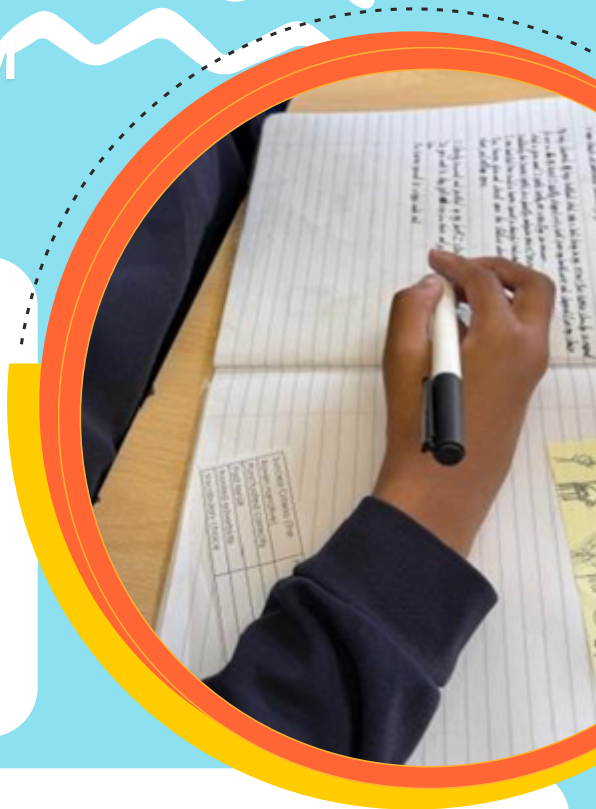


OUR MALMESBURY CURRICULUM WRITING

Learning to write is one of the hardest challenges pupils face at school but it is vitally important: learning to speak, read and write well are crucial for children and young people's success in education, life and work. Pupils who find it difficult to express their ideas in writing are likely to struggle across the curriculum, not just in English.

Department for Education Writing Framework



WRITING KEY CONCEPTS

- **Collecting ideas** - what and how do good writers write; exploring great pieces of writing and texts, unpicking vocabulary and dissecting language structures and techniques.
- **Composition and developing ideas** - generating and exploring ideas about what needs to be communicated; experimenting with vocabulary and sentence choices to create a specific effect, developing oral and written expression; building the stamina to write at length.
- **Transcription** – working on how to accurately put ideas on paper with accurate spelling, handwriting and punctuation. These are the mechanics of writing. We know it doesn't matter how great a writer's voice is if their work cannot be read.
- **Proof-reading, editing and polishing** – re-visiting the first draft to update and apply secretarial skills (handwriting, punctuation, spelling), and evaluate and improve vocabulary choice and sentences for effect.
- **Publishing** - presenting writing in an exciting and engaging way to inform, persuade or entertain the reader.

WHAT MAKES A GOOD WRITER?

At Malmesbury becoming a writer involves:

- Being a great reader
- Being curious about the writing process in order to collect ideas and vocabulary
- Stealing elements of author's stories/texts, strategies and styles and adapting to own writing pieces
- Developing a writer's voice that matches the audience's needs: to inform, persuade or entertain.
- The ability to express views and ideas using correct grammatical structures, well-composed sentences that create a desired effect using effective vocabulary and structural features
- Being able to analyse, evaluate and improve writing
- Publishing skills: our value of pride where we produce a finished piece of writing with illustrations, ready to be presented or showcased.

The large chapel door violently swung open as a dark shadow burst in. "O father, help me, for I am living a nightmare!" cried Juliet. She dropped to the floor on her knees in front of Friar Lawrence. Outside, rain-drops clattered on the window panes and lightning struck all around them, beating their hearts even further. Friar Lawrence hesitated, but he reassured her and stepped back. "What dilemma could you possibly present to me?" asked the wise man. "Lord Capulet has chosen my man for me, but I've already married Romeo!" replied Juliet. "Don't you worry my dear, take this blue potion and drink it; tonight you fall into a deep sleep and they'll think you're dead, but once you wake up you can return to Romeo," exclaimed Lawrence. "I refuse your stupid, useless plan. I'll just marry Count Paris!" shouted Juliet. But as you mentioned Friar Lawrence, whilst all of this went on, a devils' soul sneaked into the city of Verona with a devious plan...

