

Writing at Newton Hill Community

English has a pre-eminent place in education and in society. At Newton Hill Community School we believe a high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions effectively to others, and through their reading and listening, others can communicate with them. Through their understanding of reading and writing, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. All the skills of language are essential to participating fully as a member of society.

Intent:

At Newton Hill Community School our intent through our writing teaching is simple: we want all of our children to learn how to effectively share ideas and communicate both orally and in written format. We want our children to appreciate the links between reading and writing and use both collectively to help motivate, teach and challenge. We familiarise, interest and engage our children in wanting to write by immersing them in a curriculum rich in vocabulary, through class books and interesting topics, real-life situations and questions that make them want to talk, discuss and gather ideas. We want our children's voice to be heard and them to be proud of what they can achieve.

Implementation:

We follow the Primary National Curriculum for all aspects of the English Curriculum. Developing a love of reading, and the importance of this for our children both now and in the future, lies at the heart of our English curriculum. Learning journeys are led using a quality

text as the stimulus, this may be fiction (including poetry) or nonfiction. English is taught daily with additional sessions for the discrete teaching of phonics, spelling, reading, and grammar and punctuation. We believe in immersing our children in texts through reading and analysing the skills of an expert writer. Through our curriculum, children will develop a multitude of important writing skills and learn to write with the reader and context in mind.

Impact:

We measure the impact of writing by completing termly assessments and moderating both internally and with supporting schools. Learning environments (working walls and displays) through school show the high expectations and vocabulary rich curriculum we insist on, as well as the confidence and pride the children have in their writing with well presented, high-quality outcomes. Our children are proud of their writing and so are we.

Progression across school:

Nursery & EYFS:

In Nursery, children are exposed to language at every possible opportunity and are encouraged to listen to short stories, sing songs and communicate with their adults and friends. They are taught to mark make and recognise simple spoken words linked to themselves and the topics they are learning about.

In EYFS, children are introduced to a range of picture books and learn how to listen and enjoy a story, and to react appropriately. Their work is based upon their core text that is at the centre of their Learning and reflected within provision. They learn to 'read' this text with their teacher and peers, copying the teacher's inflection and remembering many of the words

and phrases which by the end of the year they are able to begin to use in their own writing. There is a huge focus on handwriting where children are shown how to correctly form their letters in the school handwriting style and write simple sentences with growing independence.

Key Stage 1:

In Year 1, the children enjoy slightly longer and more complicated stories that introduce characters and allow the children to experience and discuss situations safely from the point of view of the story character. The children begin to be able to write short pieces of text, retelling the story by learning key skills such as adjectives and verbs, and using simple conjunctions (and) to join clauses.

In Year 2, the books enjoyed take the children further away from their own experiences, looking at life in the past as different characters and exploring themes such as feelings and inequality, caring for our environment and life in a different country. The children's own writing expands, becoming greater in length and complexity, with an increased use of adjectives, careful word choices to express the characters' thoughts as well as their own and developing non-fiction writing over a number of different styles. They continue to improve their handwriting, learning how to join more letters and developing their speed.

Key Stage 2:

By Year 3, children have a mix of novels and picture books to introduce them to sustained reading and the difference in writing style when there are more words in a story. The stories used stimulate writing in an increasing range of text types and with developing vocabulary and

grammatical structures such as dialogue and paragraphing. Children learn to write with a more formal tone and begin to start considering the audience and purpose to inform their ideas and style.

In Year 4 we introduce more complex ideas through the books that are chosen, with writing becoming increasingly technical, allowing children to use careful vocabulary and more complex sentences to express their ideas. Narrative writing continues to take children into a wide world of history and geography, giving them the opportunity to combine ideas and produce new work of their own. A greater emphasise begins to be placed on the editing and improving stage of writing, with children encouraged more and more to use more detailed success criteria and peer support to help improve their skills and quality of their outcomes. Children begin to consider how to effectively influence the reader using a more persuasive approach.

Year 5 have longer novels and deeper picture books that introduce the children to more demanding concepts, as well as fantastical and impossible notions. The opportunities for writing broaden as children make the stories their own and they are given the chance to show their skill and flair as writers. Non-fiction writing becomes more precise, using subject specific language and the precise features of text types. Again, children are given more time to become independent writers and encouraged to utilise all of the resources on offer to help edit and improve with greater confidence and speed.

By Year 6, children are able to draw from their full range of teaching and learning experiences, having a broad repertoire of vocabulary, knowledge of text features and ideas from a lifetime of school experiences. They show their depth of understanding by writing in a range of styles and for a variety of purposes. The books studied in Year 6 help them to place their Learning Journey in context and develop, broadening their depth of knowledge and understanding of a range of themes in time and place. The children are able to follow the

writing journey with increased independence and produce a range of outcomes that display all of the skills and language acquired through their time in school.