



**Curriculum Intent for English Writing**

**Vision:**

**Building a Hopeful Future through Kindness, Learning and Trust**

At Kirkby la Thorpe, we strive to ensure that each person is empowered to flourish and contribute positively to society. We seek to equip our pupils with the knowledge, skills and qualities necessary to navigate the complexities of our world, rooting this in Christian love.

We are inspired by the life of St Thomas in all that we do so that we can:

- **Be Positive and Active Citizens:** "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven." (Matthew 5:16) We strive for our pupils to communicate clearly, embracing tolerance and respect for the diverse beliefs and aspirations of others.
- **Be Curious and Independent Members of Society:** "Ask and it will be given to you; seek and you will find; knock and the door will be opened to you." (Matthew 7:7) We encourage curiosity and a thirst for knowledge, instilling a longing for justice and an empathy for those in need.
- **Have Confidence and Perseverance:** "For God gave us a spirit not of fear but of power and love and self-control." (2 Timothy 1:7) We empower everyone to embrace challenges with confidence and perseverance, striving to achieve their full potential in all aspects of life.
- **Have the Courage to Respectfully Challenge:** "Instead, speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is, Christ." (Ephesians 4:15) We foster an environment where respectful dialogue and critical thinking are encouraged, empowering pupils to voice their opinions with courage and integrity.
- **Know their heritage:** "Remember the days of old; consider the generations long past. Ask your father and he will tell you, your elders, and they will explain to you." (Deuteronomy 32:7) We cultivate an appreciation for both local and national heritage, helping pupils understand their roots and identity within the broader context of history.

<p><b>Kindness</b></p> <p>Writing neatly with care and precision</p> <p>Showing respect to books by taking care of the books we write in and the books we read.</p> <p>Putting in effort when learning new skills and applying these skills.</p>	<p><b>Learning</b></p> <p>Applying new skills learnt</p> <p>Listening carefully to everyone around you</p> <p>Persevering in the face of setbacks</p>	<p><b>Trust</b></p> <p>Acknowledging critique as a way forward with learning</p> <p>Writing is unambiguous and purposeful to the reader</p> <p>When communicating, researching or debating, cross-check facts against multiple sources to ensure accuracy</p>
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Intent	Implementation	Impact
<p><b>We intend that our English Writing curriculum will:</b></p> <p>Our primary intention is to instil within our pupils a lifelong appreciation of the written and spoken word. Within our classrooms, we strive for each pupil to consider themselves an author, undaunted by the prospect of a blank page. With guidance and encouragement, we aim to nurture our pupils' ability to express themselves clearly and articulately so that they can formulate opinions with confidence and conviction. Finally, we desire for our pupils to be independent and curious readers who relish the opportunity to read for pleasure.</p>	<p><b>Curriculum Content</b></p> <p>English is at the heart of the curriculum, and we ensure that all subjects ascribe great importance to promoting high-standards of accuracy when it comes to spoken and written word. We capitalise on the opportunity to expand pupils' vocabulary and their exposure to different text types. Our English curriculum has been designed to accommodate the 2014 'National Curriculum Programme of Study' objectives.</p> <p>Writing is taught on a daily basis, and each sequence of learning begins with an opportunity for pupils to acquaint themselves with one of our selected core texts. Our coherent writing curriculum centres around exposing pupils to outstanding extracts of prose, poetry and non-fiction, which are subsequently critiqued so that the distinguishing features of the genre can be modelled and explicitly taught. Precedence is given to the drafting process, in which pupils are taught how to edit and improve their own work. In addition, Grammar is taught concurrently as part of the writing sequence, which is designed to help pupils retrieve prior knowledge, correct errors and apply specific skills. The 'RWI Spelling' scheme is utilised to teach age-appropriate spelling rules. Accurate application of grammatical constructs and spelling rules are promoted in each subject as writing is used across the curriculum as a de facto way of expressing knowledge and communicating thinking.</p> <p><b>Purposes for Writing</b></p> <p>Rather than trying to teach children ten or more different genres or text types (which can actually be used for a variety of purposes), our approach focuses on what those different types have in common: <i>the purpose for writing</i>.</p> <p>The four purposes to write being taught across KS1 and KS2 are:</p> <ul style="list-style-type: none"> <li>• To entertain</li> </ul>	<p><b>By the time pupils leave Kirkby la Thorpe at the end of Y6, they will:</b></p> <p>Develop their understanding of the English language (including spelling, punctuation and grammar) through high-quality learning experiences which expand vocabulary and develop cultural capital.</p> <p>Have an innate enjoyment of reading from exposure of a range of high-quality texts.</p> <p>Instilled a lifelong love of literacy through activities that lead to a sustained mastery for all in every aspect of the English curriculum.</p>

