



## Intent

At Newlands we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time with us. By the end of their time at Newlands, all children should be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. 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.

We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we encourage a home-school partnership which enables enhancement of the skills being taught in school.

# Implementation

We teach writing as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, staff target support for LA pupils to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as Writers Toolkits, Word Banks, Key Word lists or a greater level of modelling. HA pupils are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact their writing has on the reader and by using a higher level of vocabulary and grammar features.

Spellings are taught according to the rules and words contained within our Spelling Scheme. Teachers can provide weekly spellings for children to learn each week, with spelling tests being used to monitor the impact of our spelling scheme. However, the use and spelling of words within pieces of writing is a far better way of monitoring the success of spellings. When correcting and perfecting longer pieces of writing, Y6 children are encouraged to identify incorrect spellings in their own writing and correct them. In Y3, Y4 and Y5 staff will identify incorrect spellings and children will be expected to correct them.

Grammar and punctuation knowledge and skills are taught as stand-alone lessons in order to embed and develop understanding or to consolidate skills. Teachers teach the required knowledge and skills and then link them to genres of writing being studied. We also use Alan Peat's Exciting Sentences to further enhance the use of grammar and punctuation within different genres of writing.

# Impact

We encourage our children to enjoy and value the curriculum we deliver. We want learners to discuss, reflect and appreciate the impact writing has on their learning, lives, development and well-being. Learning environments across the school will display writing in a positive and inviting way. Whole-school and parental engagement is encouraged through the sharing of engaging pieces of writing and the celebration of success at all levels. We want to ensure that writing is loved by teachers and pupils across Newlands. This will be done by encouraging children to write for a range of different purposes, in a variety of genres. We encourage Newlands children to record their writing in a variety of ways. Progress in writing is demonstrated through outcomes and the record of coverage in the process of achieving these outcomes. A variety of evidence for these outcomes can be seen published in children's topic books, big writing journals, on big sheets, in photographs, on the school website and through the use of a variety of ways of recording using multi-media on iPads and laptops.

Progress in writing is demonstrated through:

- Pupils enjoying writing across a range of genres
- Pupils of all abilities being able to succeed in all English lessons
- Pupils having a wide vocabulary that they use within their writing
- Pupils having a good knowledge of how to adapt their writing based on context and audience
- The % of pupils working at ARE within each year group will be at least in line with national averages
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- No significant gaps in the progress of different groups of pupils