

Writing Curriculum Intent, Implementation and Impact 2025

Introduction

The British School believes English is the foundation upon which our children's education is built. We believe that all primary pupils need high levels of literacy skills and need to be able to write with confidence and understand both written and oral forms of our language. The British School is committed to helping its pupils develop their communication skills through writing, in order to help them fulfil their maximum potential as individuals within society.

At The British School we believe that writing is one of the most important tools children will ever need. It is a vital way of communicating in both school and in public life. It is our intention to make children competent in communicating through writing, where we will give them the opportunity, support and disposition to use writing in a diverse curriculum. Part of being able to write effectively is being able to talk effectively, which is why we have an Oracy focus at The British School.

The British School follows the National Curriculum and the Early Years Foundation Stage for writing. Staff have worked to create a progression skills document, ensuring that each year group builds on the previous, all with the aim that children will leave primary school as competent and confident writers with good Oracy skills. Staff at The British School are therefore clear about what pupils should know when they enter different year groups, as well as what they need to know by the end of that specific year and can use this information to support with recapping prior learning and addressing gaps in pupils' knowledge, should this be necessary. At The British School, staff are aware of differing groups of learners and disadvantaged children in their classes and can therefore plan accordingly so that all children achieve success within their writing experiences and learning. Teachers can adapt writing activities to meet individual needs.

At The British School children take part in daily spelling, grammar and punctuation lessons to help build their understanding of writing transcription as well as a daily writing lesson, where they are able to apply their transcription skills to compose different genres of writing including fiction, non-fiction and poetry. Our aim is to build fluency of writing for all children from EYFS to Y6 through the application of all aspects of writing including handwriting, phonics, the building of vocabulary and the application of grammar, spelling and punctuation. The curriculum we offer for our children intends for children to become primary literate. We intend to do this through our school environment and through having a

high profile of writing across our curriculum, ensuring high expectations and engagement in all writing activities.

INTENT

The aims of our writing curriculum at The British School We

aim:

- To implement the legal requirements of the National Curriculum and the EYFS framework.
- To develop children's handwriting, transcription and composition writing skills and understanding, through high quality explicit instruction and teaching.
- To explicitly teach the development of handwriting through:
 - the development of correct pencil grip
 - sitting correctly to write
 - choosing the appropriate writing tool for the purpose
 - using the correct letter size and orientation
 - the use of joined styles when appropriate
- To foster in children a love of books and writing.
- To ensure children can write independently and with enthusiasm.
- To provide children the opportunity to develop writing fluency through the use of high quality text and experiences that inspire and engage.
- To provide children the opportunity to talk with others to plan what they are going to write, talk about what they have written and evaluate each other's writing through constructive peer feedback.
- To explicitly teach the writing process of discussion, planning, drafting, editing, revising and publishing.
- To use the school's Oracy Framework to support children to talk fluently and confidently about all subjects across the curriculum, which can be harnessed to support and engage children's ideas and inspiration for writing.
- To provide children with daily opportunities to practise their writing skills to build their fluency.
- To ensure children become fluent writers in different genres of writing.
- To develop children's awareness of cultural diversity and life skills through the use of high quality engaging texts and experiences.
- To foster a positive and enthusiastic attitude towards writing across the school and to place high importance on writing.
- To support children with the development of their Oracy skills so they are able to speak clearly, fluently and confidently to different people including adults and peers
- To teach children explicitly the listening, understanding and responding skills they need to talk with others by asking relevant questions where appropriate to extend

their knowledge and understanding and to acquire and utilise an extensive vocabulary which can be used in both discussion and writing.

- To support children to participate in a range of imaginative, drama/role play activities, presentations, performances and debates to enhance their confidence with Oracy
- To ensure all children leave our school as competent communicators, who are able to use Oracy skills and writing in their daily lives.

Equality, diversity and inclusion in English Writing:

At The British School, we create an inclusive culture of achievement, high standards and high expectations. Children of all ethnic and cultural groups, races, genders, sexual orientation and abilities, have equal access to the English Curriculum. We ensure that positive images of all groups are promoted throughout the school, both in the use of language, in the provision of resources and through displays.

We ensure that all children have equal access to effective, quality-first teaching and learning, in all areas of the English curriculum. In lessons, pupils are taught predominantly through whole-class interactive, explicit teaching; where possible, the focus is on everyone working together on the same lesson objective(s), at the same time, to master the content of the National Curriculum 2014.

As a school, we ensure that we meet the diverse needs of each individual pupil, in order to ensure the active participation and progress of all pupils. Class teachers, in collaboration with the SENDCO, will ensure that any specific needs, requiring specialist resources, are addressed promptly. In English lessons, pupils with SEND will be supported in a number of ways, through adaptive teaching. Strategies may include:

- Targeted support by the class teacher;
- High-quality modelling;
- Appropriate scaffolding;
- Varied questioning strategies;
- The use of peer support;
- The use of differentiated resources and equipment;
- The provision of additional resources and equipment; □ The provision of coloured paper and overlays (dyslexia) □ Additional time to complete tasks.

