



Writing at Medlock Primary School

At Medlock Primary we have the ambition for all our pupils to achieve the highest standard. Our curriculum has been designed to ensure this vision becomes a reality by inspiring all our pupils to become confident, independent and responsible lifelong learners. To do this we have ensured that the backgrounds of our community (which have roots across the globe) are reflected in the curriculum content. The explicit sequencing and teaching of vocabulary and subject specific language is used to provide our children with the highest quality language for learning. Opportunities for reading widely and deeply are central to this as is the development of children's 'voice' (both verbal and written), to enable them to communicate and question confidently and effectively.

Each subject in our curriculum has been designed to always build and link to prior learning and make connections beyond the individual subjects to maximise its impact and ensure the children learn more and remember more.

Why We Teach Writing - Our Intent

At Medlock we have ensured that our Writing curriculum helps our children be able to be effective communicators of the English Language. We follow a 'Text Led' curriculum that is centred around high quality texts that link with other curriculum areas. This includes a diverse range of books that represent our community and their backgrounds. The texts ensure our children are exposed to a range of ambitious vocabulary across different genres. This vocabulary is revisited across the curriculum as we aim to close the vocabulary gap.

We continually develop the children's communication skills through writing while ensuring accurate spelling and fluent joined handwriting.

Oracy and vocabulary underpins all lessons and all staff model language during all parts of the school day to directly impact on improving the quality of the children's writing. All pupils are taught to write effectively for a range of audiences and purposes. There are opportunities for the children to enjoy exploring the written word through poetry and writing competitions throughout the year.

Curriculum Implementation in Writing

The Writing Curriculum is underpinned by the National Curriculum which has been broken down into progressive writing expectations for each year group. The 'Text Led Curriculum' has a sequenced approach to teaching writing for a range of genres that are revisited throughout the school year and built on year by year.

We follow a phased planning approach that allows children to be immersed in the text, analysing and exploring its features, planing, writing, editing and re-drafting their work. The use of the 'Audience and Purpose' success criteria focuses the children's learning on the purpose of the text.

All staff are trained to follow the 'Excellence in Handwriting' programme and high standards of handwriting are insisted upon in all subjects. Children achieve a 'Pen licence' to celebrate their achieving the school's high standard of handwriting.

Spelling is taught through the 'No Nonsense Spelling' programme and is referred to in all writing lessons.

Impact in Writing

Our curriculum is designed so the children are taught the knowledge needed and then to apply the knowledge within the subject and beyond. It has been designed to build children's knowledge from lesson to lesson and from one year to another, linking backwards and forwards, embedding knowledge and understanding. We constantly return to key concepts, as a result children know more and remember more.

The children in Medlock are confident writers able to adapt their work to range of audience and purposes. The focus on vocabulary in every curriculum area and the use of high-quality texts is evident in their writing. The use of ambitious vocabulary in all their work is evident.

The systematic approach to planning allows children to build on previous knowledge of genres and recall the appropriate features and writing techniques needed. Using key texts to teach features and grammatical structures, gives meaning to the children and supports them in their application of skills.

Medlock's Text Based Curriculum

The books on our text led curriculum have been carefully chosen to provide a varied diet for the children as it is important that they hear, study or experience as many texts in as many genres as possible.

When selecting the list we carefully considered themes, challenge, genre and the cultural relevance a text has.

Children are immersed in text, talk and vocabulary to challenge and expand their experience of language. Then, through careful modeling and targeted feedback, their ability to communicate in a variety of written contexts is developed. Click the link below for a full overview. [Click here.](#)

No Nonsense Spelling Teaching Sequence

The programme follows a teaching sequence for spelling, whereby each new concept is taught, practised applied and assessed.

Revise sessions are used before the teaching session. A typical teaching sequence follows this model.

Revise Activate prior knowledge Revisit previous linked learning
Teach Introduce the new concept Explain Investigate Model
Practise Individual/group work Extend/explore the concept independently Investigate Generalise
Apply/Assess Assess through independent application Explain and demonstrate understanding



Links

National Curriculum 2014 - English Programmes of Study. [Click here.](#)

Research Review - English [Click here](#)

EEF Report - Improving Literacy in KS1 [Click here](#)

EEF Report - Improving Literacy in KS2 [Click here](#)

'I like writing about everything! I use the phonics mats to help me' **Mohammed Y1**

'One child, one teacher, one book and one pen can change the world.' **Malala Yousafzai**

'I like writing fantasy stories and drifting off into my imagination. I have learnt lots of tools to help me make my writing better.' **Arya Y6**