



# English Intent Statement

## William Rhodes Primary and Nursery School



At William Rhodes, our aim is to **instil a love of learning** in our children that can support their journey through primary, into secondary and beyond.

This is equally true of our writing curriculum: through reading, discussing and shared writing, children are encouraged to **develop their imagination, communication skills and cognitive understanding of the wider world**. Ultimately, we want children to leave us with a love of writing, being able to **communicate clearly, accurately and coherently**. We aim to guide and nurture each individual to ensure each child's needs are met in order for them to **reach their full potential** in this respect.

We want children to have a **sound understanding of the grammatical elements** being taught so they can **apply this in to a range of contexts**, purposes and audiences. We aim to enable every child to develop a fluent, legible handwriting style through demonstration, explanation and practice.

Ultimately, our aim is **to improve outcomes in later life** through widening children's life experiences, developing communication skills and helping them on their journey to becoming confident and productive adults.

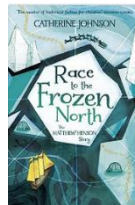
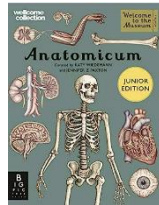
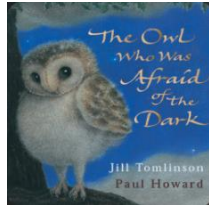
### Implementation: How we will achieve our aims?

Through a carefully planned, progressive curriculum, children **build on prior learning** across the year groups and within each year group.

At William Rhodes, children are taught an element of the Writing Sequence on a daily basis. In order for children to achieve success, the Writing Sequence provides children with a clear understanding of the writing process, equips them with the necessary skills and vocabulary, and an understanding of the text type being studied which they can then apply to their own writing. Children are taught to plan, draft and edit their own writing against success criteria.

Stages of a Writing Sequence		
The Teaching stage	Internalise	1 Children explore the context of the book which is to be the focus of their writing.
		2 Detailed interrogation of the text-type being taught through highlighting, keys, annotation.
		3 Children research key vocabulary and facts which they will use in their own writing.
The Teaching stage	Imitate/Innovate	4a Incremental teaching of specific grammatical skills and knowledge.
		4b Incremental teaching. Shared writing to apply the skills and knowledge taught with effect.
The Independent writing	Independent	5 Children plan their writing based on structure drawn out in the internalise stage.
		6 Independent writing where children apply grammatical skills and vocabulary.
		7 Reflection on the writing.

Each year group will study a rich variety of texts (fiction and non-fiction), that reflect **different cultures and backgrounds**, and are the core of our writing curriculum.



To support the writing experience, children are exposed to a range of exciting, **thought-provoking experiences** because we understand that children learn and engage best when they have first-hand knowledge of a subject.

During each half term, children will be expected to produce 2 pieces of independent writing; one fiction and one non-fiction.

## Impact

Teachers use **formative and summative assessment** as an integral part of the teaching process and to inform next steps in learning. After each piece of independent writing, children's outcomes are assessed against success criteria and the overarching aims of the writing curriculum as well as the National Curriculum expectations.

Children develop an **understanding of the purposes for writing** as well as composition skills throughout their school journey. By the time the children leave us in year 6, they will have a **vast array of knowledge and skills** which will become the foundations for their writing career during their secondary school education and into later life. We hope that we can ignite a passion in our writers **which inspires them to have ambitions to be authors, journalists or communications leaders** or simply to have the desire to write to instigate change within our world.