

WRITING

Rickleton Primary School Curriculum Vision

We aim to provide a creative, inclusive, challenging real-world curriculum relevant to the local and world-wide context of Rickleton Primary School today. Learning, built on the development of strong basic skills, will inspire deep knowledge and transferable skills which progress from each individual's starting points.

We want to inspire curious and ambitious learners, with a passion for education, giving them a thirst for knowledge to become the innovators and problem solvers of the future. By immersing children in an environment which celebrates tolerance and equality, children will learn to communicate their thoughts and opinions in respectful ways.

At Rickleton Primary School, we believe that children thrive and build resilience in an environment which is safe, inclusive and supportive of their well-being. By providing this environment, we believe every child is able to achieve their best possible outcomes and feel celebrated for who they are. Our curriculum supports learners to be proud to achieve their potential academically, socially and emotionally whilst encouraging them to become ambitious life-long learners.

Intent, Implementation, Impact

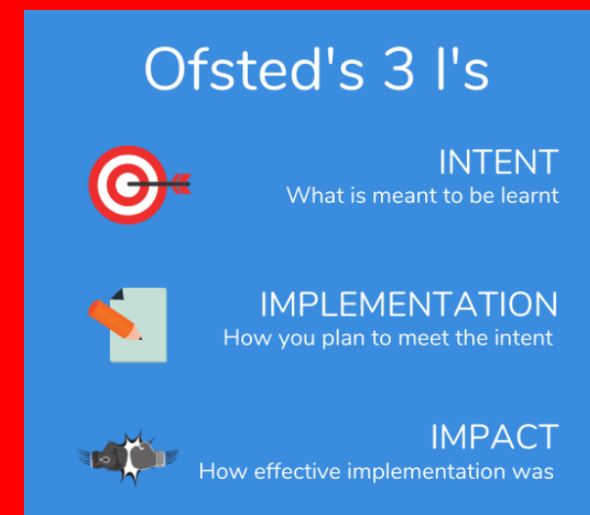
The phrase ‘intent, implementation, impact’ first came to light in 2019 when the new Ofsted inspection framework was launched. The big shift in focus was away from inspectors attempting to judge the quality of teaching and learning by observing lessons. Instead, the focus is now on attempting to judge the quality of education a school provides by, at least in part, interrogating its curriculum and its impact on pupils.

“The *intent* of the curriculum is the content you expect children to learn”

“The *implementation* of the curriculum is concerned with how you realise your intentions”

“The *impact* of the curriculum lies in whether students have learnt the things you’ve taught them”

The next three slides set out how each subject in our curriculum is designed and delivered in order to support our children to be successful. It should be clear how what they do and achieve in one subject supports the overall vision for our pupils.



Curriculum Intent

Writing INTENT	We INTEND our curriculum to be:	
<p>The teaching of English is the foundation of our curriculum. Our intention is to ensure that every single pupil becomes primary literate and develops the strong basic skills needed to make good progress in the areas of reading, writing, speaking and listening, regardless of their starting points. English is embedded within all our lessons across the curriculum and we strive for a high-level of English for all, through a creative, inclusive, challenging real-world curriculum. The strong basic skills of spelling, punctuation and grammar that pupils learn will then be transferable across all subjects to ensure pupils make good progress in all areas of the curriculum and become life-long learners. We want our pupils to become passionate, creative writers through exposure to a range of text-types and genres and by celebrating their writing throughout the writing process.</p>	<p>Challenging</p>	<p>High-quality texts will be used to provide a challenge to pupils, giving them an end point to aim towards and challenge themselves to achieve.</p>
<p>Through using high-quality texts and immersing pupils in vocabulary-rich learning environments, the pupils will develop an awareness of local, national and world-wide cultures, including inspirational people, historical figures and alternative settings. A collaborative approach to the writing process also allows pupils to develop their resilience as well as becoming respectful communicators, by giving peer feedback in a supportive and inclusive classroom environment. Pupils will celebrate their work consistently throughout the writing process, understanding that there is always room for improvement. Producing published pieces of work at the end of the unit will ensure pupils thrive to achieve and will allow for individual achievements to be celebrated.</p>	<p>Relevant to local and world-wide context</p>	<p>High-quality texts will expose pupils to local, national and world-wide knowledge, such as historical figures, inspirational leaders and alternative settings.</p>
	<p>Develop strong basic skills</p>	<p>English is the foundation of the curriculum and is embedded in all lessons. Spelling, punctuation and grammar is explicitly taught and modelled throughout the writing process.</p>
	<p>Create transferable skills</p>	<p>As above. Skills learned in English will be transferred across all subjects and also into real-life experiences.</p>
	<p>Take account of individual starting points</p>	<p>Adaptive practice will be used to ensure that all pupils can achieve</p>

