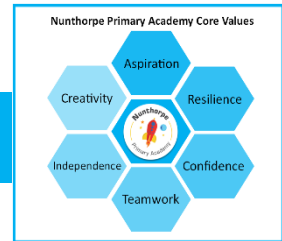


NUNTHORPE PRIMARY ACADEMY WRITING CURRICULUM STATEMENT



At Nunthorpe Primary, pupils develop the stamina and skills to write at length, creatively, with accurate spelling and punctuation so that they become fluent and confident writers. From initial mark-making and simple sentences, their writing develops as they are taught the correct use of grammar and punctuation so that year on year they build on what they have been taught and expand the range of their writing and the variety of the grammar and punctuation they use. Their writing covers fiction, non-fiction and poetry and includes narratives, explanations, descriptions, comparisons, summaries and evaluations. Through their writing, children have the opportunity to develop culturally, emotionally, intellectually and socially.

Planning for Progress

Children in early years get off to a quick start developing fine motor skills through a range of activities to support pencil grip, hold and control. They move from mark making, to the pre-cursive style of letter formation, to writing words and simple sentences. A Talk for Writing approach is adopted and the children learn to tell a story each half term with many experiences and activities planned to reinforce this. Speaking and listening, mark-making and early writing activities are planned on a weekly basis and opportunities to practise these are available in most of the areas of continuous provision. A structured adult-focus activity is provided each week.

Read Write Inc is the preferred phonics scheme at Nunthorpe Primary which starts in the Foundation Stage and continues into Year 1. Throughout Key Stage 1 and Key Stage 2, children are taught to write for audience and purpose, to identify the features of different genre, to use adventurous vocabulary and sentences types, to plan and to edit and improve their work. Teachers adopted strategies encouraged by Pie Corbett in his Talk for Writing approach. Therefore, examples of 'Text Mapping', 'Boxing Up', 'Actions', 'Modelling', 'Shared Writing' and 'Magpieing' will be evident in lesson as appropriate. In Key Stage 1, children are taught to correctly form upper and lowercase letters, leave spaces between words, use simple punctuation correctly and write a series of sentences. They are taught to use a range of conjunctions and different tenses. From Key Stage 2, children build on their writing skills and at the beginning of Key Stage 2 they are taught how to paragraph. As they progress through Key Stage 2, the children are taught to use more complex punctuation, to use a range of sentence types, use a range of devices for cohesion and use dialogue appropriately. Throughout Key Stage 1 and Key Stage 2, children are regularly taught grammar, spelling and handwriting.

Pupils are given a wide range of opportunities to use and develop their Speaking and Listening skills to help them with the writing process across all areas of the curriculum.

High Expectations for All

Pupils are taught as a class divided into groups based on individual ability as we recognise that in all classes there are children of differing writing ability and attainment. We have high

expectations for all. Continuous assessment is used to support and challenge and work is differentiated where needed to ensure this is at the right level.

Feedback and marking is purposeful and allows children to understand their mistakes and develop their work. Time is given for children to respond to feedback. Children are also provided with the opportunity to self-assess and peer mark.

A Love of Writing and Parental Engagement

The stimuli for our school writing matrix has been carefully selected and planned to provide children with high quality texts or experiences so that they are engaged and inspired to write. Some of the stimuli used is cross-curricular linking to others areas of the curriculum which helps to give the children's writing purpose. Writing has high priority throughout school. Each class has a display that promotes and displays high quality pupils' writing and this is also displayed and celebrated in the hall. Pupils are often rewarded for high quality writing during weekly Star of the Week assemblies and Star Writer certificates. We take every opportunity to celebrate writing through events such as: World Book Day, World Poetry Day and theatre visits. We also provide children with the opportunity to write for pleasure through our half termly writing homework which allows the children to write in the genre of their choice based on one of a number of picture stimuli. Teachers praise pupils and inform parents of progress using a parental engagement app, parent meetings and regular data captures.

Standards and Attainment

Pupils make maximum progress in writing through a range of planned assessment opportunities. Regular ongoing assessment and more formal assessment informs teachers and leaders of pupil progress which is shared with parents and governors. Attainment is carefully monitored and intervention and support is provided to enable pupils to catch up and keep up.

High Quality Teaching and Learning

The English leader ensures that all staff have high quality training so that they are experts at teaching writing. Leaders in school monitor and moderate to ensure high quality teaching and assessment. English Leaders within the Ironstone Academy trust work together to share practice, raise attainment of all children within the Multi-Academy Trust, and ensure consistency across the schools.

Cross Curricular links

Our writing curriculum is linked to other areas of learning. Our termly or half termly topics support children to link their learning and use writing skills in variety of contexts. We plan to provide opportunities for children to write about the past, record scientific or geographical information, evidence what they have found out about significant people or places, ask questions of enquiry and express opinions. Giving children these cross curricular opportunities creates purposeful writing and enables children to deepen learning and grow in confidence with any type of writing they encounter.

Learning Environment

In our Foundation Stage, children are immersed in a language rich environment as words are naturally woven into areas of continuous provision and regularly changed to reflect current learning. Through Key Stage 1 and Key Stage 2, working walls are meaningful and most display a range of vocabulary, grammar, punctuation and sentences relevant to the genre being taught. They are designed to be used by the children to support them and provide them with greater independence.