



New Town Primary School
Nurturing Brilliance, Inspiring Ambition

Writing at New Town

How do we teach writing in school?

National Curriculum

- Learning to write is one of the most important and most difficult things that your child will do at primary school.
- When your child writes, they put together all the other skills they have learned in English: creating ideas, forming letters, remembering their spellings, choosing the right words and checking their grammar.

The National Curriculum divides writing into two broad areas: transcription and composition.

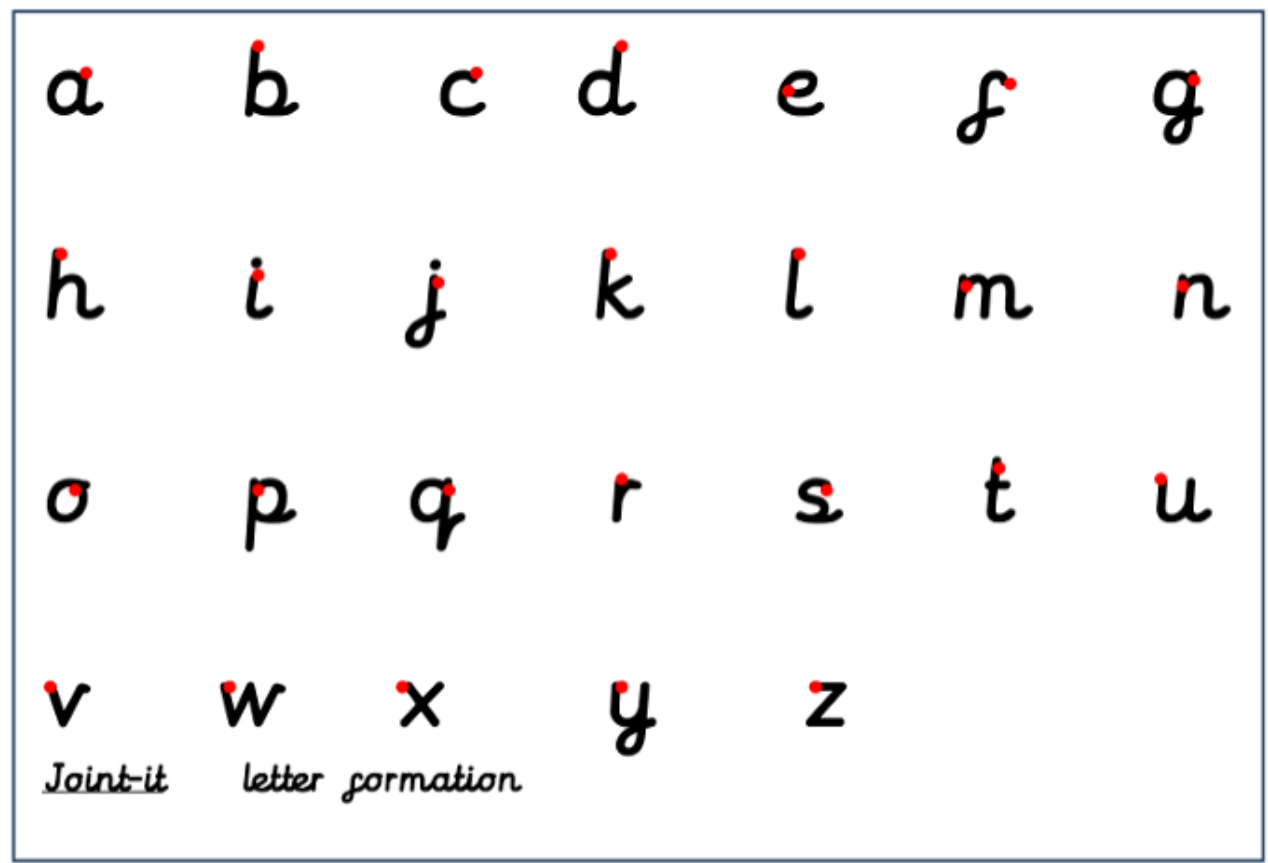
Transcription covers the technical aspects of writing: [handwriting](#), [spelling](#), [grammar & punctuation](#), and so on.