Curriculum Implementation

Writing IMPLEMENTATION	Real-world Opportunities:	Big ideas:
<p>We ensure that the teaching of writing is purposeful, robust and shows clear progression for all pupils. We recognise that each pupil has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every pupil can celebrate their successes. The ‘Writing at Rickleton’ scheme is adapted throughout the process based on the individual needs on the pupils. This allows teachers to plan and provide an adaptive unit of work, enabling all pupils to thrive. These needs may vary across the streamed groups and so different sets may need to work on different elements of writing.</p> <p>High-quality texts linked to wider curriculum subjects are chosen to promote a love of reading, writing, promote engagement and develop a high level of writing. The pupils are exposed to an ‘Excellence Model’ which is written, linked to year group writing and SPAG objectives and ensures that pupils are exposed to high-quality writing and are challenged within both their reading and application of writing skills. Pupils are taught basic principles of different genres, styles and text types to develop strong basic skills and a deep understanding of a range of writing styles and genres. The knowledge that pupils gain from their writing lessons can then be transferred to their wider curriculum subjects, through cross-curricular writing opportunities.</p> <p>Throughout the process, pupils are given opportunities to become respectful communicators by developing their oracy skills, through a range of stages of the writing process. This includes providing peer feedback, teacher modelling, shared writing, Readers’ theatre and SPAG and vocabulary games. Pupils work collaboratively throughout the process and are supported in a classroom environment that is safe, inclusive and fosters a culture of mutual respect. The whole writing, editing and re-drafting process is supportive and structured so that pupils gain confidence in their writing and know what they need to do to improve, in turn developing their resilience.</p> <p>Pupils are constantly exposed to rich, high-level vocabulary that they are then expected to learn, define and use in their independent writing. They build a repertoire of vocabulary that is rich and extensive. The end process allows pupils to demonstrate the skills that they have learned through an independent piece of writing, which is then turned into a published piece. Pupils are proud to achieve and show great pride in their work and their ‘published pieces’ of writing, demonstrating a strong sense of audience and purpose.</p>	<p>Chris Conaughton (Storytelling)</p> <p>Access to a range of fiction and non-fiction texts</p> <p>Visits – library, Seven Stories etc.</p> <p>World Book Day</p> <p>Hook lessons – e.g. Trip to Chocolate Factory</p> <p>Author visits</p> <p>Visits from people who use Writing everyday e.g. Journalists etc.</p> <p>Real-life examples in EYFS Provision (e.g. letters, postcards etc.)</p> <p>Writing and sending Christmas Cards</p> <p>Writing competitions</p>	<p>Transcription (spelling and handwriting) – spelling accurately; knowing the relationship between sounds and letters (phonics) and understanding morphology (word structure) and orthography (spelling structure).</p> <p>Composition (articulating ideas and structuring them in speech and writing) – forming, articulating and communicating ideas; organising them coherently for a reader. Requires clarity, awareness of audience, purpose and context.</p> <p>Vocabulary, grammar and punctuation -increasingly wider range of vocabulary and grammar, understanding nuances/relationships between words; gives more conscious control and choice over language.</p> <p>Handwriting -children accurately form letters and gradually join with increasing speed and fluency.</p>

