



Writing Curriculum Intent

At Kirkby CE Primary School, we believe deeply in the importance of helping our pupils develop as a whole person – happy and ready to take the next steps into their education and lives beyond primary school, regardless of their starting point. We celebrate our difference.

Our aim is to create an exciting, interesting set of activities that are underpinned by the knowledge, skills and understanding relevant for each year group.

Writing will promote and foster confidence, independence, co-operation and self-esteem throughout the time the children are at Kirkby CE Primary School, which will prepare them for life in 21st Century Britain.

Our offer is underpinned by our vision and ethos of ‘Building on a tradition of achievement and values in a caring environment’. We want all of our children at Kirkby CE to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment.

The primary purpose of our curriculum is to guarantee a successful learning experience for every child. With this in mind, we are committed to ensuring that every child is developed to their full potential within writing.

- Every child will be educated to the highest possible standard, as set by the Department for Education.
- Every child, in every lesson, will be provided with opportunities to: be engaged in, challenged and process their learning.
- Every child will be provided with opportunities to increase their self-esteem, motivation and aspirations.
- Every child will be encouraged to be enterprising, creative and resilient in order that they may succeed in an ever-changing world.
- Every child will be provided with opportunities to experience the wider world as a core part of their curriculum.
- Every child will be taught about budgeting and financial management in order that they may succeed in an increasingly unpredictable financial world.

Our daily assessments and feedback means that teachers and pupils always know exactly how much progress they are making and where they may need more help.

Our clear curriculum overviews and medium term plans are designed to:

- Develop strong characters in order to be resilient and cope with adversity.
- Develop creative individuals who collaborate and co-operate and can solve problems seeing failure as an opportunity to learn.
- Develop pupils who can think critically and care about their learning so they always do their best.
- Develop pupils who care about their role as part of a family, community and the wider world; encouraging them to feel part of, and to contribute positively to fundamental British values.
- Ensure all pupils have high aspirations.
- Develop a thirst for learning for all pupils

Planning and Teaching

We want all of our children at Kirkby CE to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment.

Teachers use carefully chosen experiences to enhance the subject taught.

Based on our knowledge of the National Curriculum 2014, we have broken down the programmes of study into a series of skills and knowledge and our long term curriculum plans show how at Kirkby CE we intend to cover the fundamental concepts of Writing. This includes the building of skills and concepts over time.



We recognise children's prior learning, encourage the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children are supported to achieve their potential and progress with confidence to the next phase of their education.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide opportunities for guided and independent practice. The development of children's knowledge and skills across all primary subjects is key when building on prior learning, this supports pupils for the next stage of their learning.

Aims and objectives in Writing

Our curriculum has been designed to teach the National Curriculum in an engaging, motivating and inspiring way. All staff are trained in the Ready Steady Write approach. The teaching sequences find inspiration to put quality children's literature at the heart of their learning and create a school culture of reading and writing for pleasure.

This curriculum carefully ensures children develop their skills and knowledge each year and ensures progression and repetition in terms of embedding key learning, knowledge and skills. Staff use a range of approaches to improve writing skills such as analysing an image, visualisation and drama, role play and conscience alley to heighten inferential skills.

We empower our staff to select a text which will engage and motivate pupils and allow them to gain understanding of the wider world. Carefully selected grammar and punctuation skills are taught using the text as a stimulus. Children are then expected to use these skills in their writing outcomes.

A coverage map is written to organise the writing objectives. This is then broken down into daily lesson plan. Due to the high importance vocabulary has in our school, we ensure vocabulary is discussed and explored in sessions throughout the curriculum.

Planning is carefully considered with clear learning challenges that ensure that the pupils are given the opportunity to:

- Engage with the text through multiple reading opportunities.
- Explore the text and genres to ensure pupils understand what they are reading and also what they will need to use in their writing.
- Experience being a successful writer, expressing their ideas and thoughts.
- Evolve their writing through an editing and re-drafting process.