OUR APPROACH TO WRITING TEACHING AND LEARNING

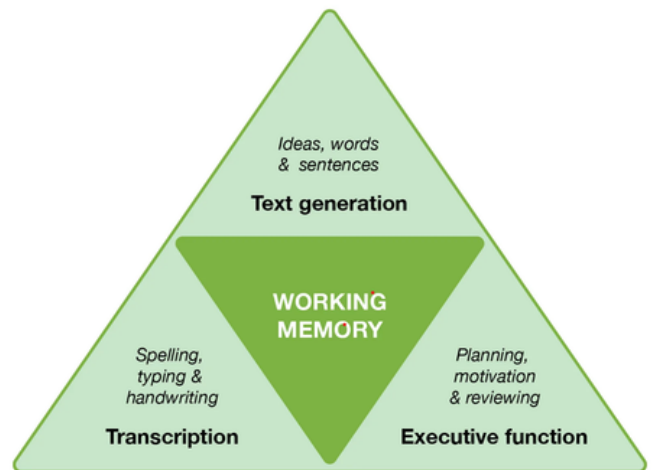


Image of the 'Not So Simple View of Writing' adapted from the EEF

We recognise that learning to write can be complex and work to reduce the cognitive load our children carry as they learn and apply all the different elements needed to write clearly and confidently. These align with the DfE's 'Writing Framework' priorities:

- **Quality over Quantity:** A focus on mastering sentences, vocabulary, and authors' techniques rather than long, extended writing tasks.
- **Early Foundation in Reception:** Explicit, daily, and systematic instruction in handwriting and transcription starting right in Term 1 of Reception.
- **Handwriting and Motor Skills:** Teaching unjoined print before joined writing, proper pencil grip, posture, and paper slant to reduce working memory load.
- **Spelling and Phonics Integration:** Alignment of spelling with phonics, focusing on sounds, parts and the history/origin of words. .
- **Oracy and Oral Rehearsal:** Encouraging children to speak aloud and orally rehearse sentences before putting pen to paper to master sentence structure.
- **Guided Writing:** Identifies guided writing as a core teaching approach to target specific learning gaps and support struggling writers.

Our writing curriculum is carefully planned to develop the range of purposes and audiences children write for as they move through school. Writing is linked carefully to real life experiences, high quality texts and learning across the wider curriculum.

We use Tower Hamlets Education Partnership's (THEP's) phonics scheme to support early writing and THEP's writing framework to ensure we are building skills systematically and progressively.



“There is something delicious about writing the first words of a story. You never quite know where they'll take you.” Beatrix Potter

WHAT OUR CHILDREN SAY ABOUT WRITING AT MALMESBURY

I like letters and words because I can make big sentences that will help people remember things and know stuff
(Reception)

I just absolutely love writing because not only can you write stories that amaze others, you can also write postcards and letters to remind others that they matter; instructions and manuals to help people know what to do. (y4)

Writing instructions is important: it helps children know the right steps to follow so that the plants actually grow! (Y1)

Learning new vocabulary (nouns, adjectives and powerful verbs) helps me write sentences in a much more effective way. With these put together effectively, I can influence how the reader feels: shock them, terrify them or even make them cry! (Y6)

I did not enjoy writing before but now, after reading many books, I started to enjoy it more. I used to think that my writing was nothing special but now my teacher helped me believe in myself and I am proud of my stories!
(y5)

Character descriptions are fun: mystery genre is the best because it shocks the reader, sending shivers down their spines. (y4)

HOW WE CHECK OUR CHILDREN'S WRITING PROGRESS AND ACHIEVEMENT

We have a range of formative and summative checks in place to ensure our children have secured their understanding of the writing process and skills required to be a successful writer. These include:

- Re-visiting previous spelling, punctuation or grammar learning at the start of a unit/ specific lesson to ensure children are building on a strong foundation.
- Weekly spelling checks
- Termly writing moderation both in-school, with partnership schools and THEP consultancy support using THEP writing assessment grids
- Daily marking and feedback
- Subject leader book looks, learning walks and pupil voice groups.