Curriculum Impact

Writing IMPACT	The IMPACT of our curriculum will create pupils who are:	
<p>The impact on our pupils is clear: progress, sustained learning, and transferrable skills. Pupils will feel confident to articulate the key features, including the effective use of punctuation, of a range of fiction and non-fiction text types and will be able to use these skills across the wider curriculum subjects. Collaborative Learning PowerPoints and pupil books will demonstrate a well-sequenced, high-quality series of lessons which consider the needs of all pupils and offer challenge and support for all learners. English working walls will display Writers' toolkits for the year group as well as other non-negotiable support materials to ensure all pupils can make good progress towards their year group objectives. Working Walls will also demonstrate current learning and pupils will be able to confidently articulate what they are learning, not just what has been taught. Support visits from the English and Assessment School Improvement Officer will ensure that the curriculum is progressive and robust and these visits will support the subject leader to highlight any successes and areas for improvement.</p>	Passionate	Pupils will confidently articulate their personal views about English, including their likes and dislikes.
<p>Work in pupil books and Collaborative Learning Powerpoints will reflect pupils starting points, demonstrating clear adaptive practice and inclusivity through the use of resources, teacher input and immediate intervention. Observations of 'Writing at Rickleton' lessons will demonstrate pupils' resilience, through the use of collaborative conferencing, revising and editing. Pupil voice will also capture their passion for the subject and will demonstrate how pupils feel supported and challenged during their English lessons, including their personal views about English. Staff voice will show how the 'Writing at Rickleton' process works within their classroom and will allow opportunities for them to voice any adaptations that need to be made. An environment where all pupils and staff feeling supported, valued and celebrated is of paramount importance.</p>	Respectful Communicators	Opportunities for collaborative learning, such as Readers' Theatre and Shared Writing will be demonstrated through the use of Working Walls, Collaborative Learning PowerPoints and Shared Writing in the pupil books.
<p>As all aspects of English are an integral part of the curriculum, cross-curricular writing standards will also improve, and skills taught in the English lesson will be being transferred into other subjects. This will show through consolidation of skills and a deeper understanding of how and when to use specific spelling, grammar, and punctuation objectives. Writing in cross-curricular books will demonstrate the same high-standard that is expected in their English books and genres and text-types learned will be reflected and used in wider curriculum lessons. We hope that as pupils move on from Rickleton Primary School to further their education and learning, that their creativity, passion, and high aspirations for English move with them and continue to grow and develop as they do, creating successful, life-long learners.</p>	Resilient	Observations of 'Writing at Rickleton' lessons will demonstrate pupils' resilience, through the use of collaborative conferencing, editing and revising.
<p>As all aspects of English are an integral part of the curriculum, cross-curricular writing standards will also improve, and skills taught in the English lesson will be being transferred into other subjects. This will show through consolidation of skills and a deeper understanding of how and when to use specific spelling, grammar, and punctuation objectives. Writing in cross-curricular books will demonstrate the same high-standard that is expected in their English books and genres and text-types learned will be reflected and used in wider curriculum lessons. We hope that as pupils move on from Rickleton Primary School to further their education and learning, that their creativity, passion, and high aspirations for English move with them and continue to grow and develop as they do, creating successful, life-long learners.</p>	Proud to achieve	All pupils will know what they need to do to improve their writing and will begin to set their own targets. They will be proud to share their achievements with others.
<p>As all aspects of English are an integral part of the curriculum, cross-curricular writing standards will also improve, and skills taught in the English lesson will be being transferred into other subjects. This will show through consolidation of skills and a deeper understanding of how and when to use specific spelling, grammar, and punctuation objectives. Writing in cross-curricular books will demonstrate the same high-standard that is expected in their English books and genres and text-types learned will be reflected and used in wider curriculum lessons. We hope that as pupils move on from Rickleton Primary School to further their education and learning, that their creativity, passion, and high aspirations for English move with them and continue to grow and develop as they do, creating successful, life-long learners.</p>	Academic Achievers	Moderation and end of term data in Writing and SPAG will show good progress is made by all pupils and groups, taking into account their individual starting points.

An Aspirational Curriculum

We feel passionately that our children aim high and have huge aspirations for their life ahead. As well as encouraging them to be successful in future studies and work, it is a vital tool for motivation and mental well-being.

We want our curriculum to open pupils' eyes to the things to not just areas in which they feel successful, but also to develop an understanding of the things they enjoy doing. By using a clear focus on real world links and future career paths, children begin to open their eyes to future choices and opportunities from an early age.

Our Aspirational Concepts documents are designed to give children an understanding of what is needed to be successful in all subjects, as well as potential future opportunities linked to the subject. Simplified language for younger pupils means that children grow in their ability to articulate their aspirations for their future.



Great accomplishments
start with great aspirations.

Gary Hamel

To be an author, I...

