

Brompton and Sawdon Community Primary School:
Curriculum Intent Statement for Writing







At Brompton & Sawdon Primary School, the children explore a wide range of genres in order to help them develop the skills and knowledge required to write for a range of **purposes**, including to entertain, inform, discuss and persuade. We help the children to develop a secure knowledge of how to successfully use features pertaining to these writing purposes as, for instance, some purposes cover a range of genre or text types. For example, children that 'write to entertain' may develop their knowledge of texts that include story writing, playscripts, character descriptions or poetry.

Children are taught how to be successful writers in these purposes by exploring **model texts** similar to that which they write in class. Children are guided through model texts by developing '**toolkits**' which show them how they can be '**Ready to Fly**' with the features of that writing purpose. These are built up progressively over the time children are in school, so that they revisit previously taught features, as well as learn new ones.

Toolkits also reflect the elements of grammar and punctuation children are taught at each stage of their learning. We think that it is most beneficial where children are taught these elements in the context of a writing purpose, rather than being taught in just discrete isolated sessions. We also believe it is crucial that children are taught toolkit features in a logical, sequential order, so that children have the opportunity to practise them before combining them in a longer, extended text of their own. These extended texts are **planned, drafted** and **edited** (according to the age of the child), so that students have further opportunities to apply these toolkit features and their learning.

Model texts reinforce and reflect the values of the school, celebrating the village's history and **Nature**. They also allow children to go beyond the context with which they are familiar by exploring texts that they may not otherwise encounter, helping them to develop their **Rural Aspirations**, their **Respect** and **Acceptance** of those with similar and differing views, meaning that they are **Ready to Fly**, regardless of which future path they take.

We also recognise our responsibility to develop our children as global citizens with the skills and knowledge to contribute positively to their communities. Throughout our teaching of Reading we also entwine opportunities to develop the following areas of knowledge:

Diversity		Opportunities to write within, from the viewpoint of, or regarding different cultures, traditions and beliefs are planned throughout the writing curriculum.
Global awareness		Opportunities to write about different locations are planned throughout the writing curriculum. Children might be asked to write as if they actually are there, or they might be asked to write about different locations. Children can also access maps and atlases throughout school to help them understand where different places are, and identify similarities and contrasts between these places. The children can also develop their understanding of world-wide issues such as global warming, pollution and deforestation.
Rural Aspirations		Children are expected to explore texts which may be challenging in content or structure, or those which they might not normally choose to access, developing resilience and empathy. Texts are used to inspire the children to make a difference and have an impact.
Inspired by Nature		We take every opportunity to be inspired by nature, whatever the subject. The might be reflected through resources used, media explored, or linking learning to local and global issues regarding the environment. Opportunities are grasped to celebrate and explore nature in all its guises, from ecosystems to microhabitats, from the smallest organisms to giants of natural world - at all times looking for ways to learn from it.

We have the highest expectations for our pupils with SEND. Rather than simplifying tasks, we intend that they receive the support, adaptations and resources needed to allow them to achieve learning objectives in line with their peers.

This might include:

- adult support, different groupings, adapted tasks to reflect different learning styles,
- Pre-teaching of specific vocabulary or concepts
- Over-teaching to reinforce
- Adult support in a small groups or 1:1
- 1:1 support where and when necessary.
- Word mats / visual cues that explain some of the key concepts or vocabulary
- Knowledge organisers to refer back to if they are unsure of a particular concept
- Further / additional or adapted resources around the classroom
- Adapted worksheets / books
- Carefully considered Peer buddies / pairings / groupings
- Adapted timings

If they can't learn the way we teach, we teach the way they learn.