Our core aims for Writing are to:

- Understand the role reading plays in developing writers and the value of being immersed in high quality literature.
- Ensure children have experience of a breadth of texts including those that are visual and digital
- Provide a range of meaningful opportunities to write for real purposes and audiences and to respond to writing as a reader
- Develop an understanding of the craft of writing by engaging meaningfully with professional authors and their processes.
- Understand and model the craft and process of writing authentically
- Support children to identify as writers and to develop their own authentic voice
- Give children time and space to develop their own ideas in writing
- Use creative teaching approaches that build imagination and give time for oral rehearsal
- Ensure the teaching of phonics, grammar and spelling is embedded in context
- Celebrate writing through authentic publication and presentation across platforms

Resources

We follow:

- Ready Steady Write Scheme of work from Literacy Counts:
- Spelling Shed



- RWI and Letterjoin Handwriting Resources

All specialised Writing resources are kept in the general stock cupboard. It is the responsibility of the teachers to return the resources in good condition as soon as they have finished with them. In each class there is permanent access to dictionaries and thesauruses. In the library we have a good supply of topic books to enhance the Writing curriculum.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reason for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking writing activities.

The following considerations are carried out to safeguard children from being put to unnecessary risk.

Before undertaking any activity that may pose a hazard to staff or pupils a full risk assessment will be undertaken. It is the responsibility of the class teacher leading the activity to ensure that this is undertaken.

Any off-site visit will be conducted in line with school policy and the relevant risk assessments completed. Risk Assessments for off-site visits are held in the school office. Teachers are required to 'tick' the risks relevant to their trip.

Assessment

Assessment in Writing is used to inform planning and facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. AFL is used to offer clear feedback and improve a child's involvement and progress.

Assessment in EYFS

On entry to Nursery, our pupils are assessed using Development Matters Age Bands and that information is inputted onto the school tracking system. Results are used to inform planning, set targets and aid early identification of special needs. On entry to Reception, our pupils are assessed using the NFER baseline materials. This, together with practitioner observation against Development Matters Age Bands, is recorded and used to inform planning, set targets and aid early identification of children's next steps.

During Nursery and Reception, children will be assessed using the EYFSP and Development Matters which is based on ongoing observations and assessments. Every child's developments and achievements are tracked on entry and then each term, and recorded on the school's tracking system.

Assessment in Key Stage 1 and 2

Each term, children will be assessed in Writing and tracked using the school's monitoring system, iTRACK. They are assessed against the End of Year Expectations for each year group. They will be assessed as being 'commencing, developing, secure, advanced or deep' against these expectations. Children are tracked and interventions put in place to close gaps in attainment. Children are also regularly given writing targets, which are shared with parents.

Children's progress is assessed termly using the SWST spelling tests. These results inform future support and interventions.

Monitoring

The Subject Leader will monitor progress according to the monitoring timetable. Subject leaders are expected to monitor in the following way over the course of the academic year:

- Learning walks



- Pupil voice
- Book scrutiny
- Planning scrutiny.
- Lesson drop ins

Adequate notice should be given and provide a clear focus for any activity that is due to be undertaken. The outcomes of any monitoring activity is fed back to the SLT and Staff through the relevant meetings.

Progress should be clearly evident over the course of each writing topic.

Staff Development

Staff CPD within Writing is linked to the school development plan. If a member of staff asks for support then the subject leader can offer this themselves through coaching and mentoring or will find suitable CPD for that teacher to attend (subject to SLT approval and budget). Subject leaders may also lead parts of INSET days and staff meetings to 'cascade' information through the school or to train all staff in a particular area.

Equality

Please refer to the school's equal opportunities policy for further information.

All pupils have equal rights to access learning opportunities across the whole curriculum irrespective of ethnicity, religion, gender, disability or social circumstances. A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils. These include:

- Differentiating lessons (through use of resources, tasks, level of support, outcome);
- Using a range of teaching styles to match the range of learning styles represented in a typical class;
- Ensuring the classroom environment is safe and secure and accessible for all.

Policy was compiled by: Mrs Collette Keegan Writing Lead

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