



THURSBY PRIMARY SCHOOL

Intent, Implementation and Impact Statement

Writing

Thursby Primary School – Writing Curriculum Statement

Intent

At Thursby Primary School, we believe that writing is a vital tool for thinking, communicating and shaping ideas. Our intent is to develop confident, skilful writers who can express themselves with clarity, creativity and purpose. We aim for every child to leave our school able to write accurately, effectively and with an understanding of how writing works across different contexts.

We intend for all pupils to:

- Secure strong transcription skills (spelling and handwriting) so they can write fluently and confidently
- Develop rich, well-structured composition skills, learning how to plan, draft, revise and edit their work
- Use ambitious vocabulary and grammatical structures to enhance meaning
- Understand how audience, purpose and genre shape writing choices
- Build writerly independence through oral rehearsal, model texts and shared writing
- Experience writing as a meaningful and enjoyable process, connected to reading, talk and experience

Our approach is rooted in *Talk for Writing*, which enables children to internalise language patterns, understand text structure and develop a strong sense of voice as writers. Through imitation, innovation and independent application, children learn the craft and discipline of writing while also developing confidence and enjoyment.

Our writing curriculum ensures that pupils encounter a diverse range of text types, authors and genres. Writing is purposeful, often linked to our reading spine, wider curriculum and carefully planned real-life outcomes.

Implementation

Our writing provision is structured, systematic and engaging. It combines explicit teaching of essential writing skills with rich opportunities for creativity and purposeful composition.

Talk for Writing Approach

Across school, teachers use the Talk for Writing sequence:

- **Imitation** – Children internalise model texts through oral rehearsal, story maps and vocabulary exploration
- **Innovation** – Pupils adapt the model, developing structural awareness and creative control
- **Independent Application** – Children plan, write and revise their own compositions, drawing on taught skills

Shared writing and high-quality modelling are central, allowing pupils to see the thinking, decision-making and craft of a writer.

Transcription: Spelling and Handwriting

- Spelling is taught systematically through explicit instruction and retrieval practice
- Children apply spelling in context and learn strategies for independence
- Handwriting is taught regularly so pupils develop legible, fluent joined writing that supports composition

Composition and Grammar

- Grammar is taught both explicitly and in context, helping children make purposeful language choices
- Children learn how to plan, organise and structure their writing in ways that support clarity and meaning
- Editing and redrafting are built into lessons, helping pupils evaluate and improve their work thoughtfully

Reading and Vocabulary

- Writing is closely connected to reading, with model texts providing structure, language and ideas
- Vocabulary is taught explicitly and explored through talk, reading and writing
- Children draw on rich texts from our reading spine to inform style, voice and sentence craft

Writing Across the Curriculum

Pupils write regularly in all subjects. They learn how writing changes depending on audience and purpose, producing explanations in science, recounts in history, reflections in RE and reports in geography.

Assessment and Intervention

- Teachers assess writing through daily responses, independent outcomes and ongoing moderation
- Pupil conferences, cold writes and end-of-unit pieces provide insight into progress
- Targeted support ensures children secure foundational skills, including sentence structure, transcription and organisation

Impact

By the time they leave Thursby Primary School, our children will be:

- **Confident, independent writers** who can plan, draft, revise and edit with purpose

- **Technically secure**, with accurate spelling, fluent handwriting and strong control of sentence structure
- **Creative and thoughtful**, able to choose vocabulary and grammar to enhance meaning
- **Skilled in writing for different purposes**, adapting tone, organisation and style
- **Reflective**, able to talk about their writing choices and respond to feedback
- **Inspired by reading**, drawing on model texts, authors and literary patterns to enrich their own work

Our pupils leave us equipped with the writing skills needed for Key Stage 3 and beyond—able to communicate clearly, think deeply and express themselves with confidence. Most importantly, they leave with a sense of pride and ownership in their writing, knowing that their words matter.

Inclusive Learning for SEND in Writing

At Thursby School we maintain equal opportunities in line with the Equality Act 2010, the SEND Code of Practice 2015 and our school SEND policy. All children, regardless of ability, SEND, Disadvantaged, race, religion, gender, EAL (non-exhaustive list) are offered equal opportunities to access, develop and be supported in MFL learning

At Thursby Primary School, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive an education that enables them to achieve the best possible outcomes and become confident and able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Stem sentences – provide the language to the children so they can give opinions.
- Dual coded word mats/resources/displays to support access
- Use of stories to support understanding, linking to real life experiences
- Key words displayed
- Use of shorter/less complex sentences in resources given
- Writing frames where possible
- Providing flashcards (dual coded)
- ICT resources to support accessibility/alternative ways for children to record their ideas and opinions
- Use of simple instructions – small steps
- Careful and appropriate modelling to support understanding
- Visual aids and dual coding
- Videos of examples and practice
- Choosing appropriate resources and manipulatives for each individual child's need
- Provide additional ways to record information
- Ensure any sensory difficulties are considered at the point of planning
- Pre-teach key information so they feel prepared for the lesson and can be an 'expert'

- Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start
- Provide clear, specific instructions and outline expectations

Every teacher at Thursby Primary School is a teacher of SEND. Our provision is led by the SENDCo and is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.