



SEEND
CHURCH *of*
ENGLAND
PRIMARY SCHOOL

Curriculum Intent Statement for Writing

Our School Vision

“We aim to inspire the members of our community to follow God’s light and as a result: form caring relationships, have high aspirations, embrace all opportunities, appreciate diversity, give generously and show environmental responsibility. In achieving our mission, we can all make a positive contribution to our global society.”

“I am the light of the world. If you follow me, you won’t have to walk in the darkness, because you will have the light that leads to life.” John 8:12

Curriculum Intent

At Seend Primary School, we believe that the curriculum should:

- open children's minds
- develop a sense of wonder about the world around them
- engage their natural curiosity
- inspire them to be life-long learners.

Our curriculum aims to provide for progression through a balance of knowledge and skills across a combination of discreet teaching and robust cross curricular links. It will be made accessible to all children in a fully inclusive manner. The whole curriculum should also contribute to children’s moral, social, cultural and spiritual development in support of our vision for the Seend School community.

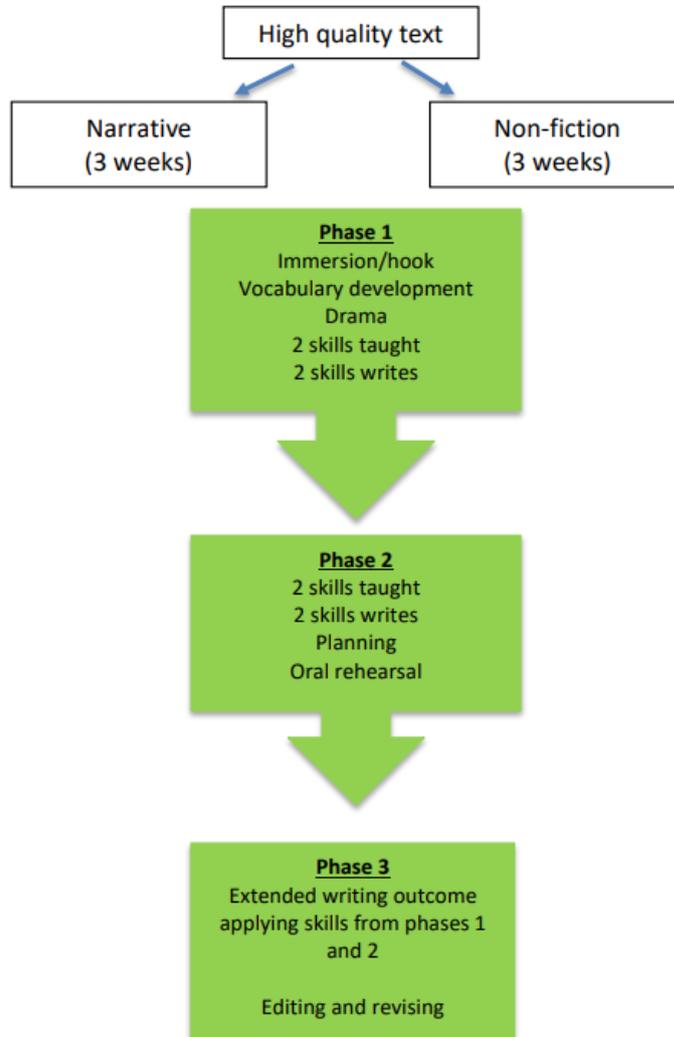
Writing Intent

At Seend Church of England Primary School, our writing curriculum aims to empower all children to acquire the skills and knowledge necessary for confident and effective written communication both now and in the future as life-long learners. Through our teaching of writing, it is our intention to immerse pupils in the wonders of high-quality texts to instil a love of books, a passion for discovery and a confidence to explore their imagination that can be applied to writing. We want our children to enjoy being creative and apply learnt skills for a range of purposes (e.g. to entertain, inform, explain and argue).

Writing Implementation

Writing lessons are carefully planned and sequenced in units to build on prior learning. . We believe that for children to succeed, lessons must be exciting and engaging for both boys and girls, purposeful and closely linked to a range of high-quality texts and/or current learning themes. Our writing curriculum is broad and balanced to cover a range of skills such as spelling, handwriting, grammar, vocabulary, composition and creativity. Objectives are ambitious for all, to enable children to reach the highest standards, and these objectives are adapted to meet the needs of children with SEND and those who are disadvantaged. It is our belief that carefully planned and delivered teaching - closely linked to speaking, reading and language-acquisition - has a profound effect on reducing inequality and closing gaps in learning.

We follow a three-phase approach to writing. An important starting point is an inspiring, immersive experience/hook that captures the children’s imagination; gives them a sense of wonder and opens their minds. Then, during the phases, children have the opportunity for deliberate practice before they apply the skill in a familiar genre. It is our aim that children can competently apply skills across a range of purposes as they are regularly revisited and consolidated.



In creative and inspiring writing lessons, pupils are offered a wide range of fiction including chapter books, picture books and animations to study in depth. Progression is achieved through the use of the national curriculum and our Integra documents.

Throughout the three-phases of teaching, working walls are used as visual prompts to enable children to use prior and current learning in their independent writing. Children are further supported to write independently through the use of a variety of strategies including word banks, writing frames, sentence stems, and a combination of shared and slow writing.

Woven into the unit, pupils are taught editing and revising skills to enable them to become authors who are writing for a purpose and an audience.

Handwriting and letter formation is explicitly taught throughout the school and good presentation is emphasised as appropriate and through all forms of writing.

In the Early Years Foundation Stage (EYFS), children experience writing for a range of different purposes. Opportunities for adult led and child-initiated activities are carefully planned across all areas of learning. The indoor and outdoor environment provide children with a range of materials, tools and resources so that they feel encouraged, motivated and excited to make marks and write. In the EYFS and KS1, oral and written contributions are valued. Children's independent attempts at early writing are celebrated and promoted alongside adult-led application of skills. This enables the children to progress through the stages of writing development.

Writing Impact

By the end of KS2, we aim for children to be competent, confident writers who can write for a range of audiences and purposes. They will express themselves fluently both verbally and in their writing. Pupils will make good progress from their own personal starting points. Our pupils will acquire a wide range of vocabulary and have a strong command of the written word. Most importantly, they will be well equipped for the rest of their education which will enable them to be life-long learners.