

# **English Writing Intent**

## **Writing Curriculum Intent**

At All Saints C.E. Primary School, we recognise the crucial importance of studying the English language. Improved performance at reading, writing and spoken language will enable our pupils to express their thoughts and ideas more fluently, accurately and, ultimately, to their greater satisfaction. This will also help them to deal more successfully with other curriculum subjects, while enriching their lives beyond school. The teaching and learning of language skills are, therefore, given a high priority in our school and where possible the wider curriculum.

Our overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The National Curriculum for English aims for all pupils to:

- read easily, fluently and with good understanding (see [Reading and Phonics Intent](#))
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

At All Saints C.E. Primary School we encourage all children to become independent learners and be confident in all strands of learning. The children will be given opportunities to speak in a variety of contexts and learn to listen to and value the views of others.

## **Writing Curriculum Implementation**

EYFS follow the Read Write Inc programme for Reading and Reading into Writing (see English Reading Intent) as well as teaching writing through a balance of purposeful play, modelled writing, and structured opportunities for children to develop early mark-making, phonics application, and sentence-building skills.

From Year 1, we teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for slower graspers to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials; a greater level of modelling or strategies including shared writing or share the pen. Rapid graspers are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammatical features.

Spelling is taught according to the rules and words contained in Appendix 1 of the English National Curriculum. As soon as possible in Year 2, teachers begin to use the Read Write Inc. Spelling Scheme.

Writing learning journey:

## Key Stage One:

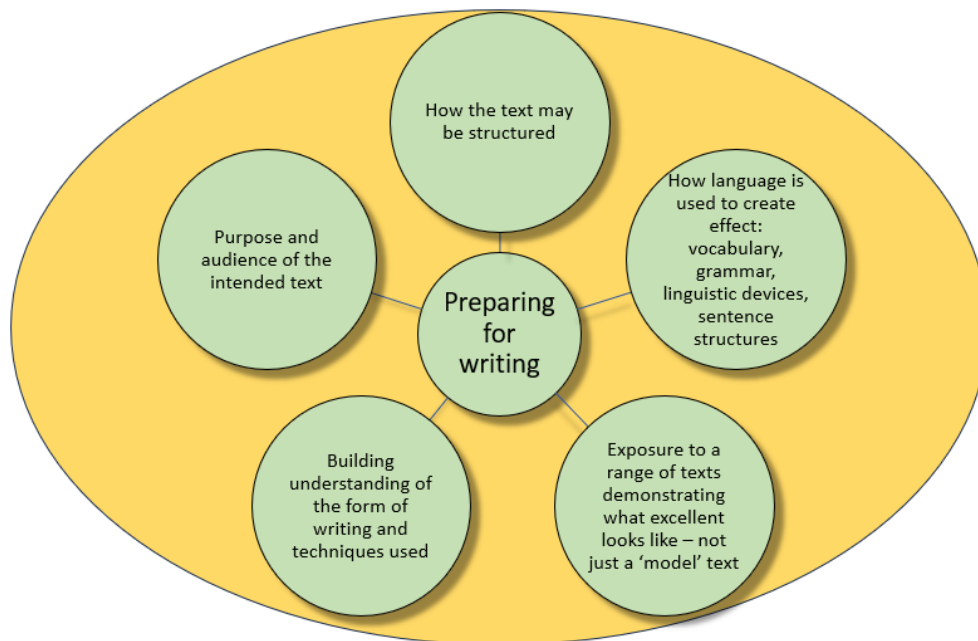
In Year 1 and Year 2, we prioritise securing strong foundations in English by following a two-week learning journey that ensures children have the time and structure they need to develop as confident early writers. At least one week of each cycle is dedicated exclusively to sentence building and writing, giving pupils the opportunity to practise key skills with clarity and focus.

When they are ready, children apply these skills to carefully planned mini writing outcomes that have a clear purpose, helping them understand how their writing can inform, entertain or communicate ideas effectively.

Our Key Stage 1 writing curriculum is centred around high-quality texts. By immersing children in rich, engaging stories and non-fiction, we give them strong models of language, structure and vocabulary to inspire their own writing. These texts provide meaningful contexts for applying their phonics and teaching sentence construction, grammar and composition skills. This approach helps pupils develop confidence as writers and fosters a love of reading and writing from the very start of their school journey.

