

**Curriculum Statement of Intent**  
**Teaching and learning of: Writing**

**INTENT**

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At Thorpe Primary School, we want to develop pupils who can write fluently, so that they can communicate their ideas and emotions to others effectively. We aim to ensure all of our children develop a genuine love of language and the written word. We want to inspire our children and develop life-long lovers of writing and reading, who not only leave our school able to read and write to a high standard, but also have a passion for the English subject.

Our intentions in writing are for children to:

- Develop into successful, resilient writers who are exposed to carefully designed lessons with opportunities to explore and use the skills from the National Curriculum.
- See themselves as real writers, who see the writing process as interesting and enjoyable
- Use discussion in order to learn; they should be able to explain clearly their understanding and ideas
- To develop a wide vocabulary and a confident understanding of grammar.
- Have continuity between year groups and key stages, ensuring skills and knowledge are built on each year
- Acquire the ability to organise and plan their written work
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

**UNDERPINNED BY**

**Knowledge**

At Thorpe Primary School our approach adopts The Talk for Writing (T4W) method by Pie Corbett, enabling children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version. We plan engaging units of work in order to encourage, excite and motivate our children, using spoken activities to expand and develop pupil’s oral language skills. We then model the teaching of sentence, paragraph and text construction to create quality writing.

Each unit of work builds on prior learning so that all pupils are able to secure and embed their grammatical knowledge and understanding of different writing styles as they move up the school.

**Skills**

As part of our curriculum, it is vital that our children are exposed to a range of model texts, from across different genres, to embed ambitious vocabulary choices and secure expectations of writing across the curriculum. All teachers will ensure they model writing to a high standard so children can see the skills being used in each lesson, helping them to understand how to apply them to their own writing.

Writing is a crucial skill that is embedded across all year groups; consolidation of fine motor skills and phonic strategies are implemented in lower school and working towards securing confidence with independent pieces is of priority in KS2, using joined up handwriting. All staff will use the grammar progression document and the National Curriculum to ensure the grammatical skills covered are built on each year and are woven into lessons. We believe children should be secure in the skills from the previous year group before moving onto the next year groups’ skills.

**Vocabulary**

Pupils will be exposed to, and become confident in the use of grammatical terminology and will develop a wide vocabulary. Grammatical terminology is explicitly shared and children are introduced to new, ambitious vocabulary in the model text, which is clarified and modelled within each unit. Pupils are then actively encouraged to use the vocabulary accurately in their verbal and written work and children in year 2 and above have opportunities to use thesauruses and dictionaries to further develop their vocabulary choices.

**IMPLEMENTATION**

Implementation Writing at Thorpe School is taught daily, through the Talk for Writing method that enables children to imitate orally the language they need for a particular genre, before reading and analysing it and then writing their own version. High quality texts are used to challenge, enthuse and engage children.

Talk 4 Writing key stages: 1. Initial baseline assessment: Cold Task An interesting stimulus is provided to see what children can do independently prior to starting a unit of work. No teaching is given but children are encouraged to draw on prior knowledge. Assessment of this piece enables the teacher to plan what to teach the whole class and different groups. Teachers can then adapt the model text and set individual targets.

2. The imitation stage: This stage begins with a 'hook' to engage the children and give them a sense of enjoyment, audience and purpose. A model text which is pitched above the pupils' level, is learnt through a 'text map' and actions (standardised across the school) to strengthen memory. This model text contains the structures and language patterns the children will need when writing for themselves. Activities such as drama are used to deepen understanding. The model text and other quality texts are read for vocabulary, comprehension, language patterns and writing techniques (toolkits). Underpinning this phases is the rehearsing of key spellings and grammatical patterns. Short burst writing is used to practise key focuses.

3. The innovation stage: Once familiar with the model text, pupils are led by the teacher into creating their own version. Pupils in EYFS & KS1 change the basic story map and create a new version. Pupils in KS2 use 'boxed up' planners with simple planning modelled by the teacher and orally rehearsed. Shared and guided writing modelled by the teacher is used to enable pupils to write their own version step by step concentrating on bringing all the elements together, writing effectively and accurately. Feedback is given during the lesson so that pupils can be taught how to improve their writing, make it more accurate, until they can increasingly edit in pairs or on their own.

4. Independent application and invention (hot task) This is the opportunity for pupils to independently apply what they have been taught and practiced throughout the previous stages. Pupils are provided with a rich stimulus to make their writing purposeful. Writing will often be staged over a number of days.