Use organisational and punctuation tools to organise my ideas.

Write in a variety of forms and levels of formality, to a range of audiences.

Develop skills of story telling to share my imagination with others.

Write with passion, enthusiasm and flair.

Show resilience to improve my original draft in to a final 'published piece'.

Present my work neatly.

To be an author, I...

Organise my writing to help others read it.

Produce different types of writing.

Try hard to make my writing the best it can be.



Learn how to tell stories.

Try to make my writing exciting.

Present my work neatly.



Journalist

Blogger

Editor

Book author

Publisher

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Use organisational and punctuation tools to organise my ideas.	Write in a variety of forms and levels of formality, to a range of audiences.	Develop skills of story telling to share my imagination with others.	Write with passion, enthusiasm and flair.	Show resilience to improve my original draft in to a final 'published piece'.	Present my work neatly.
Can write in sentences, using full stops and capital letters?	Can discuss what is meant by narrative and non-fiction?	Can choose an effective opener to a story to grab the reader's attention?	Shows a willingness to plan and write a range of pieces?	Is involved in the analysis process when reviewing and editing their writing?	Holds a pencil/ pen effectively to write?
Can use joining words and punctuation effectively to extend sentences?	Can name features of different genres of narrative pieces (eg. adventure, mystery, comedy etc)?	Can choose an effective ending to a story?	Works hard to include the main features of the text in their writing?	Makes use of toolkits and resource banks, which have been created, to upskill their work?	Can use the school handwriting form at age related standard?
Can use sections and paragraphs to organise content in longer pieces?	Can name features of different kinds of non-fiction texts (eg. argument, diary, biography etc)?	Can follow the 'story mountain' approach to create and solve problems in a storyline?	Is motivated to edit and improve work to create a final 'published pieces'?	Accepts 'think pinks' as a positive process to guide improvement?	Presents work effectively, including using lines in books and ruler use for underlining?
Can use basic punctuation to begin to inform the reader (? ! etc)?	Can explain what makes a piece of writing formal or informal?	Can use a range of skills to describe characters and settings?	Uses a range of resources to support inclusion of higher level vocabulary and punctuation?	Can use teacher or peer guidance to edit and improve work?	Takes pride in their work and how it is presented?
Can use more complex punctuation to add control and meaning?		Can use inference skills to inform the reader indirectly?	Is keen to share their ideas with others?	Can check and edit their own work without prompting?	
Journalist	Blogger	Editor	Book author	Publisher	