Teachers provide feedback and marking to all pupils, in line with our school marking and feedback policy. Following each daily English lesson, pupils may receive targeted misconception interventions, delivered by the class TA.

Curriculum structure

At The British School, all children receive daily writing lessons. This will include a mix of explicit instruction for handwriting, spelling, grammar and vocabulary acquisition, punctuation and composition. The curriculum also includes the use of regular Oracy instruction either within a literacy lesson or within another curriculum area.

The writing curriculum is structured around a writing spine of quality and engaging texts. The books are carefully chosen to match the children's age, interests and the wider curriculum.

They include a variety of genres ensuring cultural diversity and a mix of experiences.

KS1

Writing is structured across the morning timetable for KS1 for 4 days a week to allow for weekly PE sessions or PPA.

9:15 - 9:45: Phonics, handwriting and spelling

9:45 - 10:30: Writing - focusing on Oracy, grammar, punctuation, transcription and composition

KS2

Writing is structured across the morning timetable for KS2 for 4 days a week to allow for weekly PE sessions or PPA.

9:15 - 9:45: Phonics, handwriting and spelling

9:45 - 10:30: Writing - focusing on Oracy, grammar, punctuation, transcription and composition

Due to job shares there may be some reasonable variations in timetables.

Planning and Teaching

At The British School, our aim is to develop children's knowledge, skill and understanding in writing, through careful planning and high quality teaching.

We believe pupils should:

- Experience success in writing from the earliest possible age.
- Develop a secure pen grip as soon as is reasonably possible to aid writing fluency.
- Acquire a wealth of vocabulary they understand and are able to use in their own writing.
- Be explicitly taught age-related spelling patterns, which match the curriculum expectations, support their acquisition of new vocabulary and support accurate spelling.

- Be explicitly taught how sentences are structured accurately.
- Be explicitly taught how word classes, such as nouns, verbs, adverbs and adjectives, are used accurately to build sentences.
- Be able to use a range of age-appropriate punctuation, accurately.
- Build an understanding of the different genres of writing and understand the features of those genres.
- Be able to build their fluency in writing accurate sentences and paragraphs to convey meaning for different purposes and audience.
- Be able to write for a range of purposes and audience to include writing to entertain, to inform, to argue or to explain.
- Be able to plan their writing using class and group discussion, role play or other Oracy related activities.
- Be taught explicitly how to plan their writing using planning templates suitable for the purpose and genre.
- Be taught explicitly how to draft their writing using the correct grammar and punctuation for the purpose and genre.
- Be taught explicitly how to edit, revise and improve their writing to ensure it reaches the intended purpose and audience.
- Be able to create a final published piece of work they can be proud of, although this is not necessary for every piece of writing.

IMPLEMENTATION:

The role of the subject leader

The writing subject leader ensures that the design, implementation and monitoring of the writing curriculum is effective across the school.

The role includes:

- Improving the quality of writing teaching and learning across the school, through an effective and rigorous monitoring process.
- Supporting colleagues with planning, teaching and assessment.
- Monitoring pupil progress and attainment for writing (with the Head teacher and SLT).
- Recording a yearly action plan.
- Auditing and maintaining resources, managing the writing budget.
- Attending network meetings and informing staff about developments and new resources.
- Undertaking own CPD and provide CPD for staff.
- Recognising CPD needs within the school and offer CPD opportunities.
- Promoting a culture of writing and Oracy in the school.
- Communicating with the writing Link Governor.
- Building relationships within the local community.
- Encouraging parental involvement.

Teaching and Learning

Each class teacher is responsible for planning writing for their own class. The British School have developed their own writing curriculum with support from South Gloucestershire Council Integra and is in line with National Curriculum requirements. The curriculum runs on a 2-year rolling programme to take account of mixed age planning. There are 6 quality texts selected for each year that are age-appropriate. The texts have been selected for their quality, their cross-curricular links and their representation of equality and diversity. Each term there is a fiction and non-fiction writing outcome, where the grammar has been carefully selected to support these writing outcomes and to provide a step-by-step progression in learning of ageappropriate grammar and punctuation.

Class teachers are responsible for planning a Medium-Term plan that covers a 3 phase process. Phase 1 focuses on immersion into the text stimulus, Phase 2 explores authorial styles and features and Phase 3 focus on the planning, drafting and revising stage of writing. Across these 3 phases, grammar, spelling and punctuation is explicitly taught to support the composition of the writing.

