



Writing Intent

At Bosmere Community Primary School our curriculum for writing is designed to inspire enthusiasm for learning, to ensure achievement and to nurture pupil health and well-being. We aim to develop independent, creative and inquisitive learners who gain the confidence, resilience and skills needed to be learners for life and responsible citizens for the future.

Our inclusive curriculum focusses on progressive subject specific knowledge, skills and understanding as set out in the National Curriculum and *Progression Through Genres** document. It promotes high aspirations by engaging pupils in rich and memorable learning challenges that take pupils beyond the classroom.

First hand experiences are planned to build knowledge and inspire writing, beginning in our Early Years with the process of *Scribed Writing*** neatly leading to the approach of *Fantastics Writing**** and *Sentence Stacking***** in KS1 and KS2. Shared and modelled writing underpins the development of writers at Bosmere, with quality texts used to enrich vocabulary and writing style.

Learners are encouraged to see themselves as writers who are working towards published pieces, showing the best of their learning and drawing on the inspiration and skills they have honed during the process. Good quality handwriting and presentation are essential, alongside the desire and drive to edit and improve writing.

Our approach allows pupils the opportunity to influence their own learning, placing particular emphasis on:

Enquiry: fostering a sense of curiosity and problem solving – learners are guided and shown how to investigate and explore through text, moving and still image. They look at writing through a number of lenses, supporting children’s learning, precision and writing. The **Fantastics** are the ideas (e.g. using senses, imagining), The **Grammaristics** (e.g. adverbs & adverbials, punctuation) are the techniques and The **Boomtastics** (metaphor, repetition) are the techniques.

Collaboration: opportunities to learn with and from each other - whole class, group and paired talk sit at the heart of writing at Bosmere, with teacher modelling and scaffolding guiding learners towards independent writing, editing and publishing

Oracy: talk for learning to develop a rich vocabulary and clarity in communication - talk for writing, vocabulary exploration and whole class and partner talk permeate writing learning

Linking learning: identifying cross-curricular links in knowledge and skills and applying transferable skills where meaningful – our writing long term plan enables learners to explore writing in context, drawing on subjects/topics from across the curriculum

Identity: making the most of enrichment opportunities and local links, developing a sense of where we fit in the local and global community. Learners experience a breadth and depth of experiences to stimulate writing, close to home using our school site and wider community through to travelling St Lucia or Skara Brae or via text, film and picture books. Writing is planned to have hooks to entice learners in and provide the knowledge required to write with purpose and awareness

***Progression Through Genres**-text, sentence, vocabulary, word class and punctuation progression of skills

****Scribed Writing**- sees adults write the children’s own words to create their pieces, their exact words, using their imagination. Language development and their understanding of the world can be tracked, alongside their physical writing development which, as the year progresses, sees them physically writing more and more of the pieces.

*****Fantastics Writing**-a pre cursor to Sentence Stacking, involving Grandma Fantastic exploring word collection and sentence construction

******Sentence Stacking**-In principle, children are given a **hook**, an experience, **initiating** learning, teacher **modelling** guides them through a sequence of learning, **enabling** children to navigate through each piece via chunks/sections. The focus is on the exploring tools of writing-crafting and constructing sentences and whole pieces, leading to an independent write, which is used to assess children’s progress.