

**Intent***Why do we teach what we teach?*

At High View, our intent is to ensure that every child becomes a confident, fluent and motivated writer who can communicate clearly for a wide range of audiences and purposes. We believe that writing is a fundamental life skill - one that empowers children to express themselves, think critically, and engage meaningfully with the world around them.

We aim to provide a writing curriculum that is rich, ambitious and carefully sequenced so that pupils develop a secure understanding of text structures, grammar, vocabulary and authorial choices. Through exposure to high-quality texts, purposeful writing opportunities and meaningful contexts drawn from across the curriculum, we want children to recognise the power and enjoyment of writing.

We use Talk for Writing to support the teaching and learning of writing, recognising its value in helping children internalise language patterns, develop oral fluency and transfer spoken language into confident writing. This approach complements our long-term vision for a consistent, well-structured writing journey.

In the Early Years Foundation Stage (EYFS), following the statutory framework, writing begins as part of the Literacy and Physical Development areas of learning. Our intent is to enable all children to see themselves as writers from the very beginning — confident to express ideas, make marks, and communicate meaning through drawing, symbols, and words. We aim to build the fine motor strength, vocabulary, and motivation needed for independent writing.

Implementation*How do we teach what we teach?*

Our writing curriculum is delivered through well-planned sequences that take children through the full writing process: immersing, generating ideas, planning, drafting, editing and presenting. Each half term, pupils focus on a different genre, allowing them to build a deep understanding of its structure, features and language. Writing is always linked to a clear purpose and audience so children understand why they are writing and who they are writing for.

To inspire high-quality outcomes, we use a wide range of stimuli including:

- drama and role-play
- cross-curricular links
- videos and images

- visits and real-life experiences
- high-quality model texts

Children learn through imitation, innovation and independent application. This includes oral rehearsal, text mapping, exploration of language and shared modelling. Teachers model writing extensively, demonstrating planning, generating vocabulary, crafting sentences and editing, so children see the processes of effective writers. Working walls, vocabulary prompts and success criteria support children's independence and scaffolding is adapted for all learners.

Genre: e.g. writing to inform

Text type: e.g. Fact File / Non-chronological report. Tell the children what they will be producing by the end of the unit (keep reminding the children throughout the unit!)

Imitation

- Immersion - children look at examples of the genre/text-type. Explore questions such as: What are they? What is the purpose? Who is the audience? What is good about this type of writing? Have you seen/learnt about it before? Does it link to other writing
- Story/text maps which will lead onto verbal retelling.
- Optional re-writing and comparing to the original.
- Speaking and listening / drama activities to help children internalise / deepen their understanding
- Explore the order/sequence of the text type.
- Explore the features. Optional looking at a version of the text-type and up-leveling it.
- Optional innovation (e.g. in narrative re-write Little Red Riding Hood as Little Blue Riding Hood (maybe set somewhere different, etc. but with the same story structure).
- Introduce the task. Consider the speaking and listening / drama activities at this point which will support the children when they come to write (e.g. Tourist Guides in Antarctica)
- Plan, Draft, Write, Edit (Model each stage)
- Perform/write a neat version, etc.
- **Weave in new learning of Grammar lessons etc. into the above structure.**
- **Starters: use these to recap prior SPAG learning**

In EYFS, writing is developed through rich experiences and meaningful contexts. In Nursery, children explore mark-making freely across all areas of provision using a wide range of tools and materials. Adults model writing purposefully — writing for lists, labels, cards, and stories — so children understand why we write. Fine motor development is supported through targeted activities such as threading, dough disco, and funky fingers. In Reception, writing builds on these foundations through daily phonics, storytelling, and modelled writing. Core texts and shared story sessions provide inspiration for writing, helping children to internalise story language and structure. Adults scaffold writing through scribing, oral rehearsal, and opportunities to apply phonics knowledge independently.

Handwriting

Handwriting is taught regularly following our school progression:

- EYFS: motor skills, print formation, patterning
- Year 1: secure print and early precursive forms
- Year 2: introduction to joins and increasing fluency
- Years 3–6: fluent, joined cursive writing with growing speed and stamina

Cursive script is used consistently by staff across displays, marking and modelling to reinforce expectations.

Feedback and Assessment

Writing is formally assessed at least once a half term. This involves using the year group's Writing Assessment Grid to assess how well a child has performed in that piece of writing. This enables the teacher to track progress closely and plan any targeted support. Moderation ensures consistency and accuracy of any assessment judgements. As part of any formal marking, the class teacher will give clear feedback which

outlines what has been done well and next steps. Children are always given time to respond to this marking.

Inclusion

We provide appropriate support for all learners, including scaffolded planning, targeted interventions, handwriting aids and, where helpful, the option to type work. Every child is supported to achieve their best.

Impact

How do we know what pupils have learnt and how they have learnt it?

The impact of our writing curriculum is seen in pupils' growing independence, confidence and pride in their written work. As children make their way through the school, children increasingly understand how to adapt their writing for different audiences and purposes, and can talk about the choices they make as writers.

We know learning is secure when pupils:

- produce writing that shows understanding of the taught genre
- apply key grammar, punctuation and vocabulary accurately and confidently
- demonstrate stamina, fluency and improved handwriting
- transfer skills across subjects (e.g., science, history, RE)
- reflect on feedback and improve their work through editing
- articulate the writing process and explain how models and oral rehearsal helped them

Monitoring Impact

- Termly assessments provide clear evidence of progress against age-related expectations.
- Work scrutiny shows progression of skills, improved quality and consistency.
- Pupil voice reflects enjoyment, understanding of purpose and an increasing belief that they are "writers".
- Moderation and learning walks ensure teaching is consistent and that Talk for Writing elements are being embedded effectively over time.

In EYFS, children develop the confidence and motivation to write independently for a range of purposes. They use their phonics knowledge to segment words, apply taught sounds, and form letters accurately. By the end of the EYFS, children can express ideas through writing with increasing control, stamina, and enjoyment, demonstrating readiness for the Year 1 English curriculum.

By the time children leave High View Primary School, they have developed the knowledge, skills and resilience needed to write confidently, creatively and independently. They are well-prepared for the next stage of their education and equipped with the lifelong skill of effective written communication.