Composition is about creating a text by sharing ideas, thinking of the audience and structure.

Handwriting at New Town

We have high expectations that all children produce neat handwriting that they are proud of.

Children are taught to write with a lead out so that they can easily join all letters in words. The aim is that by the end of Year Two all children are producing neat, joined up handwriting



Group 1	
Letters starting by pulling back - counter clockwise	c, a, o, g, d, q, e
Group 2	
Letters you start by pulling down	l, i, t, j, k
Group 3	
Letters you pull down, then go up and over in a clockwise direction	n, m, r, p, h, b,
Group 4	
Letters that pull down, go under and up the other side	u, y,
Group 5	
Letters that pull down with a diagonal line and then go up (or have a diagonal line)	v, w, x, z
Group 6	
Curvy letters	f, s

Spelling at New Town

1. Explicitly teach a spelling rule and provide opportunity to practice spellings in school.
2. Encourage children to have a go - builds confidence and practice spelling skills.
3. Encourage children to apply phonics to spell new words.
4. Encourage children to read through their writing and check for spelling errors - does it look right? Use a dictionary
5. Encourage reading - the more we read, the more words we see.

You can support your child with these things at home too.

Grammar and Punctuation at New Town

- Having a good knowledge of grammar allows your child to communicate their ideas and feelings, and helps them choose the right language for any situation.
- By the end of primary school, your child will be expected to understand and be able to use all the grammar and punctuation set out in the National Curriculum.
- Once pupils are familiar with a grammatical concept, they are encouraged to apply and explore this concept in their own speech and writing, and to note where it is used by others (Reading).

Tick **one** word to complete the sentence below so that it is grammatically correct.

The window was _____ by a ball.

Tick **one**.

broked

☐

broke

☐

broken

☐

breaked

☐

1 mark

Which of the sentences below uses **commas** correctly?

Tick **one**.

We'll, need a board, counters, and a pair of dice.

☐

We'll need a board, counters, and a pair, of dice.

☐

We'll need a board, counters, and, a pair of dice.

☐

We'll need a board, counters and a pair of dice.

☐

1 mark

The Write Stuff - Composition

To ensure high quality teaching and learning of writing we follow **The Write Stuff** Scheme of work.