- To inform
- To persuade
- To discuss

KS1 Focus: to Entertain and to Inform

LKS2 Focus: to Inform, Entertain and Persuade

UKS2 Focus: to Inform, Entertain, Persuade and Discuss

#### The Writing process

In KS1 and KS2, within the whole writing planning sequence for each genre, writing will be drafted, edited, critique and improved through the following four steps;

- Step 1: Critiquing a WAGOLL (what a good one looks like) and identifying features of a genre. The content of WAGOLLs should be pitched above the level that most children are currently working so that they are constantly engaged with progress.
- Step 2: The pupil writes a first draft and will self-assess using the VCOPS success criteria.
- Step 3: The teacher will then critique the draft in green pen and the pupil corrects their own work in purple pen. The pupil will edit and improve their first draft.
- Step 4: The pupils write by publishing their final draft, making all of the improvements using the teacher - and self-critique.

#### Writing in the Early Years Foundation Stage

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. A wide variety of opportunities are provided for children to engage in writing activities. Amongst these are:

- Shared writing
- Writing area
- In areas of play including construction area, role play, sand/messy play area, painting
- Book nook
- Labels
- Recipes
- Lists
- Making books
- Writing letters
- Menus

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English. A variety of resources are used to encourage the development of the fine motor control which is essential for good handwriting. These include playdough, cutting, threading and tracing.

#### Writing in Key Stage 1

##### **a) Shared Writing**

Through shared writing the teacher demonstrates specific writing skills, sometimes acting as scribe. The basics of how to form a letter, spell a word, leave a space or put in a full stop are demonstrated, followed later by more sophisticated strategies of modelling the planning, drafting or proof-reading of writing. The teacher may also demonstrate writing in a particular genre. Shared writing will teach children how to:

- Generate imaginative and informative ideas through discussion and questioning, and record these ideas in notes/plans/drafts.
- Structure ideas in writing through the use of appropriate language, sentence structure, punctuation, sequencing and lay-out
- Develop specific word level skills of spelling, handwriting and punctuation
- Refine writing to make it clearer and better suited to its audience and purpose
- Develop technical terms and vocabulary for understanding and discussing writing
- Publish and present written texts for others to read and use

##### **b) Guided Writing**

Guided writing sessions are used flexibly to provide a bridge between shared and independent work. During these sessions the teacher or TA may scribe for specific children or support children writing independently or in pairs. They may focus on:

- Planning a piece of writing
- Supporting work in progress
- Evaluating and improving writing

### **c) Independent Writing**

Children will be given frequent opportunities to write independently so that the skills demonstrated during shared writing and supported during guided writing will be transferred into their own writing. Since accurate, fluent and independent writing is dependent on a secure grasp of phonics, a high priority is placed throughout EYFS and KS1 on daily systematic phonics teaching. This gives children the strong and essential foundation upon which all their future development as writers will be built.

