



**Intent:**

At Great Kimble School, our Writing curriculum is designed to nurture **big hearts and bold futures** by inspiring all children to develop a love of writing and confidence in using language to express themselves. Through an ambitious, relevant and rich curriculum, underpinned by carefully chosen class texts, we aim to engage pupils, spark enjoyment and raise attainment.

We believe that English is both a subject in its own right and the foundation for learning across the whole curriculum. High-quality texts are selected to reflect our cohorts, challenge thinking and inspire creativity, providing meaningful contexts for reading, writing, speaking and listening. Secure understanding and use of language enables pupils to access learning across all subjects.

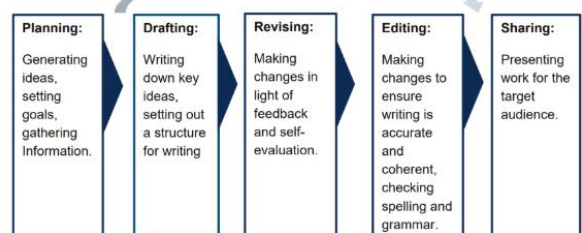
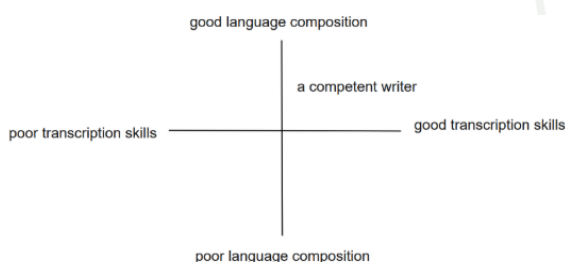
Through rich, text-led writing opportunities, children develop **big hearts** by exploring emotions, perspectives and experiences, building empathy and understanding. Pupils write for a range of purposes and audiences, developing creativity, independence and pride in their work.

Our Writing curriculum equips pupils with the essential skills they need to succeed in school and beyond, preparing them for **bold futures** as confident, articulate communicators who enjoy writing and can use language powerfully throughout their lives.

**Implementation:**

- At Kimble we have a two-year rolling curriculum to suit the cultural capital of our mixed classes – this is designed to be progressive and build on prior skills, exposing our pupils to a range of genres ensuring National Curriculum coverage. Engaging texts from books are used to support this as well as drawing on engaging film clips and learning from our topics. We are proud that our writing curriculum is evolving and ensuring that children are at the heart of what we do. With the Writing Framework in mind, and after using Talk for Writing, we have adopted the strategies that were successful for our children and have enhanced our curriculum.
- Taught explicitly at least 4 times a week with opportunities for cross curricular writing
- Genre specific with links to class book
- Use of overarching text - this not only gives children an opportunity to read a whole book, but also immerse themselves in the world and story of their book.
- All the time toolkit - each class has an ‘all the time toolkit’, which is referred to in all lessons – this is progressive and in line with National Curriculum coverage to ensure the correct skills are being taught
- Explicit and continuous teaching of handwriting, grammar and punctuation– overview created taken from the writing framework to ensure progression and development of skills
- Lessons planned with a clear sequence - *The framework states “Writing is complex – it places significant demands on pupils’ working memory so it is vital to teach it in a sequenced way that helps to manage those demands”*
- Units planned with the following principles in mind:

The simple view of writing model and phases of writing process



**AMBITION**



**RESPECT**



**RESILIENCE**



**LOVE**



**COLLABORATION**



**GREAT KIMBLE**  
**C OF E SCHOOL**  
BIG HEARTS BOLD FUTURES

## Writing Curriculum Statement

- Oracy and oral composition opportunities within lessons
- Focus on transcription and the ethos of keeping things simple but doing them well.
- Explicit teaching of spelling and handwriting following overviews to ensure progression and development
- Sentence level work and dictation to support fluency and fundamentals - Pupils should compose orally while they are developing their transcription skills. This can still be valuable even when they can transcribe fluently.
- Quality over quantity - Pupils need to master the foundations of writing – handwriting, spelling and sentence construction. They should not be expected to write at length before they are ready. High-quality transcription and sentence instruction, is a priority – broader development of writing skills is gradually brought in
- Scaffolds – adaptive teaching to ensure accessibility. This includes giving pupils more time and practice so that they can make good progress.

**Impact:**

Children are more engaged and enjoy writing.

Children write confidently across a range of subjects.

Children write outside of school.

Writing data is above national expectation by the end of KS2



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