## Key Stage Two

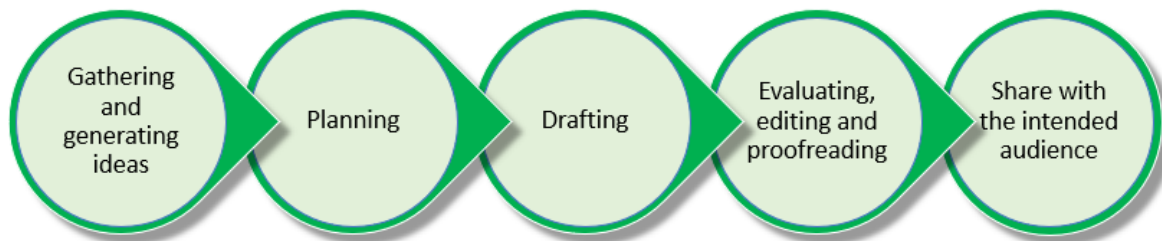
Likewise in Key Stage 2, the writing journey is driven by high quality children's literature and lasts approximately two weeks. It is made up of two elements. The first element is focused on the learning question – 'How do writers....?' An example of this is, 'How do writers create tension in stories?'



*Julie Sargeant – InnovatEducation*

Within the first phase:

- purpose and audience is shared with the children and together, the desired effect on the reader (what we want the reader to think/feel/do/know) is discussed,
- children are exposed to a selection of (where possible) authentic texts,
- children look in greater detail at texts, considering how writers use language, techniques and grammatical features, the children consider which elements will be useful for their own writing,
- children explore the structure of the text – including strategies such as boxing up,
- children will practise key skills that have been identified as key learning for the unit. They will have the opportunity to do 'mini-writes' where they apply these skills.



*Julie Sargeant – InnovatEducation*

The second phase is focussed on the learning question ‘Can I create....?’ An example of this is, ‘Can I create tension in a story?’

Within the second phase:

- children, with teacher support, generate ideas and gather key information. This is most likely a whole class activity as part of your working wall,
- children plan, using strategies such as boxing up and story mapping, considering the effect on the reader throughout,
- children draft their piece of writing,
- children have the opportunity to evaluate and edit their work, in response to whole class feedback,
- work is shared with the intended audience.

#### Smart Dictation

Each English lesson begins with a 5 minute Smart Dictation activity. This is designed to develop writing fluency; support the application of spelling, grammar and handwriting; support explicit teaching of grammar and to revisit and secure prior learning.

#### Spelling

From Year 2, we use the RWI Spelling Programme to teach spelling systematically and effectively. We have structured this so that new content is taught daily over two weeks, allowing pupils time to learn and practise new spelling rules and patterns in a focused way. This is followed by a review week, during which children consolidate their learning, revisit both recently taught content and words from the statutory spelling lists, and address any gaps or misconceptions identified through ongoing teacher assessment. Using the review week in this way ensures that teaching is responsive to pupils’ needs and supports strong, long-term spelling progress.

#### Handwriting

For more information on how we teach handwriting, please see the Handwriting Intent.

#### Writing Curriculum Impact

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- Pupils will have a wide vocabulary that they use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

### **How can I support my child with English?**

1. Promote a love of reading by sharing books together Discuss how a text makes you feel, what it makes you think, want to do or what you know after reading. Develop the ability to give opinions and listen to others. As a parent be 'caught reading' to be a good role model.  
Seize opportunities to read for a purpose e.g. in the supermarket, road signs, window posters etc.
2. Provide opportunities for your child to practise their phonics/spelling at home. Be creative e.g. making words in the environment; making word pyramids or spelling stairs; rainbow writing; use fancy letters of different fonts; saying your words in a silly voice; cheer leading chants.
3. Find opportunities for your child to write for different purposes e.g. a letter or email to grandparents; shopping lists, recipes, little notes; making little books and stories; keep a diary.
4. Celebrate your child's work and achievements at every possible chance. Promote taking pride in their work eg good handwriting to make it easy for the reader.