The teaching of Spellings

Spelling Shed is used to teach spelling in KS2. In EYFS & KS1, the systematic synthetic phonics scheme, Essential Letters and Sounds, is used to support the teaching of spelling. Teachers teach handwriting explicitly during phonics and spellings lessons. The British School uses a tool called 'Writing Repeater' to support children in the development of effective orientation and size of letters. 'Bubble Writing' is also used in KS2 to support handwriting. Teachers are able to use a variety of resources that best suit the teaching needs of the children.

Marking and Feedback

At The British School, our goal of marking and feedback is always to move learning forwards. Within writing sessions, we often use immediate verbal feedback and prioritise this as a focus. This verbal feedback may be about children's specific use of spelling, grammar and punctuation skills; the overall effectiveness of their writing or about the structure of the writing. Verbal feedback may be provided from an adult or a peer.

Some of our writing sessions are Oracy based and therefore the main focus for feedback will be given verbally. Whole class feedback from the teacher is also used to support the children in their editing and revising sessions. Teachers will generally mark and provide brief written feedback through-out the writing process, using pink and green feedback, as outlined in our school's marking policy. Children then have the opportunity to respond to marking in purple pen.

Assessment

Teachers regularly use both formal and informal assessment, to assess the progress and attainment of all children in writing. Assessment for Learning occurs throughout writing sessions and enables staff to adapt their teaching to meet the needs of individuals. Marking of work and verbal feedback are also used as forms of writing assessment. As well as this, teachers use more formal methods of assessment, such as:

- Using Insight to track progress and inform planning by identifying gaps in learning.
- Using half-termly independent writing tasks - each child has a yellow independent writing book that travels with them through the school, to show the progress they make in writing over time.
- Identifying children not making progress (through Insight, formative assessment and summative assessment - in independent writing books) and targeting these children for support and interventions.
- Monitoring children's spelling age three times a year.
- Monitoring children's understanding of spelling on a weekly basis through weekly spelling tests.
- Monitoring children's understanding of grammar and punctuation through teacher assessment of independent writing and using a 'slow-write' technique on a half termly basis.

Interventions

Children identified as showing persistent difficulties with writing will receive an intervention. This is identified by the class teacher and subject leader using formative and summative assessment and monitoring progress on Insight. Children are selected for an intervention based on their need, which could be spelling, handwriting or sentence structure for example. A TA will work with a small group of children over a 6 week period to support the particular area of need. Interventions are planned and resourced by the class teacher, with support from the subject leader.

IMPACT:

The impact of our curriculum is clear - progressive skills, explicit teaching, sustained learning, transferable Oracy and writing skills that can be used across the curriculum and children who leave The British School as confident, fluent children who can communicate both verbally and in writing.

As children begin their literacy journey from the very start of their Reception year, learning becomes established instantly and then becomes sustained throughout the time they are with us at The British School. Children build their knowledge, each year they are with us, and as staff have a clear understanding of our curriculum, children are encouraged to use their writing knowledge in all that they do. Although all children have different starting points in their learning journeys, children's progress is important to us and each individual makes progress in their writing due to our intent and implementation. As children progress as learners, there will be a gradual transition from learning to use speaking to support writing to using writing to support means of communicating in different ways. This is the intended impact of our writing curriculum.

Monitoring

Impact is also measured in the way that we monitor, evaluate and review our writing curriculum. This starts with the class teacher, who monitors progress within daily lessons and uses this to inform subsequent lessons. Teachers are able to quickly identify those not making progress and put strategies and interventions into place to address this.

Pupil Progress meetings take place three times a year with the Head teacher. Writing progress is monitored during these meetings. Those not making expected progress are identified and a clear plan is put into place to address and support these children. Children who are working at Greater Depth are also identified at these meetings and discussions will be had about how to challenge these children appropriately.

The subject leader consistently monitors the quality of teaching and learning in writing, using the following strategies:

- Monitoring and scrutiny of planning
- Monitoring data
- Regular drop ins

- Book looks
- Learning walks
- Pupil Voice
- Moderation
- Staff feedback and questionnaires
- Informal discussions with staff
- Continual Professional Development of self and other staff

Monitoring the impact is an important way of maintaining quality and standards and to ensure there is clear progression throughout the school.

Writing across the school is also monitored by the subject Link Governor in conjunction with the subject leaders. The writing subject leader meets regularly with the Link Governor to discuss the impact of the curriculum.

Inclusion

At The British School, we have high expectations and aspirations for all pupils, encouraging all children to 'Aim High' and 'Engage'. Children with SEN and disadvantaged pupils are part of the daily writing sessions and are monitored closely to ensure they make the necessary progress for their stage of learning. Teachers planning ensures that all children, regardless of ability, are able to be successful and achieve. The writing subject leader works closely with class teachers and the SENCo to ensure a clear understanding is held by all.

Written by: Debra Swain (Writing Subject Lead)

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