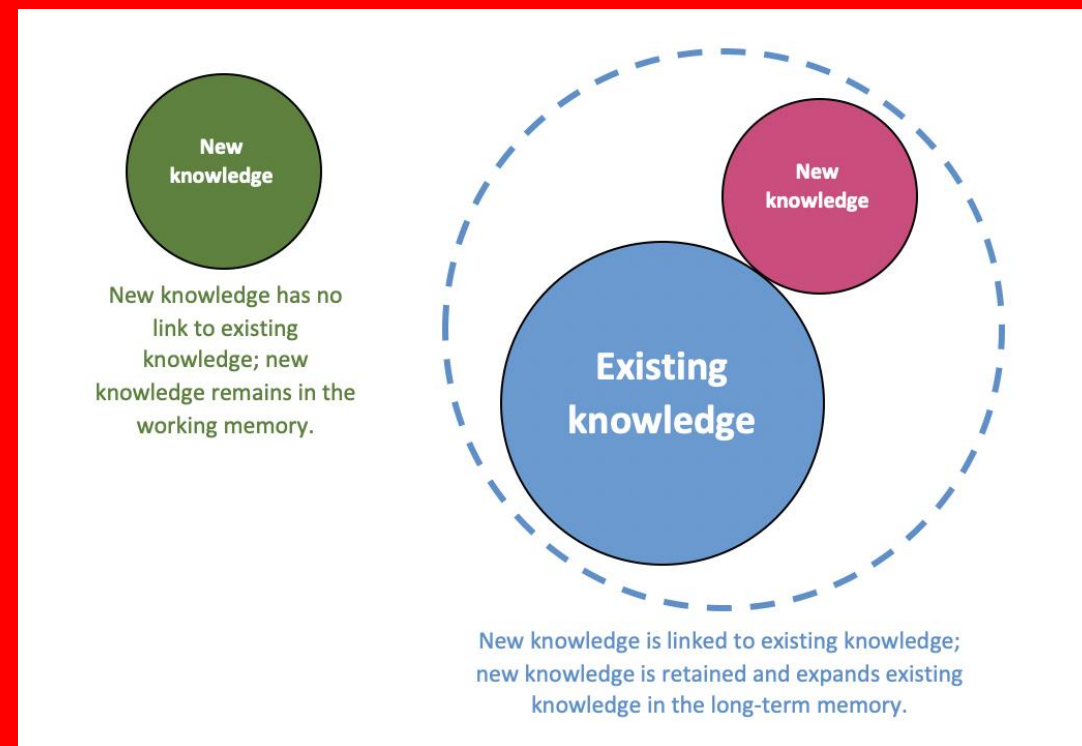
Knowing More, Remembering More



“Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned.” (Kirschner, Sweller and Clarke, 2006)

Learning happens when pupils make sense of ideas in relation to what they already know. When we talk about knowledge in the long-term memory, we often refer to this as Sticky learning. Sticky learning is effectively the knowledge that stays with us forever.

In order to allow our pupils’ knowledge to stick, subjects are planned progressively to return to topics, themes and concepts which children recognise and can build upon. We called these themes Golden Threads.



Golden Threads which run throughout the curriculum are:

THREAD	OVERVIEW	IMPORTANCE TO BROADER UNDERSTANDING AT RICKLETON
Recount	Retells events or experiences in the order they happened. It is used to inform, entertain, or reflect on past events. Recounts are commonly written in the past tense and often include time connectives (e.g., first, next, then, finally) to show the sequence of events.	<ul style="list-style-type: none"> Improves chronological thinking Develops language and writing skills Enhances memory and reflections Strengthens empathy and perspective-taking Supports cross-curricular learning
Instructions	Explains how to do something clearly and step by step. They are used to give directions, rules, or procedures and are often written in a structured format to ensure the reader can easily follow them.	<ul style="list-style-type: none"> Develops logical thinking and sequencing skills Enhances clarity and precision in writing Expands vocabulary and grammar knowledge Encourages problem-solving and critical thinking Improves communication and collaboration
Non-Chronological Report	Provides information about a subject without following a time order (unlike a recount or set of instructions). These reports are structured around different aspects of a topic rather than being written in chronological order.	<ul style="list-style-type: none"> Encourages logical thinking Enhances research skills Develops subject knowledge Improves writing and presentation skills
Persuasion	Aims to convince the reader to agree with a particular point of view, take action, or change their opinion on a subject. It is commonly used in letters, advertisements, speeches, and debates.	<ul style="list-style-type: none"> Develops critical thinking Enhances communication skills Encourages empathy and perspective-taking Strengthens research skills
Explanation	Explains how or why something happens. It is used to give a clear, logical account of a process, system, or phenomenon. Explanation texts are often found in subjects like science, geography, and history.	<ul style="list-style-type: none"> Deepens subject knowledge Enhances logical thinking Develops clarity in communication Encourages use of subject-specific vocabulary Strengthens cause and effect thinking.
Procedural Text	Step-by-step instructions on how to complete a task or process. It is similar to instructions and is often used in recipes, manuals, rules, and guides. Procedural texts often explain a process and may not always give direct commands, whereas instructional texts are more direct, using imperative verbs to tell the reader exactly what to do.	<ul style="list-style-type: none"> Enhances logical and sequential thinking Develops precision and clarity Reinforces understanding of processes Encourages use of imperative language Applies learning to real-world contexts
Discussion	Presents different viewpoints on a topic before reaching a conclusion. It encourages balanced thinking and helps students consider both sides of an argument before forming their own opinion.	<ul style="list-style-type: none"> Develops critical thinking Encourages open-mindedness Improves argumentation skills Enhances research and fact-checking abilities Strengthens communication and persuasive writing

Coverage across KS1 and KS2:

THREAD	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su
Recount	X	X		X	X		X			X		X	X			X		
Instructions	X		X	X					X		X							
Non-Chronological Report		X	X		X	X		X			X		X			X		
Persuasion						X			X	X				X			X	
Explanation							X					X			X	X		
Procedural Text														X				
Discussion															X		X	

