

English Curriculum

Writing

Everyone Learning Together

The Newfield Way



Intent

At Newfield Primary School, we believe that writing is a vital skill that empowers pupils to communicate, express themselves, and engage confidently with the world. Our writing curriculum is designed to inspire, challenge, and support every child, helping them become creative and effective writers.

We are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), receive the support they need to reach their full potential and develop a lifelong love of writing. Through this curriculum, we aim to nurture articulate, imaginative, and independent writers who leave Newfield Primary with the skills, confidence, and passion to thrive in their future education and beyond. Writing is not just a skill; it is a gateway to empowerment, self-expression, and lifelong achievement.

Our Aims

1. **Love of Writing:** To instil enjoyment of writing by immersing pupils in high-quality, diverse texts and providing meaningful writing experiences.
2. **Skill Mastery:** To build strong foundations in grammar, punctuation, spelling, and handwriting, enabling pupils to write fluently, accurately, and effectively for a range of purposes and audiences.
3. **Creativity and Expression:** To inspire imagination and individuality, encouraging pupils to write with confidence and passion.
4. **Lifelong Skills:** To develop resilience, independence, and reflective abilities, enabling pupils to take pride in editing and improving their work.
5. **Inclusive Writing Opportunities:** To provide an ambitious, accessible writing curriculum that meets the diverse needs of all pupils.

Implementation in Writing

At Newfield Primary School, our writing curriculum is implemented through a structured, engaging, and inclusive approach that ensures every child develops as a confident and proficient writer.

Writing in the Early Years

We lay the foundation for writing in the Early Years by creating a language-rich environment that encourages pupils to explore and develop their early writing skills through play, creativity, and purposeful activities.

Key elements of writing in the Early Years

1. **Developing Fine Motor Skills:** Activities such as threading, cutting, and mark-making are embedded in daily provision to strengthen pupils' fine motor control. Additionally, tools such as playdough, tweezers, and chunky pencils/grips are used to build dexterity and grip.
2. **Building a Love of Stories and Language:** Role play, daily story time, singing, and rhymes enrich children's vocabulary and understanding of the narrative structure. Pupils are encouraged to engage with high-quality picture books and oral storytelling, which inspire their

early attempts at writing. Elements of Pie Corbett's Talk for Writing strategy is also used; this continues into Year 1 in the Autumn term as children transition to KS1.

- 3. Mark-Making Opportunities:** A variety of mark-making tools and surfaces (e.g., chalkboards, whiteboards, sand trays) are available to encourage children to experiment with forming letters and symbols. Opportunities for purposeful mark-making are embedded in role-play areas, for example, writing shopping lists in a shop or taking orders in a café.
- 4. Phonics Foundations:** Daily phonics sessions introduce children to letter sounds and formation, linking spoken and written language. Children are taught to write their names and simple words, progressing to short phrases as they gain confidence.
- 5. Encouraging Emergent Writing:** Children are encouraged to use their knowledge of sounds to attempt writing independently, starting with mark-making and progressing to letters, words, and short sentences. Teachers and teaching assistants model writing through shared writing activities, helping children see the connection between spoken and written words.
- 6. Creating a Print-Rich Environment:** Labels, signs, and displays in the learning environment provide examples of writing and encourage children to make links between words and their meanings.
- 7. Observation and Support:** Staff carefully observe children's writing development, providing tailored guidance and encouragement based on each child's needs and stage of development. For children with additional needs, interventions and alternative strategies, such as pre-writing exercises or multi-sensory resources, are used to support progress.
- 8. Celebrating Progress:** Children's writing efforts are celebrated through displays (including floor books), sharing with peers and parents to build confidence and motivation.

Writing in KS1 and KS2

Curriculum Overviews

Our writing curriculum has been designed and sequenced to ensure clear progression from Year 1 to Year 6, gradually building pupils' knowledge of key text types, grammar, vocabulary, spelling, and composition.

Every year group has an overview of the writing outcomes, both narrative and non-fiction, for the academic year. These writing outcomes are often inspired by the diverse core texts that have been carefully selected to engage and inspire. Pupils write for a range of purposes and audiences, ensuring that they understand the relevance and application of their writing skills.

Writing units typically take between two to three weeks to complete, with each year group expecting to complete two to three pieces of extended writing per half term, depending on the length.

We are also implementing more independent writing opportunities so that pupils can apply what they have learnt across different genres. Independent writing can be inspired by the core text being studied in class but it can also relate to different areas of the curriculum being studied. This will ensure pupils are getting more opportunities to write independently and at length at least once a half term.

Teaching Sequence

Pupils in KS1 and KS2 take part in writing sessions four times a week. We cover the writing objectives as laid out in the National Curriculum and we also follow the writing process of planning, drafting, editing, revising and publishing. Within the writing cycle, we ensure that pupils are immersed in the text through reading, oral storytelling, drama activities and discussions. We also ensure that pupils develop vocabulary and have opportunities to learn and apply grammar and punctuation skills that are required for the range of genres.