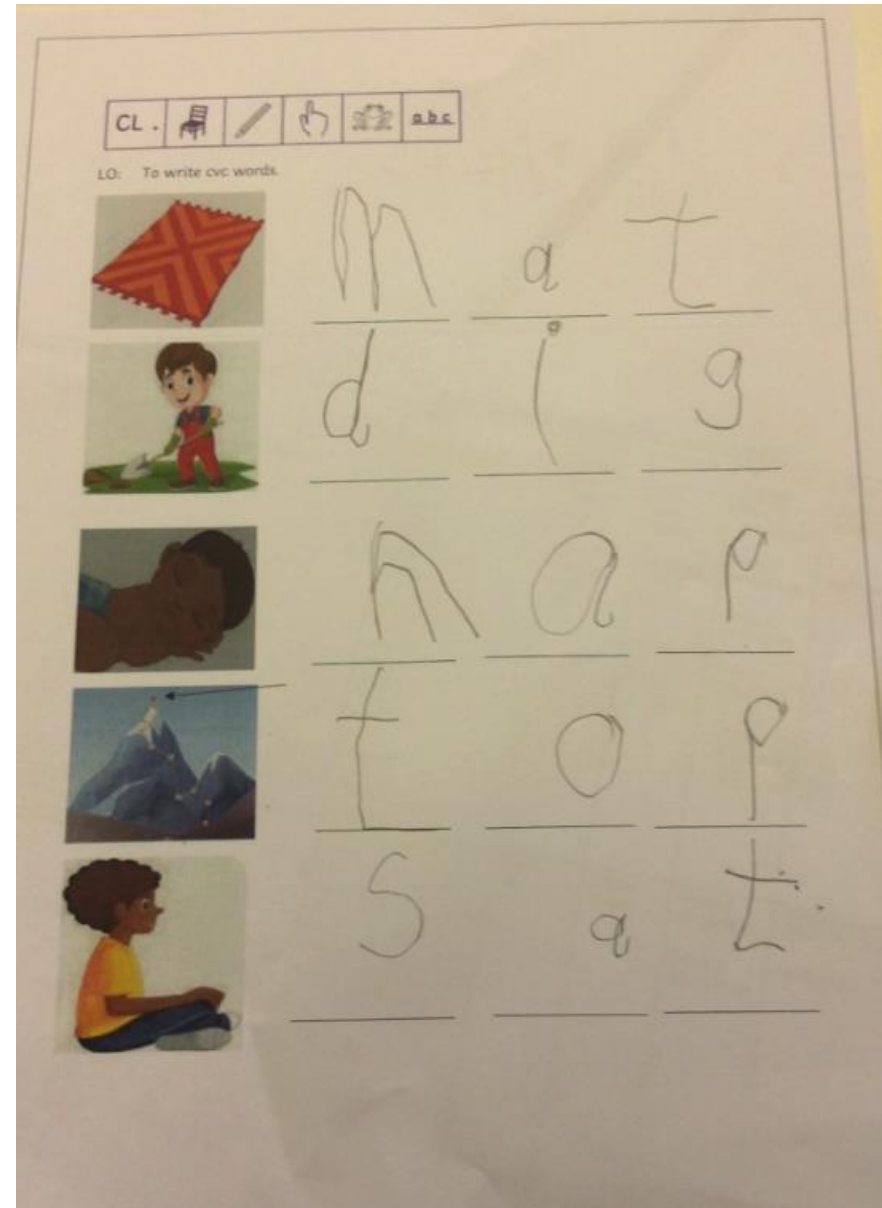
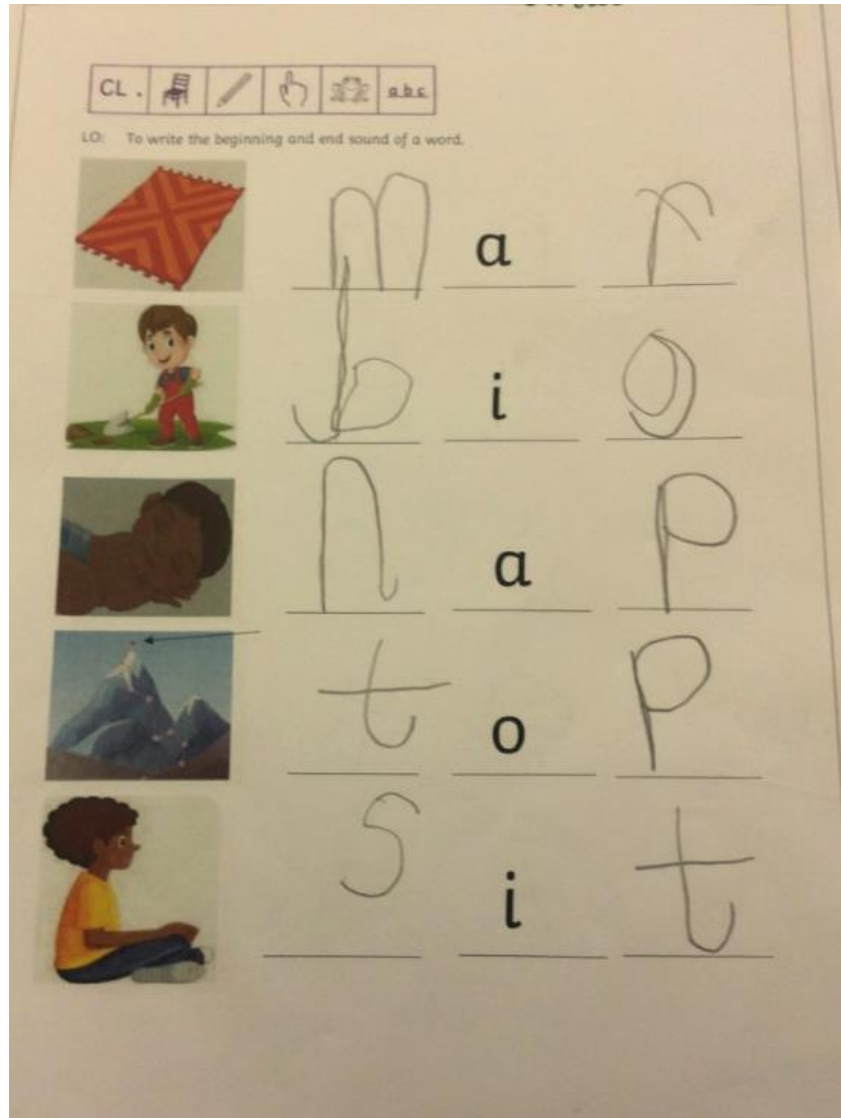
Why use The Write Stuff?