Non-fiction writing allows pupils to apply what they have learnt across the wider curriculum. The hot task clearly shows progress across the unit as writing becomes increasingly independent.

Pupils in EYFS should be playing at making up and acting out stories daily. With guidance from a teacher they should making up class stories to be later shared and acted out. Pupils in KS1 will make a few simple changes to the original model text. Pupils in KS2 will be adding, embellishing and altering the original structure using writing toolkits and drawing on the model text and their wider reading so their writing becomes more independent and at a high level.

In addition to the Talk 4 Writing approach, we also follow the National Curriculum (2014) guidance, which ensures that a range of genres are covered, including narrative (e.g. extended stories, stories by the same author, myths and legends, adventure stories and traditional stories), non-fiction (e.g. persuasive texts, non-chronological reports, information texts, recounts, reports and letters) and poetry (e.g. rhyme, nonsense rhymes, shape poems, acrostic and descriptive poetry).

	<b>WRITING IN THE EARLY YEARS</b>	<b>SEND</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
	In the early years emergent writing is encouraged through the use of different writing materials, including felt tipped pens, crayons, chalk, sand, magnetic letters, big brushes, water, paint	The Writing curriculum is adapted to meet the needs and styles of all learners. A variety of teaching and learning strategies are used to ensure that all pupils are exposed to the appropriate writing	<b>Spellings</b> Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use RWI Get Spelling to support their teaching and to provide activities that link to the weekly spellings. When marking work, teachers identify	Teachers will use their teacher assessment to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the quality of the

	<p>and computers, as well as writing in the role-play areas, such as postcards, menus, invitations and labels. Alongside this, children take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible script.</p>	<p>strategies and learning is tailored to the needs of the pupils. The Talk for Writing method includes a lot of visual strategies, including creating a story map which helps the children to re-tell the story. The use of shared writing and visual methods aids memories and allows everyone to engage with the texts. Writing lessons are built around discussion, helping children to practice to say their ideas aloud before writing them down. The design of the curriculum ensures skills are regularly revisited to help children to practise and embed them.</p> <p>Targets from APDR are used to support the planning and adaptation within each unit's journey.</p>	<p>words that children have spelt incorrectly from within that child's known ability and the child will practice these as part of their English lesson.</p> <p><b>Grammar and Punctuation:</b> Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the purpose of writing that they are teaching, linking it to the purpose of writing to make it more connected with the intended writing outcome. Teachers also focus on particular grammar and punctuation skills as stand-alone lessons – grammar Friday or lesson starters English Lesson Sequence: Each year group have a yearly overview of the writing purposes, both narrative and non-fiction. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year. The outcome of each unit will be an Independent Write which will be used to assess the pupil's skills against the Key Performance Indicators for their year.</p> <p><b>Handwriting</b> We follow the Letterjoin handwriting scheme. Handwriting is taught explicitly in lessons and in context when the teacher models correct letter formation. In Nursery, Reception and Year 1, children are taught printed letter formation which is a wonderful starting point for them as they move to a cursive style in Year 2</p>	<p>independent write that pupils produce at the end of each unit. Assessments are moderated internally as well as with our cluster schools externally.</p> <p>Formative assessment is used to adapt the learning journey. Teachers reflect after each lesson and use a cold write task to decide which skills need to be covered in the following lessons.</p>
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**IMPACT**

<b>IMPACT</b>	<p>As a result, we expect our children to leave Thorpe Primary School as confident and passionate writers, who have developed a wider range of vocabulary. At a classroom level, children will be excited about writing and engaged in the lessons. Teachers will enjoy teaching writing and feel that the way it's taught is effective and meets the needs of their pupils.</p>		
	<b>PUPIL VOICE</b>	<b>KNOWLEDGE AND SKILLS</b>	<b>BREADTH AND DEPTH</b>

<p>Pupils will be given opportunities to feedback on their experiences in writing through discussions and surveys. Success is judged on whether children speak positively about writing and are confident about writing and how it is taught.</p>	<p>Attainment and progress will improve, children will make at least good progress from their last point of statutory progress. By the end of EYFS, children will have knowledge of and the ability to retell stories in fluent standard English. Knowledge and skills will develop as the children move through the school.</p> <p>Termly analysis of data is used to identify trends and next steps. This is used at a year group level to develop action plans for the next term/year and what support is needed and at a whole school level to identify trends across groups and specific writing areas, which informs future actions and plans.</p>	<p>The curriculum builds year on year to ensure children can revisit and develop previously taught skills and grammatical features, before being taught new skills.</p>
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