Key elements of the teaching sequence

The writing sequence at Newfield typically follows this structure:

1. **Text immersion:** This involves reading of a story or non-fiction text in addition to speaking and listening activities, such as debates, storytelling, and role play to help pupils understand the story or text type in detail.
2. **Explicit Teaching of Writing Skills:** Through short burst writing activities, teachers deliver lessons that explicitly teach grammar, punctuation, and spellings that would support in their independent piece of writing.
3. **Oracy and Idea Development:** Planning of writing through oral storytelling, drama or research and note-taking.
4. **Modelling and Scaffolding:** Teachers use the 'I Do We Do You Do' approach to model writing processes and strategies, providing pupils with a clear understanding of expectations. Scaffolding techniques, such as visual aids, sentence stems and word banks support pupils in developing independence and confidence. Tailored interventions and differentiated support are provided to ensure all pupils, including those with SEND or EAL, are also supported.
5. **Independent Writing:** Pupils are encouraged to apply what they have learnt to produce an independent piece of writing.
6. **Opportunities for Editing and Improvement:** Pupils are taught to review and improve their writing through pupil conferencing and structured editing sessions. Pupils occasionally take part in peer and self-assessment to reflect upon and then improve on their writing.
7. **Assessment and Feedback:** Teachers use formative assessments to identify strengths and areas for development, providing targeted support where needed.
8. **Celebrating Writing:** Pupils' writing is celebrated through published work. Pupils may also participate in school or local/ national writing competitions which fosters pride and motivation.

Grammar and Punctuation

Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. This usually takes place during short burst writing tasks. Occasionally the class will focus on particular grammar and punctuation skills as stand-alone lessons; if the teacher feel that the class need additional lessons to embed and develop their understanding or to consolidate skills they will do so. When marking work, teachers identify grammar mistakes in a child's writing by putting gr. in the margin.

Spellings

Teachers use the online Read Write Inc spelling materials to deliver 10-minute sessions at the start of English lessons. These are based on spelling rules in Appendix 1 of the English National Curriculum. Across the week, pupils learn a spelling rule, practise spelling words containing the rule, and complete dictation sentences. Pupils are encouraged to refer to the taught spelling rules when attempting challenging words. When marking work, teachers identify spelling errors by putting sp. in the margin and the pupils would be given opportunities to correct them.

Handwriting and Presentation

We recognise that clear, legible handwriting is a key skill that supports effective communication and builds pupils' confidence in writing. Our handwriting implementation focuses on developing fine motor skills, letter formation, fluency, and consistency through a structured and inclusive approach. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school.

Key Features of Handwriting Early Years

In Early Years, activities such as threading, mark-making, and using manipulative tools develop fine motor skills and hand strength. Pupils use chunky pencils and are introduced to correct pencil grip and posture to build a strong foundation for handwriting.

Nelson Handwriting Scheme

At Newfield we follow the Nelson Handwriting Scheme to ensure consistency in the teaching of letter formation, joins and overall handwriting style. Pupils begin by learning to form individual letters with the correct size, shape, and orientation in Early Years. As pupils progress, they learn to join letters (usually in Year 1) and go on to write fluently with increasing speed and consistency in KS2.

In KS1, there are two discrete 20-minute handwriting sessions per week. Handwriting is also a key focus in phonics lessons. During discrete handwriting sessions, handwriting lines, letter formation guides, and specific handwriting books are provided to support pupils' practice. Tools such as pencil grips and alternative writing implements are also available for pupils who need additional support. For KS2 pupils, handwriting is taught once a week, although teachers and teaching assistants encourage pupils to apply their handwriting skills in all areas of their learning, ensuring they maintain high standards of presentation across the curriculum. Teachers are expected to model neat handwriting consistently in all subjects and on all working walls.

By the end of KS2, most pupils would have made the transition from pencil to pen when their handwriting is consistently joined, neat and legible. From this point onwards, pupils are expected to write in all books in pen – except Maths. The school provides every pupil who has a pen licence with a black handwriting pen. Pupils may use erasable pens when publishing longer pieces of writing. All pen licences are approved by the English Lead in agreement with the class teachers upon evidence of neat handwriting across several books. However, their pen licence may be revoked by the class teacher if handwriting and presentation in books starts to regress. Pupils will then have to earn their pen licence back by demonstrating improved handwriting in their books to the English Lead.

Marking and Feedback

Extended pieces of writing are marked in line with the school's marking and feedback policy. Where possible, marking and verbal feedback takes place during the writing lessons. Pupils often have opportunities to respond to written feedback using purple pen at the start of the next lesson or during specific editing, redrafting and revising sessions.

Assessment

Formative assessment of writing takes place on an ongoing basis through teacher marking and verbal feedback, which then helps to inform next steps.

Teachers base their judgements on the quality of the extended writing that pupils produce at the end of each unit and determine to what extent pupils have met the objectives for that genre of writing. Teachers refer to the TAFs in Y2 and Y6 and writing checklists in Year 1, 3, 4 and 5 as a support for making judgements and to inform planning. As a school, we peer monitor and moderate writing at least once a term.

Intended Impact

- All pupils will make at least good progress from their starting points.
- All pupils will be able to write with accuracy, speed, confidence, fluency and understanding, ready to access the secondary school curriculum.
- Pupils have started their journey with the foundations to continue to develop a life-long love of writing for a range of purpose and audiences.
- There is an increased amount of pupil participation in English lessons.
- Pupils will display enjoyment in their writing across a range of genres.
- Pupils will produce high quality written work in English and other lessons.
- Pupils' presentation of their work reflects their strong attitudes to learning.
- Pupils will have a wide vocabulary that they use within their writing.
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience.
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught. They will be prepared for the next stage of education.
- At the end of year 6, pupils' writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.
- The % of pupils working at age-related expectations within each year group will be closer to/or at least in line with national averages.
- The % of pupils working at greater depth within each year group will be closer to /at least in line with national averages.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)