- “The Write Stuff” by Jane Considine to help with developing children’s vocabulary and to ensure the National Curriculum is being followed.
- ‘The Write Stuff’ follows a method called ‘Sentence Stacking’ which refers to the fact that sentences are stacked together and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing.
- This approach makes sure that all of our children are exposed to high quality texts that stimulate quality responses to reading, high quality writing and purposeful speaking and listening opportunities.

Key benefits of The Write Stuff

- Pupils understand how to apply sentence scaffolds to their independent writing as they develop their expertise.
- Standards improve because many worked examples are provided over the year that extend understanding through a wide range of genres and non-fiction text types.
- Children have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with.
- Pupils know how to improve their writing and make it more focused and actionable feedback is provided to guide their learning.
- Children have a concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes.

Foundation Stage



Year One



The Queen's Hat: Plot Point 8



Thursday 5th October

Adverbs

slowly, softly, carefully, gently, beautifully, elegantly, delicately

JP

Down, Down, Down the quads gracefully floated down like a pink feather.



Friday 6th October

Sights

rooftops, people, cars, landmarks, shop fronts, buses, phone boxes, taxis

JP

The quads saw London eye and two boats.



Monday 9th October

Sights

grass, pavement, kerb, faces, drains

JP

As they got closer to the ground: dogs, they saw dogs, wagging their tail and people going to work.



VF

Thursday 28th September

Verbs

climbing, scrambling, scaling, clambering, scrabbling, mounting

The quads were hiking up the wheel.






Monday 2nd October

Feelings

scared, frightened, terrified, annoyed, frustrated, dizzy

They felt dizzy and terrified.

Year Two

CL. ! ?    abc

Tuesday 26th September 2023
Lo: to write an independent story

Hanchet was staring at the Spectacular Stars at the midnight canvas. He ~~thought~~ ^{thought} what will he be when he grew up. The Stars were bright and magnificent. He ~~thought~~ ^{thought} what will he be when he grew up. His sister found a shiny golden ~~ring~~ ^{ring} when his mum lost it. His mum kissed and called her a star. Hanchet frowned and cried. Grandad taught Hanchet how to knit a pair of gloves. Hanchet's sister was satter and prettier. Grandad called her a Spectacular Star. "I think I'll try better", said Hanchet. "When I'll be a star?" ~~Next~~ ^{Next} at the weekend

27.09.23 there ~~is~~ ^{was} a fancy dress competition. Nany said. Hanchet's costume was spectacular. ~~cushingly~~ ^{because} his sister won the ~~fancy dress competition~~ ^{star prize}. Hanchet stared at the shiny stars. Nany noticed ~~that~~ ^{because} she was a respect fully helpful and loving. Nana explained about the big bang... whizz! pop! Thud! The beaches ~~and~~ ^{sorted} the sun shone. There are sisters that swear and sisters that scratch.

