



Writing Intent

At The Mill Academy we have worked hard to create a curriculum which focuses on creativity and a love of reading that encourages children to become engaged with learning and develop the confidence to take risks. We provide our children with rich and varied learning opportunities and promote language development in order to allow them to find their own voice and use the power of the spoken and written word to communicate their opinions and ideas effectively.

We aim to promote and nurture a culture of and love for reading, writing and oracy that encourages children to be imaginative, inventive and brave. We believe that this not only prepares them for further education but also equips them for a life after education, as valuable members of our community and inspires them to be 'world-wise' citizens.

Writing Implementation

English is taught daily with additional sessions for the discrete teaching of phonics, spelling and reading. The teaching of grammar and punctuation is embedded in our daily teaching of writing and these skills are regularly applied to independent writing to allow our children opportunities to experiment and be creative with new vocabulary and punctuation. Model texts are used at the start of a new writing unit to help inspire and captivate children's interest and enthusiasm. Specific sentence types and structures are taught explicitly, allowing children to develop a deep understanding of punctuation and grammar. Challenging, ambitious vocabulary is taught from our foundation stage through to Year 6, which ensures our children leave us with the richest, broadest vocabulary we can offer and provides our children with the means of communication with the wider world.

We follow the Primary National Curriculum for all aspects of the English Curriculum and use this as a basis for planning our outcomes. These outcomes are created with a real purpose in mind and children are kept informed of the learning journey they will take in order to reach these outcomes. As they progress through school, children are provided opportunities to proof-read and edit their writing, discuss success criteria and possible different interpretations of a final outcome therefore taking responsibility for their learning and becoming critical, independent learners.

Writing Impact

The impact of the teaching of writing is assessed using moderation checklists for children's independent work which are inline with the National Curriculum and outlined for each year group.

Children in Key Stage 2 are aware of these and are able to create their own checklists to support them when self assessing and editing their independent work.

In addition, spelling and grammar is assessed and tracked half termly (with additional weekly spelling tests) which are used alongside writing moderation to help secure accurate judgements of attainment and progress.

All assessments and judgements are reviewed termly through a validation process where data, children's books and teaching are discussed with the subject lead to ensure accuracy in assessment. For EYFS, observations and videos are recorded on Learning book to provide evidence towards the ELGs. These judgements are then discussed in termly pupil progress meetings with the class teacher, headteacher and subject leader.

