. We teach the tripod grip explicitly from the beginning of Reception and children are reminded daily of the expectations for this grip.

Physical Development (Prime Area; Statutory Framework for the EYFS 2021)

We understand the importance of both fine and gross motor skills in the development of writing and during Nursery and Reception years, both areas of learning are taught with equal significance. The use of Write Dance helps to develop both fine and gross motor skills. During the Autumn term, a large emphasis is placed on gross motor skills in the outdoor area as we feel children need to develop their strength and coordination to benefit their fine motor learning during phonics/writing sessions.