28.09.23 There are sisters that help. There are sisters that care. with ~~out~~ ^{out} squirrels shouting in the distored Hanchet hugged Nana. "When will I ever ~~sparkle~~ ^{shine}." cried Hanchet. Nana said "Everyone and everything is made out of stardust!" A few ~~se~~ ^{se} years later Nana returned to stardust and Hanchet became an ~~astronaut~~ ^{astronaut} to explore ~~explore~~ ^{explore} the Spectacular, magical and magnificent Stars. Hanchet shot up and explored the Stars.

Year Three



94. 13/1 " 100% 100% 100% 100%

Monday 18th September 2023

Independent write

Stone Age Boy

An astounding thing once happened to me. I was roaming in the forest one day. I suddenly changed the direction. I slipped and found myself falling deeper, deeper, deeper into a huge gigantic hole in the ground.

When I woke up, I was in a gloomy, cold, ~~place~~ dark place. Across the grassy ~~landscape~~ landscape. I could see a green, grassy field glistening on the horizon. As I travelled towards it, soon I realised that I was ~~com~~ totally lost. Totally lost. Totally, lost. I did not know what was the solution?

Moving closer to me, I saw somebody. It was a pretty little girl! She didn't look like any of the girls I knew. She wore a ~~cassee~~ long, wavy blonde hair and had long, wavy blonde hair that was curly and wild, and she had no shoes. "Hello I'm Jacob!" I managed to say. "Where do you live?" I asked. Then someone made a noise that sounded like Om. I think that's her name. "Where have you come from?" I said.

19.9.23 Om took me home to meet her lovely family. Even though they looked odd but

they were really kind and sweet and gave me some stew to eat. The stew was so ~~delicious~~ yummy. We grouped around the lovely & warm ~~campsite~~ campfire. Hiss! Pop! Crackle! My tummy rumbling at the ~~camp~~ camp thought of the succulent stew, the crispy chunky chops and the tasty, tender fish.

The next morning, Om showed me around in the ~~campsite~~ ^{lovely} campsite. People busied themselves by ~~that~~ making fire, & skinning deer to make caramel coloured clothes and cooking meat. Om's people had none of the materials we have today.

One afternoon, We went to the river to watch the men fishing. They gripped their spears, perfectly still like models in a wax museum. Smack! Splat! Slap! Splash! Their spears poked ~~the~~ out the sparkling, wriggling gleaming, wrestling, fish.

20.9.23 As the sun set, ~~one~~ I ~~saw~~ ^{fields} one of the men spotted a reindeer munching in the fresh fields. All of the men quickly and quietly got their spears. I can see spears flying from every direction, men were shooting, ground was shaking so hard. I felt like a cowboy with his lasso, galloping across the plains.

One lovely day, Om took me to an incredible secret cave and taught me how to draw and first soaring sky birds, lolloping land-walkers and first I thought it was a real animals but it was just a drawing. While she

was drawing, I glimpsed a ~~shadow~~ shadow moving. A massive shadow. A ~~to~~ gigantic shadow. A fierce, dangerous shadow. It was an massive bear! I shouted at Om to run and I ran as fast as I could and then I tripped and found myself falling lower, lower, lower. When I woke up, I was ~~at~~ back home. I can see factories, cars, buildings then I went home and told my family and they didn't believe. They said I was gone for ~~few~~ ^{only} hours.

Year Four

CL/11	"CL,"	CL/11	CL/11	CL/11	CL/11	CL/11	CL/11	CL/11	CL/11
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Tuesday 26th September 2023

LO: To write a continuation of a narrative

Winston's adventure is at the beach

It was a hot sunny day the sun was shining and the sky was blue. Winston loved this kind of sunny weather. "Winston, come down it's time for breakfast you don't want to be late!" Shouted mum from downstairs. Today was a really exciting day because Winston and his family were going to the beach. Winston never went to the beach before. He rushed down for breakfast. ^{everyone who because the} started to pack for the beach. Mum did the picnic bag with lots of delicious food. ^{like a baby bottle and diaper} Winston packed a bag with all his baby stuff inside. Even Winston packed a bag with a red and black ~~rock~~ rucksack. After a few hours they all set off on their journey.

