

How we teach writing at Newton Road:

Context:

- The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.
- Quality writing and extended writing opportunities are expected across a range of curriculum areas.

At Newton Road School we:

- Promote the importance of how spoken language underpins the development of writing;
- Appreciate that the quality and variety of language that pupils hear and speak are vital for developing their vocabulary, grammar and their understanding for writing;
- Understand that the more children are exposed to a wide range of high quality and engaging texts the better writers they will become.
- Teach the skills that children need to become good writers within a specific context.

To develop a love of writing, within the Early Years classrooms, we will:

Have reading and writing 'must do' jobs within the children's continuous provision time which they access independently. For example, children must have a go at practising writing the sound of the day, others may have to write a word beginning with the sound of the day.

Ensure rigour in Spelling, Punctuation and Grammar by:

- Using Alan Peat sentences to teach a range of sentence types / structures.
- Using NFER Spelling and Grammar tests across KS2 three times per year to inform teacher assessment.
- Children are taught a range of strategies to use when learning, spellings including multi-sensory approaches. The children will use the Scholastic Spelling scheme for the weekly spelling focus, each week focuses on a different spelling pattern. The Statutory Spellings are divided up across the six half terms. Every half term, the children will learn their Statutory Spellings as part of one of their handwriting lessons. At the end of the half term, classes will hold a Spelling Bee or a spelling quiz to consolidate the spellings that have been learned.
- Spelling mistakes are either corrected within a child's piece of writing or where age appropriate spelling mistakes are indicated (sp. in the margin) for the pupil to find and correct independently.

Develop neat cursive handwriting:

In Key Stage 1:

- Learning the Letters: Children are taught to write letters autonomously, combining letters into words for writing, using developmentally appropriate strategies and resources.
- Holding the Pencil: Children are taught strategies for learning, self-correcting and maintaining an optimal pencil hold for comfortable, fluent and legible writing.
- Flow and Fluency: Children complete activities which enable flow and fluency. Children begin to learn how to join their letters in Year 2 following the PenPals Handwriting scheme.

In Key Stage 2:

Children follow a weekly programme of handwriting, following the PenPals scheme of work. This incorporates a physical starter which includes practising fine and gross motor skills before progressing on to practising letter formation and joined writing, with a different focus each week.

To support our development of writing, all lessons will be based around a quality text – which is linked to our Learning Journey theme, we will:

- Immerse pupils in rich vocabulary within the preliminary lessons, building banks of ambitious vocabulary, developing the skills of using a thesaurus, to form the basic building blocks of our sentence work.
- Model sentences focusing on a grammar skill or stylistic feature and enable children to try and write in the same style, expanding upon the idea by deepening the details rather than going off further.
- Children will be encouraged to be independent learners. Within a piece of writing, they may be asked to edit and self-correct a particular spelling, improve a particular sentence by rewriting / rewording it or they may be asked to add further detail and deepen the meaning of a sentence. Time will be given for the children to then respond and edit their work.
- At the end of the taught series of lessons, the children will complete an independent task. This will be clear to see in the children's books because there will be an independent sticker (Our time to shine)
- During the independent task, the children will have no support, but will be encouraged to look back in their books, at the working wall and use any resources, which they have gone and collected themselves. **The teacher will not provide or handout resources, prompt sheets or guides.**
- The independent task will only be marked with a positive comment. No pinks or feedback is required because the children will not be returning to this piece to edit and correct.



Complete assessments and track progress:

All classes complete an independent writing task at least every two weeks. This task is used as an assessment tool and provides an opportunity for teachers to moderate judgements across the school and within the school's cluster group.

Progress and attainment is tracked using Target Tracker.

Data is collected and analysed six times per year so that our planning and teaching is adjusted to meet the needs of individual children.

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