

## KS2 Writing Curriculum Intent

<i>Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.</i>		
Intent	Implementation	Impact
The School's Senior Leadership Team will:	The Teaching and Learning Sequence will:	Pupil Voice will show:
<ul style="list-style-type: none"> <li>● Ensure that our school values are at the heart of the curriculum design</li> <li>● Ensure the subject leader has appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>● Provide an adequate budget in-line with priorities identified by the subject leader to ensure that standards can continually be raised.</li> <li>● Support curriculum leaders and teachers in selection of appropriate schemes/materials if applicable to ensure effective teaching.</li> </ul>	<ul style="list-style-type: none"> <li>● Involve two extended pieces of writing each term. One of these will be linked to the core text and one will be linked to a foundation subject.</li> <li>● Include a range of high-quality texts that stimulate children's interest and expose children to a range of genres and authors.</li> </ul> <p><u>Familiarisation phase</u></p> <ul style="list-style-type: none"> <li>● Immersion in the genre. Analyse model text. Discuss purpose and audience</li> <li>● Pick apart language features and vocabulary.</li> <li>● Internalise structure and sentence constructs – story mapping, oral retelling</li> <li>● Toolkit generated</li> <li>● Compare examples and judge effectiveness.</li> </ul> <p><u>Planning phase</u></p> <ul style="list-style-type: none"> <li>● Grammar focus relevant to genre and writing progression grid.</li> <li>● Research and gathering of ideas.</li> <li>● Planning – speaking and listening (debate, thought tapping, conscious alley e.t.c)</li> <li>● Planning - use a range of planning proformas, for example, burger, story mountain, box planning and spider diagram for a range of genres.</li> </ul> <p><u>Drafting and editing phase</u></p> <ul style="list-style-type: none"> <li>● Modelled, shared and guided writing</li> <li>● Children draft, edit and re-draft</li> </ul>	<ul style="list-style-type: none"> <li>● A progression of understanding of appropriate vocabulary which supports and extends learning</li> <li>● Confidence to discuss their own work and identify their strengths and areas for development</li> <li>● An enjoyment of writing for a range of purposes.</li> <li>● A high standard of spoken English</li> <li>● A progression of understanding of key grammatical terms.</li> <li>● Confidence in discussing their current and previous learning.</li> </ul>

As a Subject Leader I will:	The Classroom will:	Displays and Books will show:
<ul style="list-style-type: none"> <li>● Ensure an appropriate progression of skills is in place which supports pupils in knowing more and remembering more</li> <li>● Ensure there are a range of high-quality texts for children to read to stimulate their ideas and provide good models of writing.</li> <li>● Deliver relevant CPD according to the needs of the staff members.</li> <li>● Support teachers with their assessment of writing through regular in-school moderations as well as moderations within the E6 partnership.</li> <li>● Keep up-to-date with developments and new ideas in the subject area.</li> <li>● Complete regular monitoring to ensure that high standards are being met.</li> <li>● Support teachers with their medium-term planning</li> </ul>	<ul style="list-style-type: none"> <li>● Have developed working walls which include appropriate materials to both scaffold and extend learning, including key vocabulary, questions to stimulate thinking and modelling of key concepts.</li> <li>● Deploy appropriately challenging selections of texts, both non-fiction and fiction, dictionaries and thesaurus.</li> <li>● Provide a safe and stimulating atmosphere where children want to learn more</li> <li>● Be organised so that children can work in small groups or whole class as appropriate to support children in their development of their skills</li> <li>● Have developed working walls which include appropriate materials to both scaffold and extend learning, including key vocabulary, questions to stimulate thinking and modelling of key concepts.</li> </ul>	<ul style="list-style-type: none"> <li>● Displays support and 'capture' learning</li> <li>● A clear learning journey which demonstrates progression of knowledge and skills</li> <li>● Appropriately scaffolded and differentiated work ensures that all children can access lessons.</li> <li>● That planned activities are pitched at the right level</li> <li>● That pupils, over time, evidence they have embedded and subsequently built on their writing skills and knowledge.</li> </ul>
<p>The Class Teacher will, with support from myself:</p>	<p>Our children will be</p>	
<ul style="list-style-type: none"> <li>● Plan and resource specific learning for their class, thinking about the end point and the needs of the children in their class</li> <li>● Ensure our children have access to a high-quality writing curriculum that is both challenging and enjoyable.</li> <li>● Seek support/advice for any particular subject knowledge and skills gaps prior to teaching the unit</li> <li>● Provide our children with a variety of opportunities for writing across the curriculum.</li> <li>● Model high standards of spoken and written English in all lessons.</li> </ul>	<ul style="list-style-type: none"> <li>● Engaged because they are challenged by the learning.</li> <li>● Develop writing skills and confidence over time because of careful planning, focused delivery, and time to practice and hone skills.</li> <li>● Able to critique their own work and identify the areas in which they need to improve.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.</li> <li>● Celebrate the successes of pupils through planned displays.</li> <li>● Collate appropriate evidence over time which indicates that pupils know more and remember more.</li> <li>● Monitor the standards in the subject to ensure the outcomes are at expected levels.</li> </ul>