27.9.23

The streets were ^{busier} ~~more~~ busier than he thought they would be. But then, he remembered that the streets were his ^{old} home. On their way they took a ^{blue} bus to the beach. They bought the tickets so they can ^{get on the} go. All of them sat at the back so they all can sit together. A few minutes later the bus stopped at the seaside. "There it is" said Mum. Dad said "let's go". Winston saw it... the beach. Sandy sand, and the glistening ~~blue~~ blue sea ocean water. It was just like he dreamed but ^{was} better.



28.9.23 There was so much to do when ^{they} arrived. Winston forgot he'd ^{had a} ~~lost~~ him at. "Hold it tight there" said dad. "Winston dear you don't want to get sunburned do you?" said Mum. Winston ^{softly} ~~softly~~ then all of sudden Winston barked angrily ^{he was trying to say but the sea} or keep keep me nice and cool. Mum rubbed ^{the sunscreen on} ~~the sunscreen on~~ Mum put the sunscreen on Tommy and dad. Dad and Winston ^{Winston should go in the} so dad and ^{Winston} went in the water whilst mum and Tommy were making a sand castle. "Winston shouted dad don't go to far okay". Winston barked dad knew ^{he} said yes dad. Winston and dad were having so much fun, so were mum and Tommy. If mum and Tommy a long time to make it but still had lots of fun. ^{Five hours} ~~Five hours~~ later we all had some lunch. Winston had a hot dog, dad had a burger, Tommy had some milk last but not least, Mum had a sandwich. "Winston thought it was a witch of sand I was frightened I started to ^{gently} Mum heard ^{him} wimpering so quickly shouted "who who ICE-CREAM? Mum giggled.

29.9.23 When all of them had ^{finished} lunch they swam at the beach. Mum and Winston went into the water. Dad and Tommy built a big castle. They called it house of the best beach. When mum and Winston went mum gave him an aquatic toy ^{float} ~~toy~~ to he doesn't drown in the water. Winston found the smell of an delicious ~~sausage~~ sausage. "No Winston we just had lunch" Mum said. Mum holding the aquatic toy so Winston doesn't float away. Winston found an even delicious smell Winston sniffed the smell ^{he thought it was a sausage} ~~he thought it was a sausage~~ deeply hoping it last for ever. Mum will say so he ~~stopped~~ started to distract her. As soon as mum was distracted she let go that was Winston chance to go and follow the smell. Winston floated a bit for away. When mum noticed she was frightened she swam to catch him aquatic toy but couldn't. Winston was far away he thought "where am I?" whears mum, dad and Tommy. He ^{was} ~~was~~ super ~~nerve~~ nerves, he ^{was} ~~was~~ even wimpered ~~softly~~ softly.

Winston thought of a plan to get someone to come and rescue him. Winston ~~be~~ barked as loud as he could. A lifeguard heard him on the beach. The lifeguard's name ^{was} ~~was~~ Erica. Erica heard the barking so went to see who was this animal who is lost. She thought ^{probably} ~~probably~~ this animal doesn't drown. Erica rode her ^{surfboard} ~~surfboard~~ she even kept an aquatic full covered float to put ^{the} ~~the~~ whoever was lost in the sea. She made there in 5 minutes. Erica saw a dog she threw ~~the~~ the float so he could jump on before she threw it. She tied a knot on the float and on one of the bars on ^{there} ~~there~~ her surfboard. So she could pull on to it. Mum, dad and Tommy started to put missing posters around.

Winston rusted with the lifeguard back to shore there he saw mum, dad and Tommy were leaving. Mum was really sad and was crying, tears fell down her cheeks. Winston ran as fast as he could doging cars, through feet till he reached his home ^{some} ~~some~~ sweet home.

Mum, dad and Tommy heard barking outside their door. "Winston exclaimed mum 'you're here' oh how much I missed you! "Don't you mean how much we missed you?" Yes that said Mum, ^{said dad} ~~said dad~~

THE END!

Year Five



Monday Tuesday 26th - 29th September 2023.

L.O: To write a story.

