



NEW MILLS PRIMARY SCHOOL

Writing Programme of Study

At New Mills Primary writing is not a standalone subject, but is interwoven throughout our Literacy and wider curriculum lessons. Children use well-selected quality texts with inspirational illustrations to captivate their imaginations.

Literacy sessions allow opportunities for children to develop their reading skills and widen their knowledge and vocabulary, which is then applied throughout their writing. Writing is always for a purpose, making it more engaging for the children. Our writing links to our wider curriculum work and is developed through a broad range of genres.

National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language.

In Literacy sessions children are taught and encouraged to utilise their skills in reading, vocabulary, SPaG, transcription and oracy. These all play an integral part in developing children's writing.

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

[The National Curriculum for Writing](#)

Intent

At New Mills Primary School, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the skills they need to become life-long learners. We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach. We use a wider range of interesting texts, to hook the children in and engage them in their writing.

Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our reading, writing and the topic that we are covering in History and Geography. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning are.

Our intentions in writing are for children to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work

Implementation

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience / reader. We ensure the children have a secure knowledge of grammar and spelling as this is interwoven throughout our Literacy sessions as well as being taught in discrete lessons. Teachers clearly model writing skills and document the learning journey through consistent working walls. Children have opportunities to write at length, in extended, independent writing sessions – applying their taught skills to an unsupported piece of writing.

Throughout the Early Years, Key Stage 1 and Key Stage 2, we teach writing through a text-based approach, which allows us to meet the needs of the children that we are teaching – through choosing a text that will engage, inspire and motivate. As well as reading a wide variety of genres, children are given frequent opportunities to develop their skills in writing in different genres. Hooks are used at the beginning of every Literacy genre to engage, inspire and 'hook' the children into the new learning. The hooks also tap into children's creativity and provide a practical context for them to explore a new text and its genre. Stamina for writing is developed through the Literacy Unit. Editing writing is taught throughout Key Stage 1 and 2 with children encouraged to proofread, up-level and make revisions to their spelling, punctuation and grammar as well as to improve their use of vocabulary and the way that their writing reads or flows. Children in Year 2-6 use a purple 'polish pen' to make their editing clear. Each term, children publish a piece of writing which is displayed on their class 'best writing' wall. Pupils are taught discrete punctuation and grammar skills, appropriate to their year group, within our text-based approach, allowing opportunities to identify, practice and consolidate grammatical understanding, whilst also being immersed in a text. Children then apply the grammar and punctuation skills that they have learnt in their extended pieces of writing.

Letter formation and handwriting is taught throughout the school, from mark making to continuous cursive. **For further information, please see our Handwriting Programme of Study.**

Termly spelling, punctuation and grammar tests will be delivered for children in Y2-6 to demonstrate their learning. This assesses what the children can do at that point within the year and identifies the next steps with their learning. Writing is assessed through Teacher Assessment on a termly basis. Teachers use the end of year targets, which include: composition, spellings handwriting, grammar and punctuation to see how children are progressing.

Spelling is taught regularly in focused sessions within each class. Learning to recognise the high frequency words on sight is crucial in developing fluency and accuracy in reading and then writing. High frequency words are the words that appear most often in printed materials. Some of the high frequency words are referred to as 'red words'(in line with RWI), as the children are unable to use their phonic knowledge to decode every part of the word. Once children are confident in reading and spelling high frequency words, they are taught spelling rules and are encouraged to apply these rules in their writing. Class teachers use Read Write Inc. (KS1) and Read Write Inc. Spelling (KS2) to support with the teaching of the different spelling rules

Children are exposed to high quality examples of punctuation and grammar in the context of their Literacy genre and are always provided with the opportunity to apply this learning into their own writing, either through their structured or independent writing, through the editing process or through cross-curricular links in other topics. Boosting vocabulary and exposing children to new, ambitious and wide-ranging words is an important part of the curriculum. Throughout spelling sessions, children are exposed to a variety of spelling rules, learning their morphology and etymology. Within their topic curriculum, children are provided with knowledge organisers which include glossaries of key vocabulary. They will spend time exploring the meaning of words, its usage and its application throughout their learning in wider curriculum subjects. This key vocabulary is displayed in classrooms.

Impact

The impact of our Writing curriculum is that the majority of children, in our school, are able to:

- Have a love of writing and write for enjoyment
- Understand the purpose and audience of a wide variety of genres.
- Confidently and coherently communicate ideas for a range of different purposes
- Develop an individual style and flair for writing.
- Apply spelling, punctuation and grammar rules to communicate effectively in Standard English.
- Apply their writing skills across all curriculum subjects and in the wider world beyond.