



Milton Abbot School

Writing Curriculum Plan

‘Every Child Achieving’

Milton Abbot Primary School - Writing Curriculum Plan

At Milton Abbot Primary School our intention for children's writing is to develop confident writers who enjoy writing by:

- Create a writing culture where children can articulate and communicate their ideas
- Organise their ideas in a coherent manner for the reader
- Write with clarity, awareness of different audiences and purpose
- Develop an extensive and rich vocabulary using high-quality text
- Write with increasing fluency, legibility and ultimately speed
- Spell accurately through their knowledge of phonics and spelling patterns
- Write with increasing knowledge, understanding and application of grammar.

Writing – Transcription, Composition and Vocabulary, Grammar and Punctuation

Intent	<ul style="list-style-type: none"> • Create a writing culture where children can articulate and communicate their ideas • Organise their ideas in a coherent manner for the reader • Write with clarity, awareness of different audiences and purpose • Develop an extensive and rich vocabulary using high-quality text • Write with increasing fluency, legibility and ultimately speed • Spell accurately through their knowledge of phonics and spelling patterns • Write with increasing knowledge, understanding and application of grammar. 				
Implementation	See Curriculum provision below				
Curriculum Provision:					
	FS	Y1	Y2	Y3/4	Y5/6
1. Transcription – The Teaching / Learning of Spelling					
Intent	To spell some words correctly and other phonetically plausible	Spell accurately through their knowledge of phonics and spelling patterns (as 22 per page of the National Curriculum)	Spell accurately through their knowledge of phonics and spelling patterns (as per page 29 of the National Curriculum)	Spell accurately through their knowledge of phonics and spelling patterns (as per page 37 of the National Curriculum)	Spell accurately through their knowledge of phonics and spelling patterns (as per page 46 of the National Curriculum)
Implementation	Please see the Milton Abbot Primary School's Spelling Policy		Please see the Milton Abbot Primary School's Spelling Policy		

2. Transcription – Teaching/Learning of Handwriting

	FS	Y1	Y2	Y3/4	Y5/6
Intent	To show good control and co-ordination. To use a pencil and hold it effectively. To form recognisable letter, most of which are correctly formed	As per page 23 of the National Curriculum)	(as per page 30 of the National Curriculum)	(as per page 38 of the National Curriculum)	As per page 47 of the National Curriculum
Implementation	Please see the Milton Abbot Primary School's Handwriting Policy		Please see the Milton Abbot Primary School's Handwriting Policy		

3. Composition – Teaching Sequences and Wider Curriculum

	FS	Y1	Y2	Y3/4	Y5/6
Intent	To write simple sentences in a meaningful context that can be read by themselves and others	To write sentences by saying out loud what they are going to write about and then read aloud their writing.	To plan/write with increased stamina and independence across a variety of genres including making simple amendments and reading aloud	To plan/write across a genre with an increased awareness and application of grammar, punctuation, spelling accuracy and structure. Continuing to improve at proofreading and making amendments.	To select appropriate form, structure, grammar and vocabulary to enhance meaning for a targeted reader. To enhance writing through proof reading and editing.
Implementation	All teachers to follow a Teaching Sequence format using high quality/engaging texts. Teaching sequences are based on a three-part structure which includes learning / talking about a text, practising writing and independent writing (including writing where appropriate for a real audience). All children are taught fiction, nonfiction, and poetry. Built into the sequence are reading activities and grammar taught in the context of the book using a range of techniques.				
Core texts	Babcock Teaching Sequences Reading Reconsidered - Reading Spine Text Selector for Primary Schools' for detail year group book list and links Book Band Guided Reading Sets etc				

4. Teaching of Vocabulary, Grammar and Punctuation					
	FS	Y1	Y2	Y3/4	Y5/6
Intent	To develop their understanding of the concepts set out in English Appendix 2 (see National Curriculum)				
Implementation	The teaching of Vocabulary, Grammar and Punctuation is embedded within the teaching sequence format.				
Core Documents Used	Babcock Teaching Sequence				
5. Assessment					
	FS	Y1	Y2	Y3/4	Y5/6
Assessment Evidence and Expectation to assess impact (Examples only)	EYFSP Tracker Observations of writing behaviour and talking to pupils Book Look Moderation (formal and informal) Evidence Gathering Grids (EGG Sheets) Class Trackers		Observations of writing behaviour and talking to pupils Book Look Moderation (formal and informal) Evidence Gathering Grids (EGG Sheets) Class Trackers		