Writing Intent Statement

"Be yourself. Above all, let who you are, what you are, what you believe, shine through every sentence you write, every piece you finish." John Jakes

Our Writing curriculum intends to motivate, engage and challenge all pupils, empowering them to develop the skills to effectively convey their thoughts, ideas, emotions, knowledge and understanding to others. We aim to build children's stamina for writing, their vocabulary and grammatical knowledge and foster a culture where children take pride in their writing. Based on this, we have carefully chosen Literacy Tree to use as the core of our teaching of writing.

The Literacy Tree:

Aims

The English national curriculum (2014) states that:

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

- We believe the exposure of children's literature within the primary school setting is vital as a **rich context** for learning; not only within English as a subject but to support **building a reading culture** throughout the school.

- We aim to use **high quality books** that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

Methodology

By placing books at the core, we are allowing teachers to use the text as the context for the requirements of the national curriculum. The national curriculum states that:

"This guidance is not intended to constrain or restrict teachers' creativity, simply to provide the structure on which they can construct exciting lessons.'

This would suggest that a context for learning is vital – and this is where our chosen approach can support teachers with **ensuring that objectives for reading and writing, including those for grammar can have purpose.**

We will always aim for **our writing opportunities to be meaningful and to feel authentic**, whether these are short or long, and to have a clear audience. Books offer this opportunity: our aim would be that children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within a text or linked to a curriculum area. Writing in role using a range of genres is key to our approach and we would always model the tone and level of formality required by the children. This sits comfortably alongside the following statement from the English national curriculum:

'The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.'

Coverage and Depth

Through use of The Literary Curriculum we have mapped the coverage **of the entire English Programme of Study for KS1 and KS2 for Writing and Reading Comprehension, as well as meeting the needs of the statutory 2021 Early Years Framework**. In many cases objectives are covered more than once and children have opportunities to learnt skills these several times over the course of a year, as well as to consolidate prior knowledge from previous years. This approach supports children to think deeply and develop skills with depth. Where needed, planning sequences are adapted, personalised and differentiated by the school to ensure all access arrangements are made to support children with the requirements.