#### Writing in Key Stage 2

##### **a) Shared Writing**

Through shared writing the teacher will model the writing process with the children. This may include:

- Demonstrating planning strategies (e.g. mind mapping, concept maps, writing frames)
- Using a familiar text as a starting point for writing, taken from the Literacy Tree scheme.
- Teaching the structural characteristics of a particular text type
- Teaching the purpose and use of punctuation
- Playing with language and exploring different language choices
- Modelling higher level sentence constructions (e.g. conjunctions, complex sentences)
- Drafting- Demonstrating revision strategies (e.g. checking for meaning) reordering to improve structure, rewriting to improve clarity or to enrich language.
- Demonstrating editing strategies (e.g. checking punctuation and spelling, using writing targets).

At times, there may be extended shared writing sessions, exploring the composition process together in some detail. However, it will often be most effective if shared writing is broken up into chunks and interspersed with opportunities for the children to apply the lessons immediately in their own writing. Sometimes modelling just a sentence or two will be sufficient. This approach can maximise learning opportunities, allow teachers to respond to children's misconceptions or difficulties and avoid the risk of overloading the children.

##### **b) Guided Writing**

During guided writing the teacher as 'expert' guides learners at an appropriate level by:

- Giving feedback on previously composed independent writing
- Modelling how to use individual writing targets or comment constructively on another writer's work (Critique of a WAGOLL)
- Demonstrating a specific stage in the writing process
- Developing or reinforcing skills taught in shared writing
- Teachers will plan guided writing sessions flexibly, where they feel they will best meet the needs of their class. At other times, teachers may instead support children individually during their independent writing.

##### **c) Independent Writing**

During independent writing the children compose without direct teacher support. As children move through KS2, they will be expected to write regularly and at increasingly greater length, developing crucial writing stamina alongside other skills.

Independent writing, both within English lessons and across the curriculum will involve:

- Using the imagination and expressing ideas
- Applying skills learned in shared writing and guided writing
- Focusing on individual writing targets
- Revising work in the light of feedback from teachers or peers
- Commenting constructively on other children's writing
- Editing and proof-reading to improve transcriptional features
- Preparing work for presentation

#### Spelling

At KLT, it is our priority to ensure that all pupils have the ability to spell words efficiently and accurately whilst drawing on knowledge of phonics and spelling patterns. In the early stages, the emphasis is on phonics, moving onto the whole school framework of spellings for

support and structure. In Years 2 – 6, the ‘RWI Spelling Scheme’ is used in accordance with the National Curriculum (2014). Spelling rules are taught explicitly whilst subsequent sessions focus on applying acquired knowledge. This serves to support pupils in reinforcing and extending spelling patterns.

#### Research links

##### **Writing for a Purpose, Michael Tidd, 2016**

*‘Traditionally many schools have repeated the structure of the old Literacy framework by trying to get through many text types in each year, re-visiting regularly. My preference is to group the text types such that over the period of 6 weeks there are opportunities to learn and employ some of the key features’.*

##### **Telling the story: the English education subject report, OFSTED, 2024**

*‘Choose texts for study in English first and foremost on literary merit’.*

##### **Improving Literacy in Key Stage 1, EEF, 2021**

*Pupils’ writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer.*

##### **Improving Literacy in Key Stage 2, EEF, 2021**

*Writing can be thought of as a process made up of five components: planning; drafting; revising; editing; and publishing.*

*Effective writers use a number of strategies to support each component of the writing process ...Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.*

##### **CLPE, 2018**

*‘Provide a range of meaningful opportunities to write for real purposes and audiences and to respond to writing as a reader’.*

##### **National curriculum in England, 2014**

*Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.*

##### **The pivotal role of literacy in primary school education, 2023**

*During these formative years, children transition from learning to read to reading to learning, resulting in developing an eagerness to read for pleasure. The curriculum must be meticulously crafted to ensure it is engaging, relevant, and challenging for children of all emotional and cognitive levels and backgrounds.*

*Research indicates that early exposure to a diverse range of texts, from fiction to non-fiction, plays a pivotal role in vocabulary acquisition, comprehension skills, and cognitive development.*