



Writing @ Collingwood Primary School

Our Writing curriculum is taught through 3 key strands:

Transcription, Composition and Analysis and Presentation. It aims to foster a passion for writing which recognises its value in communicating with, and entertaining and engaging others. We strive to broaden our pupils' vocabulary providing them with the skills and techniques required to become fluent and confident writers.

Retrieval Practice

- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary through Word of the Week starters and Vocabulary Bingo and similar low stake quizzes
- POP starters in foundation subjects

Content and Sequencing

EYFS: In EYFS children develop key foundational skills such as mark-making, fine and gross motor development, and phonological awareness, providing them with strong foundations and the knowledge they need to enable them to be successful and proficient writers in later years.

KS1 & KS2: We follow the National Curriculum programmes of study to plan, sequence and teach engaging writing lessons which build effectively on prior learning: [progression of skills](#)

Spellings: We begin initially by using RWInc phonics to inform the teaching of spelling before progressing onto the National Curriculum programme of study to plan and sequence the teaching of spelling: [English Appendix 1 – spelling](#), supported by the use of the Spelling Shed programme.

Handwriting: We follow the *Read Write Inc Handwriting Scheme*. Please refer to our separate Handwriting intent.

Vocabulary: We build vocabulary across units and the wider curriculum using: word/s of the week, repetition, contextual understanding, sentence building, synonym & antonyms and through the use of fun games using a Tier 3 model approach. Vocabulary acquisition is further developed across the curriculum through use of Knowledge Organisers.

Essentials

Transcription and spelling: spelling accurately; knowing the relationship between sounds and letters (phonics) and understanding morphology (word structure) and orthography (spelling structure).

Composition (articulating ideas and structuring them in speech and writing): forming, articulating and communicating ideas; organising them coherently for a reader. Requires clarity, awareness of audience, purpose and context.

Vocabulary, grammar and punctuation: increasingly wider range of vocabulary and grammar; understanding nuances/relationships between words, enabling more conscious control and choice over language

Progress

Units of work are carefully sequenced so prior knowledge and concepts are built upon.

Regular formative assessment and immediate feedback ensures gaps are filled.

Effective questioning and higher order thinking are embedded within all learning experiences.

Progress and attainment within units is recorded and shared with all teaching staff.

Opportunities for revisiting content or apply learning in greater depth. Key ideas, concepts and facts recorded in Knowledge Organisers.