

## Intent

At Newton Leys Primary School, we intend for our children to leave Year 6 as confident, capable, independent writers who not only understand the purpose and importance of writing within wider society but they also positively engage in the process. We will equip them with the skills to leave our school with all of the writerly skills necessary to thrive within Key Stage 3 and beyond. Our children will be able to communicate and express themselves effectively through the written word across both fiction and non-fiction; including being able to write for a range of purposes and audiences. We intend for our curriculum to cultivate an enhanced sense of autonomy and authorship in the young whilst being inclusive and enriching.

We inspire our children to take risks when writing; seeking to be original and creative as well as critical and reflective. We want our children to draw upon a rich exposure to quality literature so that throughout the writing process they can write as a reader and read as a writer, thus acquiring more ideas to manipulate and apply.

Throughout their time at Newton Leys Primary School, we intend our children to be exposed to an ambitious and enjoyable curriculum which covers a range of: plot patterns, text types, composition foci and genres for them to not only grow as writers but also develop culturally, emotionally, socially and spiritually.

We aim for the children to be able to:

Write fluently and accurately for a range of purposes and audiences across a variety of genres and text types

Take risks in order to create original, effective and creative pieces

Select their words carefully to create a given effect

Employ a wide, but effective range, of vocabulary in both fiction and non-fiction

Understand the importance of reading on their writing

Learn from other high-quality authors and use this to influence their own writing

Understand the role of writing on their lives and wider society

Engage in discussion in order to learn, deepen their thinking and form opinions

Choose what they want to write, who they want to write it for and what form it will take.

Identify themselves as writers, understand their rights as writers and their authorial intentions.

Enjoy and be enriched by the curriculum.

## Implementation

At Newton Leys Primary School, we have designed our writing curriculum around the two core strands of transcription and composition and have implemented robust systems and comprehensive overviews to ensure that learning is progressive and cumulative.

### Transcription

We use the following methodologies for the transcriptional aspects of writing throughout the school:

**Handwriting** – is taught discreetly following, Read, Write, Inc Mnemonics then a progressive handwriting policy

**Phonics** – Read, Write, Inc, an expert knowledge of phonics is crucial for the children to be able to read and write fluently and spell with accuracy.

**Grammar** - Pie Corbett Grammar Progression Document. Using this we teach the skills children need to acquire a vast range of quality vocabulary and grammatical conventions, so that they can communicate their thoughts and needs both in spoken and written form.

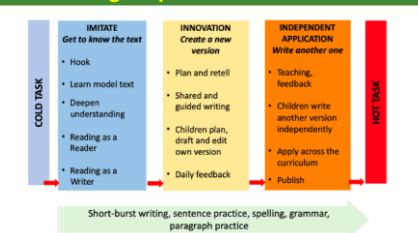
**Spelling** - Our spelling curriculum, groups' words according to the rule or pattern being taught. These are taught as lessons and follow the statutory spelling words and rules for each year, as set out in the National Curriculum.

### Composition

At Newton Leys Primary School, we use the Talk for Writing (TfW) approach across the school as our methodology to teach children to become independent, confident and creative writers. Talk for Writing is impactful because it is based on how children learn and is rooted in research and best practice. The inclusive approach moves children systematically and supportively from being a dependent writer through to an independent one. The strategies used to do this involve; deconstructing a quality model text, comprehension activities including role play, orally rehearsing text, drafting, planning and editing writing with grammar and spelling rules being embedded throughout. The explicit teaching of vocabulary happens throughout each writing unit, with teachers modelling good examples from 'real life' literature. We follow the principles of *Beck, McKeown and Kukan* when selecting 'Tiered' vocabulary (see below).

Oracy and reading are central to the TfW process and it equips children with the skills of cohesion and composition.

### The Teaching Sequence



## Impact

All staff at Newton Leys Primary School understand the importance of language and literacy to a child's development. Indeed, a child's literacy skills are critical to engaging with the wider curriculum. By the time the children reach the end of our writing curriculum, they will have experienced a rich variety of the finest literature, they will have written in a range of text types and for a variety of different audiences and purposes. The impact of the curriculum will be that they become an effective communicator through the medium of writing, have developed authorial agency and are able to engage in meaningful discussions about their own work and the work of others.

Our curriculum is linked to our wider curriculum offer so that children can have lessons that are relevant and meaningful. We believe that this encourages all children - including reluctant writers - to engage and make progress, provides context to writing genres (for example, news reports), provides children with a depth of knowledge and teaches children the importance of written and spoken communication in other subject areas.

### Inclusion in Writing and Communication

English is taught in mixed ability classes or groups throughout the school. Work is differentiated by task, additional resources, outcome and/or adult support. Children who have an EHCP (Education, Health and Care Plan) may receive 1:1 or small group support from a teaching assistant during the lesson, depending on their specific needs. Some children are also taught additional phonics with trained teaching assistants (TAs) who deliver the 'Read, Write, Inc.' synthetic phonics programme. The aim of these groups is for children to make rapid progress in order to keep up or catch up with their peers. Children who speak English as an additional language and are at the early stages of learning English may also receive small group or 1:1 support outside of the English lesson. Talk for Writing also supports children with English as an Additional Language by immersing them in our language and scaffolding the acquisition of it

### Assessment

Writing will be assessed using:

- Diagnostic assessments - Cold task -
- The Independent Application task(s) – Hot task which is completed by pupils at the end of each unit- teachers must use this to assess the impact of the teaching and use the schools teacher assessment criteria to support any judgements made.
- Formative assessment strategies throughout the teaching process – shared and guided writing opportunities
- Year 2 and Year 6, TAF (teacher framework) and exemplification documents are used as a reference during the in-school moderation of these specific year groups.
- Cross-curricular writing as detailed in the long-term plan. Here the teachers can assess the application of non-fiction writerly skills in a newly learnt or revisited concept.