



Intent – what we aim to achieve

PSHE is an essential part of our curriculum as it enables our children to develop skills that they need to be active participants in society. Through our PSHE teaching we develop our children's understanding of themselves, others and the world around them including how to keep themselves safe.

At Hammer Lane Academy we have the highest expectations and aspirations for all our pupils. We recognise that PSHE is a key and fundamental component which underpins holistic development and development in terms of contributing to and being active participants in society. We are committed to providing every child with the best possible opportunities to develop understanding of themselves, how to keep themselves safe and healthy, recognising and understanding others, celebrating diversity and become citizens in our ever-changing world.. We recognise that PSHE cannot be taught in isolation and that key aspects of PSHE are woven throughout our school day and the experiences of our children. Each day presents multiple opportunities for our children to facilitate understanding of themselves as individuals as well as members of our school.



PSHE is also delivered through our Cornerstones curriculum that ensures that children progressively build skills and understanding across this area. Our units demonstrate links throughout each of the curriculum areas to further facilitate opportunities to visit and explore key PSHE themes.

Solid Foundations





Implementation - how we will achieve our aims

Providing purpose and meaning for Early Writing

To write meaningfully, children must have the motivation and inspiration to write in the first place. They need to understand that writing has meaning and that the words they write can be read back again. This understanding will come from seeing adults and others around them using writing for a purpose and modelling the use of written language in a range of contexts, such as shopping lists, invitations, postcards, text messages, emails, greetings cards, storytelling and so on.

Key skills development

Our writing journey is aligned to the **Stages of Writing Development** and delivered through **Cherry Garden, Waterton Academy Trust Writing Strategy** and **Pre-Key Stage and Key Stage Statements**. Cross-curricular writing opportunities are linked to **Cornerstones**. Our Key Skills developments are stage rather than age related.

Pre-Formal Stage

Based on the Sensory experience of mark-making using a range of media and materials. Uses both fine and gross motor skills.

Pre-literate Stage

Still based on mark-making but begins to incorporate intentional mark-making. Pencil control begins to develop,

Emergent Stage

Some recognisable letters begin to appear in mark-making, Mark-making and writing is consistently recorded on paper,

Transitional Stage

Children begin to combine letters into words. Children write their name, cvc words and words familiar to them. Learners may be supported by concrete or pictorial representations.

Fluent Stage

Writing begins to have meaning and there will be phonetically plausible attempts at unknown words. Learners write short sentences based on interests and experiences.

Taking account of learners' needs

Visual supports such as Now and Next boards, visual timetables, writing frames, symbols and communication boards form a key part of our writing journey at all Stages. Children may spend significant time working at each Stage as they progress from accessing activities with physical or visual prompts to being able to do this independently.

Visible Learning

In addition to a daily Phonics session, each class has a daily dedicated reading writing session. Initially this may be in the form of dough disco, sensory mark making and pattern formation and will progress to letter formation and eventually word, caption and sentence writing.



Impact - how we will know we have achieved our aims:

Assessment is used to monitor progress and identify children needing additional support, challenge or adaptations.

Pupil Voice reflects enthusiasm for writing and children see themselves as writers. Pupils can sustain writing for a variety of purposes and audiences.

Planning shows fidelity to our chosen curriculum pathways and is ambitious for all with the necessary adaptations made to meet the needs of our learners.

Pupils' communication and comprehension skills are embedded and there are clearly planned opportunities for cross-curricular writing.

Nurturing and preparing children for the future

Pre-literate	
Stage Description:	Example
Scrabble Stage- starting point any place on page, resembles drawing (large circular strokes and random marks that do not resemble print or communicate a message)	
Typical Stage- starting point any place on page, pictures or random strokes/words with an intended message	
Directional Scribble- scribble left to right direction, linear, intended as writing that communicates a message/idea	
Typical Stage- Mark Letters- letters like formations, may resemble letters but it isn't intentional, interpreted w/ intention, spacing rarely present	
Emergent	
Storage of Letters- long strings of various letters in random order, may go left to right, uses letter sequences perhaps from signs, usually uses capital letters, may write some letters in same way	
Labeling pictures- matching beginning sounds with the letter to label a picture	
Environmental Print- copies letters/words from environmental/casual print, reversible consonants, uses a variety of resources to facilitate writing	
Transitional	
Letter/Word Representations- uses first letter sound of word to represent entire word, uses letter sound relationships	
First Last Letter Representations- word represented by first and last letter sound	
Typical Letter formation- words spelled phonetically using first sounds, attempts medial vowels, uses some known words, some conventional spelled words, use letter may represent use syllable, attempts to use word spacing, writing is readable	
Fluent	
Beginning Phrase Writing- using all of the above skills to construct phrases that convey a message connected to their situation	
Independent Writing- Construction of words into sentence formations, maybe multiple sentences, writing is readable, use of punctuation, known words spelled correctly, space around first with detail	
The Trust of Writing- includes use (in Trust of Writing (Communication, Organisation, Vision, Ideas, Word Choice, Sentence Fluency)	