



Rotherhithe Primary School

Intent, Implementation and Impact Statement

English – Writing



Intent

Writing is a crucial part of our curriculum at RPS and aims to lay a foundation for success across all curriculum areas. Through our diverse writing curriculum, we hope to develop in children a broad vocabulary, a keen imagination and the confidence to express their thoughts and ideas clearly and creatively in a range of writing genres. By the end of Key Stage 2 we intend to equip our children with essential skills of spelling, punctuation and grammar, which are key to success in Secondary school and beyond. We place a huge emphasis on editing and improving writing, with the aim of developing reflective and ambitious writers who have the skills to unlock their own potential. Above all, we hope all children leave us with a love of writing and pride in the skills they have acquired.

Implementation

In EYFS we aim to provide children with purposeful and meaningful writing opportunities. Early mark making skills are developed and celebrated. When children are ready to progress with writing, they are given individual writing targets to support them with their next steps and these are displayed in their writing books where they complete a weekly literacy linked task. We have a workshop approach where children can engage in open ended activities and choose from a range of mark making tools. In addition to this, writing opportunities are discussed in daily evaluation meetings so that children's interests are catered for in the planning cycle.

From Year 1 upwards, we adopt a cross-curricular approach in the delivery of our writing curriculum at RPS, with a particular focus on our History curriculum, allowing children to explore different writing styles and genres for a range of purposes and audiences. We place great emphasis on the use of drama to unlock potential in writing: children deepen their understanding of characters' perspectives, explore historical contexts and orally rehearse their writing before putting pen to paper. In this way, children engage in writing tasks that are specific and meaningful and gain an understanding of how writing skills can be applied to real life contexts.

Vocabulary is central to our writing curriculum and this is supported by our focus on an integrated reading and writing approach. High quality texts are used as a basis for writing tasks and are studied in greater depth during reading lessons, which allows children to immerse themselves completely in a given writing style or genre.

Spelling and grammar are taught rigorously across the school. From KS1, children have three discrete spelling and grammar lessons a week, have spellings set in weekly homework and practise applying these skills in writing lessons. Pre-cursive handwriting is taught from the end of year 1 and children progress to cursive script in year 2. Children who need additional support in spelling or handwriting are targeted in interventions that are tailored to address their specific gaps.

Editing is a priority for improving writing across the school and as well as editing their own work, we have developed a system of peer-editing, which allows children to support each other in their writing journey. In order for children to make these improvements in their writing, each child is actively involved in choosing and monitoring their writing targets; these are chosen on a 1:1 basis with children at the start of the year and are changed as and when they achieve them. Each child has a writing skills progression sheet in the front of their book, so they have a clear idea of what skills they are building upon and what they are working towards.

Impact

Pupils will make good or better progress from their starting points and attain well in line with national averages. They will be able to write clearly and accurately and adapt their language and style for a range of contexts, purposes and audience. They will have acquired a wide vocabulary and have a strong command of the written word. Children will leave school with a love of writing and high expectations of themselves and their writing ability.