



NPSB Writing Menu



Why do we prioritise Writing at NPSB?

“Reading is breathing in. Writing is breathing out.” (Pam Allyn). Writing is a tool of life as well as being a creative outlet and something to enjoy. Our Writing curriculum aims to:

- develop a life-long love of writing that will allow pupils to access a range of opportunities in their lives.
- learn about our responsibility to the Global Family.
- develop pupils who are keen to take responsibility for their own learning using a virtues-led approach.
- give children the building blocks that they need to become well-rounded individuals.
- help to break down the barriers that they may face in life and to minimise and eliminate the gap for disadvantaged pupils.
- provide pupils with transferable and life-long skills that will prepare them for their future.

Knowledge and Skills of a Writer:

Phonics to spelling progression
 Speaking and listening
 Grammatical knowledge and skills
 Stylistic devices knowledge and skills
 Poetic devices knowledge and skills
 Handwriting
 Cohesion
 Planning
 Creativity
 Drafting
 Editing and improving
 Stamina
 Publishing



Virtues Links

Creativity in effectively applying skills and knowledge to pieces of writing so that they have the intended impact on the reader.

Resilience and **determination** to keep trying and persevering to develop skills, knowledge and ideas.

Humility and **respect** when reflecting on our own work and also the work of others.

Applying the virtue of **diligence** to ensure our writing is well organised and accurately punctuated.

Striving for **excellence** through our attitudes to learning and **commitment** to the processes of editing and improving to ensure our writing can be the very best it can possibly be.

Golden Threads:

GT1 – Love & Forgiveness vs Enmity & Hate **GT2** – Peace & Collaboration vs Conflict & War **GT3** – Trust in ‘the Divine’ / ‘God’

Well-Structured	Ambitious & Inclusive	Life-Long Learners	Knowing more & remembering more	Subject knowledge and skills
<ul style="list-style-type: none"> • Well-sequenced progression of knowledge and skills document - 'Writing Skills Overview'. • Ambitious 'Wondrous Word of the Week' vocabulary progression document. • Lesson expectation document that outlines effective ways to teach Writing - 'The Writing Process'. • Purposefully planned units of work to link and build upon previous learning – year group Curriculum Maps. • Key concepts of vocabulary, grammar and punctuation are progressively built upon. • Previous learning is consolidated through well-structured daily 'Can You Still...?' challenges. 	<ul style="list-style-type: none"> • Lessons led through a clear Big Picture, which is taken from an ambitious progression document. • Critical thinking and curiosity promoted through higher-order questioning. • Children selecting their own level of challenge [hard and harder activities]. • Enable table resources and working walls to support learning. • Inclusive enrichment opportunities. For example, educational visits and workshops to inspire writing. 	<ul style="list-style-type: none"> • Golden Thread enquiry questions e.g. <i>Through our writing, how can we convey a character who demonstrates the virtue of...? How might we be able to use peace and collaboration to edit and improve our writing?</i> • High quality texts through which links can be made to virtues. • Leaders of learning. • Creating global citizens – understanding our responsibility to our global family. • Enrichment opportunities that foster a love of writing - writing for a purpose. 	<ul style="list-style-type: none"> • 'The Big Picture' to capture the end goal of each unit. • 'Can You Still...?' is an opportunity to retrieve and practise previously learned knowledge and skills. • 'Our Learning Journey' is the opportunity for children to link current learning to previously taught skills and knowledge. • Cross-curricular writing opportunities and homework projects encourages the application of writing knowledge and skills. • A marking and feedback policy which ensure students receive feedback that encourages previously taught skills to be applied and moves learning forward. 	<ul style="list-style-type: none"> • High-quality teaching and learning • All staff involved in high-quality professional development and training. • High-quality questioning and enquiry questions. • Opportunities to revisit previously taught knowledge and skills. • Cross-curricular writing opportunities across all subjects. • Key concepts and vocabulary are explicitly taught.