



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

At Rotherhithe, writing in the Early Years Foundation Stage (EYFS) is developed through engaging, meaningful experiences that inspire children to communicate their ideas with confidence and creativity. We place a strong emphasis on developing fine motor skills, early mark-making, and a love of storytelling as the foundation for future writing success. Through play-based learning, high-quality texts, and carefully planned activities, children are encouraged to experiment with writing in purposeful contexts — from labelling their creations to composing simple sentences. At Rotherhithe, we use a programme of writing that gives children the best possible outcomes. When our children are ready to progress with writing, they are given individual writing targets to support them with their next steps. Writing opportunities in the early years are also tailored for many children to ensure they make the best start in education. Our dedicated staff support each child's progress with individualized guidance, ensuring that every child takes pride in their growing ability to express themselves through writing. 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 each writing style or genre.

The progression of punctuation and grammar skills are carefully mapped out and weaved throughout writing units, with children taught skills during lessons that they are then able to apply in their writing in a meaningful way. In addition to this, we adopt a responsive approach to the teaching of grammar, which ensures that gaps identified in children's writing are addressed in lesson starters in a prompt and purposeful way.

Spelling is taught rigorously across the school. From KS1 upwards, children have three discrete spelling lessons per week. The common exception words are set for weekly homework.

Day 1: Phonics revision + Dictation

Day 2: New spelling rule + Dictation

Day 3: Common exception words + Dictation.

Handwriting is taught through the Letter-join programme which facilitates the 2025 Framework's aim for the progressive development of handwriting skills throughout the whole school. It starts with Early Years children learning to hold their pencil comfortably for writing through a range of fun activities that develop fine and gross motor skills and strength, in addition to handwriting instruction and practice. Children gradually increase the fluency and speed of their handwriting through regular practice using worksheets and dictations linked to their classroom learning. A handwriting recovery programme runs for KS2 children who require extra handwriting support.

Editing is a priority for improving writing across the school and as well as editing their own work, children take part in peer-editing, which allows them 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 be able 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.

We are extremely proud of our end of Key Stage Two writing results, which sit above National averages for both Age Related and Greater Depth levels.