Sheringham
COMMUNITY PRIMARY SCHOOL & NURSERY

Writing NEWSLETTER

News updates from Sheringham Community Primary School & Nursery

Welcome to the final Writing Newsletter of the year!
We do hope you've found these newsletters helpful in understanding what your child has been learning in writing each half term, as well as offering practical ways to support them at home. It's been a real joy to share the progress, events, and opportunities that have shaped writing across the school this year, from our poetry cafés to author visits and the introduction of Emile Spelling.
As we come to the end of the year, We're asking once again for your feedback through a short parent survey, like the one you completed back in November. That original survey helped us understand your perspective and guided some big changes, like launching this newsletter, increasing the number of writing-based Learning Cafés, and introducing the Emile platform to support spelling at home and in school. Now, we'd love to hear your thoughts on how things have gone this year.
Whether you attended every event or just dipped in when you could, your voice matters. The survey will be sent out via a link, and your responses will help us plan even better support for writing next year. Thank you for being such an important part of your child's writing journey.

Our Mastery Steps:
Reception – Year of the word.
Year 1 – Year of the sentence.
Year 2 – Year of the expanded sentence.
Year 3 – Year of the paragraph
Year 4 – Year of audience and purpose.
Year 5 – Year of the details.
Year 6 – Year of mastery.

Our Writing Curriculum:
At SCPS&N, we teach writing using a simple approach called **'I do, We do, You do'**, which supports children to grow in confidence and independence. First, in the *I do* stage, the teacher models a piece of writing and explains their thinking aloud. For example, in Year 2, a teacher might show how to write an expanded sentence using adjectives and conjunctions. Then, in the *We do* stage, the class works together to write as a team, like in Year 4, where children might help build a persuasive paragraph with the teacher's support. Finally, in the *You do* stage, children have a go independently, using everything they've learned to create their own writing. This approach gives children the support they need at each stage and helps them feel proud of what they can achieve on their own.

Nursery:
This half term in the nursery we will continue to offer all the children opportunities to develop their gross and fine motor skills through a range of activities. This will be particularly important for those children who are due to move into Reception classes in September, so we get them ready for writing! We will also work with individual children on name writing and, for those who are ready, writing cvc words.

Year Reception and 1:
This half term we are reading a book called 'Lubna and Pebble' by Wendy Meddour and Daniel Egnéus. Each child was given their own special pebble and will make it a cosy home. We have practiced using adjectives to describe and write expanded noun phrases and have written a 'thank you for being my friend' card and explored adding the suffix 'ing' to a root word. We will be looking at how the prefix 'un' changes the meaning of verbs and adjectives. The unit will culminate in the children re-telling the story based on their own characters and the pebble that they have been 'looking after'.

Year 2:
This half term we are looking at the text 'If All the World Were…' by Joseph Coelho and Alison Colpoys. The children begin by responding to questions, in the form of statements to create a kaleidoscope of memories. Then we share the text before inferring a character's feelings and then writing in role. The children then draw upon ideas in the text to think about special objects, creating noun phrases for each. They then apply their ideas into a poem.

Year 3:
This half term, we are reading *The Legend of Sally Jones* by Jakob Wegelius as part of our continuing journey through the 'Year of the Paragraph'. This beautifully illustrated novel is full of intrigue, adventure, and mystery, and it's providing us with a fantastic stimulus for a wide range of writing. The children will be exploring both fiction and non-fiction writing, developing their paragraphing skills by creating leaflets, fact files, and writing their own further adventure for Sally Jones that builds on the events of the book. We will be focusing on using paragraphs to organise ideas clearly, with attention to how they open and close, and how they work together to create cohesive pieces of writing.

Year 4:
Year 4 are excited to be reading the historical text 'Shackleton's Journey' by William Grill, and to be learning all about the Antarctic expeditions of Ernest Shackleton. We have been finding out about the crew who ventured with him, so that we can explore how to write in the role of many different figures, working towards writing letters that recount our experiences. We will be using conjunctions to justify statements and synonyms to enhance our vocabulary choices as well as expanded noun phrases, the present perfect tense and the four types of sentences to be able to write our letters. We are looking forward to identifying the features of a letter so that we can continue to fully consider the 'audience and purpose' of our writing.

Year 5:
In Year 5 this half term we are working on the book and the short film Varmints. This work links closely with our science learning about plants and living things. We will focus on including subject specific vocabulary into our writing when adding detail. The final writing outcome will be an explanation of how to grow and look after plants. Grammar this term will include an understanding of how to use modal verbs, figurative language, subordinate and relative clauses, present perfect tense and paragraphs. We will continue to use the spelling programme 'Emile' in school and the children can practise their spellings to support their written work should they wish to at home.

Year 6:
Year 6 is the 'Year of Mastery' and this half term we are reading 'Romeo and Juliet'. The children will explore the features of this genre, including how to describe action, use dialogue for characterisation, parenthesis, the subjunctive tone and looking at the structure/ layout of a playscript. The children are working towards writing their own playscripts, learning how to adapt their vocabulary, sentence structure and content to suit the audience and purpose of this piece. You can help your child at home by sharing and reading playscripts together and discussing the features mentioned above.

We're pleased to share that a dedicated English page has now been created on the school website. Here, you'll find our vision for English at SCPS&N, along with previous writing newsletters if you ever need to revisit them. Please keep an eye on this page, as it's currently being updated to include the texts covered in each year group, information on how writing is assessed, and links to helpful websites to support your child's writing at home. We hope it becomes a useful resource for families wanting to stay informed and involved in their child's English learning.