



Newlyn School Writing Curriculum

Writing

The great love of reading engendered from an early age naturally feeds into a love of writing and confidence with the written word. The teaching of grammar and spelling starts with our youngest children. The most important aspect in writing is to fully engage children so that they want to write. We do this through high quality class texts and writing for a wide range of purposes, from labels and instructions, to stories and persuasive letters.

Being able to explain clearly and confidently.

It is essential that children become confident in expressing themselves orally and then can transfer this fluency into clear written explanations. This ability to be able to explain clearly through speaking and then writing will enable children to access all areas of the curriculum. Talk for Writing begins in EYFS and continues through KS1.

We all know that children (and adults) write well when they write about what they already know or have experienced – from the “I can tell you” to the “I can write about it”. This is why we prioritise providing our children with incredible experiences outside of the classroom and encouraging them to discuss and retell. The out-of-classroom trips, outings and visits lend themselves to writing from personal experience whilst gaining a wider working vocabulary and exploring the different genres of writing.

For example:

- the importance of writing letters or diary entries to share their experiences, thoughts and opinions - these genres are visited often as they build confidence
- writing poetry in the woods (next to the school)
- diary of tunnelling down a real mine (adventure caving)
- persuasive letter about pollution after visiting a landfill site
- written reports about climate change after attending a conference
- writing instructions on a how to make a toy they have designed and made
- writing a film review after a cinema visit.

- writing questionnaires to the public to find out about environmental awareness

Becoming an editor

Becoming a proficient writer begins with motivation and engagement. Children learn to write by reading and analysing a good model text and learn to orally rehearse text, for example learning to retell a story by heart in Key Stage 1 or “magpieing” phrases and similes in Key Stage 2. In addition to this, the children also learn how to discuss, edit and improve their writing.

With the tools of peer marking, self-marking, analysing model texts and the classroom editing station, redrafting is seen as a vital writer’s tool and a step in the process rather than a means to an end. Resources such as “The Literacy Shed” used throughout the school encourage the application of taught grammar skills which are then contextualised to improve real-life writing experiences.

Resident poet: to add a touch of inspiration and motivation to our young writers, we have a resident poet who visits the class for a session every six weeks. In between times, the children write poems, stories and songs to put in the poetry corner for her to find on her visits. The children are constantly offering writing that they have produced at home as a result of Sally’s sessions and this is celebrated in class.

Cross – curricular writing

Cross curricular writing provides the perfect opportunity for children to write for a purpose and to polish the language structures that they have been rehearsing. This runs through our curriculum. For example, a newspaper report on an erosion disaster (geography) or a set of instructions on how to make a puppet (Design and Technology).

Grammar, spelling and punctuation: We teach grammar explicitly and use Rising Stars assessment to make sure children are making progress. These technical skills are vital to give the children the structures through which to express themselves.

From Year 1, all children learn spelling through No Nonsense Spellings and have spelling homework. Spelling patterns are taught and practised as part of the English lesson.

Implementation

- In EYFS writing is taught explicitly and through continuous provision
- Active literacy is used in EYFS and Year 1
- EYFS – adults scribe for early writers to encourage development
- “Letters and Sounds” is being used to teach phonics, spelling patterns and tenses in Key Stage 1.
- Talk for Writing begins in EYFS and continues through KS1.
- Handwriting is taught and practised daily in KS1
- Each child will have an opportunity to write every day
- Modelled writing: Children are taught by teacher modelling of writing and by analysing some good examples
- The systematic teaching of spellings and high frequency words through No Nonsense spellings and weekly homework
- writing targets shared with parents
- Use of the Literacy Shed for high quality texts and resources
- Cursive handwriting is taught from Year 2 and children who struggle to write have extra support
- Celebration of writing and progress made for each child with headteacher awards
- Class books written by the children to be shared with others

Impact

The Writing curriculum is evaluated through:

- Regular monitoring of writing books to ensure progress
- Provision maps show responsive interventions taken to ensure progress
- Monitoring of the quality of writing in English through book scrutiny, observations, pupil conferencing, marking.
- Internal and external moderation

Performance data

EYFS					
	School	national		School	national
2018 ALL pupils	54%	72%	2018 disadvantaged pupils school	86%	
2019 ALL pupils school	75%	74%	2019 disadvantaged pupils school	25%	
KS1 Writing					
	School	national		School	national
2018 ALL pupils	56%	70%	2018 disadvantaged pupils school	50%	
2019 ALL pupils school	68%	69%	2019 disadvantaged pupils school	71%	
KS2 Writing					
	School	national		School	national
2018 ALL pupils	57%	78%	2018 disadvantaged pupils school	50%	
2019 ALL pupils school	72%	78%	2019 disadvantaged pupils school	64%	
KS2 Writing Greater Depth					

	School	national		School	national
2018 ALL pupils	4%	20%	2018 disadvantaged pupils school	0%	
2019 ALL pupils school	4%	20%	2019 disadvantaged pupils school	9%	
KS2 SPaG					
	School	national		School	national
2018 ALL pupils	48%	78%	2018 disadvantaged pupils school	50%	
2019 ALL pupils school	68%	78%	2019 disadvantaged pupils school	64%	

There has been a significant improvement in standards in SPaG and writing and we expect to maintain and build upon this success this academic year.