Theseus and the Minotaur.

great
parent
basis

Long, long ago, in ancient Greece, lived two kings. One of Athens, one of Crete. One day, King Minos's son, (he was king of Crete) was sent by his father the king, to visit King Aegeus, (King of Athens) to practice his sword fighting, unfortunately, he got his head accidentally chopped off by King Aegeus. As soon as King Minos ^{heard} of this, he formed a plan in his mind to get revenge on the king of Athens.

"But what should my revenge be?" he pondered to himself one stormy day in his tower room by his desk. But he ^{couldn't} wonder for any longer, for soon, very soon in fact, a solution would come very naturally to him. The solution was this, a few days or so later, Poseidon, majestic god of the sea, presented King Minos with a bull. You may think that this was really very nice of him, but it really wasn't. What Poseidon wanted King Minos to do with it was to kill it, but as soon as King Minos set his eyes on the bull, his heart melted like a pound of butter.

"I shant." He announced to Poseidon. Now this made Poseidon very angry, so he told all the other gods that they should cause even more trouble for the two kings, they all agreed, and so the wars started. Aphrodite made the bull and King Minos's wife fall in love with each other. Soon King Minos's bride bore another child but definitely ^{not} the child they

were expecting. This one was sorry, horned and twice the size of a man. Before it could do any harm, King Minos quickly had a maze built and put the Minotaur (for that was its name) in it. "This could be my revenge," King Minos thought slyly.

But before we get on with that, I simply must tell you the special feature about this labyrinth, you see, this was an impossible labyrinth. Once you went in, there was no physical way of getting out again. So what King Minos thought right away, there and then, was that he would get 14 citizens from Athens and send them into the maze with the man-eating Minotaur for his revenge for the killing of his son. This did happen for a good many years, each time, nobody, not one of the citizens that went to Crete, ever came back to Athens again. Not until one brave young man, one year changed all that. This brave young man's name was Theseus, he was in fact, the son of King Aegeus. You can imagine what King Aegeus's surprise was like when Theseus, his brave young son, announced while eating his supper: "Father, this year I shall volunteer as a sacrifice for King Minos' Minotaur, though don't worry, I have a plan." ^{couldn't} King Aegeus couldn't resist but let his son do what he wanted. So, he reluctantly let his son go. His only request, was that, on his way back home, he put up white sails on his boat so he knew that he was alive. And the next day, Theseus set off on his journey with his 13 companions.

Finally, after days of sailing, they arrived at the shores of Crete. There standing on the sandy shore,

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Year Six



Thursday 21st September

Independent Battle Speech.

// = separate paragraph

Sons of Wessex, fellow fighters, great men of the Fyrd, I lead you today, not only as your leader, but also as your brother and I will always be there by your side, no matter what. I see in your eyes a fear: a fear which is targeting you; a fear that wants to hypnotize you; a fear which hopes to glow through your body.

However, today is not that day. This day we shall stand together and lend each other a hand. This day we shall defeat our enemies. It is the day of death; soon will come the day of life. It is time for darkness to wash away and for light to glow through. It is the moment for despair to surrender and harmony to win.

We shall no longer just sit there and allow these hodigans to seize our riches. We shall no longer be afraid of these Vikings who invade our land like vicious vultures. We shall no longer die in agony from the sharp fangs of these cruel monsters.

I see before me an immortal crowd of soldiers. In three weeks from now, I will be in my favourite tavern drinking beer with my friends and telling them all about my journey winning this battle! Where will you be? Will you be a slave in a prison or will you be at home spending time with your family?

Shields will be sliced through. Spears will be launched. Arrows will be flung. I cannot promise that you will survive, there is a 50% chance, but if you fall in battle, you will always be remembered in battle as a brave and strong hero. Today we fight for our kingdom and for peace.

Fearsome fighters of the Fyrd, will you stand with me in battle to defeat these wretched heathens? Grasp your swords. Aim your spears. Get hold of your reins. Destiny is all!

How can you support your child at home?

- Read, read, read!
- Help to complete homework