

Writing intent, implementation and impact

“You can make anything by writing.” — C.S. Lewis

INTENT

Our aim is to create enjoyment and understanding of the power of writing for all learners, including those with SEND, by ensuring equitable access and removing barriers to learning. We will develop skills and voice for every child as a writer, for pleasure and independent learning. This will be inspired through our reading-rich curriculum and environment supported by our 'Talk for Writing' approach, with reasonable adjustments and multi-sensory strategies embedded. Pupils will be introduced to stimulating stories, taught using quality texts, and supported through scaffolds such as text maps, story mountains, and oral rehearsal. Vocabulary will be pre-taught where needed, and assistive technology will be available for pupils with physical or processing needs. Our intent is that all children, regardless of starting point, will write for pleasure and purpose using strategies that support communication, cognition, and emotional regulation.

They will achieve this by:

- *being introduced to stimulating stories which they will learn to retell*
- *being taught using quality, stimulating and challenging texts written by a range of authors*
- *having independent access to and enjoying a wide variety of further quality and stimulating texts of different genre and written by a wide variety of authors*
- *being taught the SPAG skills used by writers*
- *providing real writing opportunities for a specific audience*
- *becoming independent, critical, life-long readers, writers and learners.*
- *reading for pleasure*
- *writing for pleasure*

IMPLEMENTATION

The writing curriculum is led and overseen by the English Lead, who ensures that inclusive practice is embedded throughout. High-quality teaching remains at the heart of our approach, with differentiation and reasonable adjustments to remove barriers for pupils with SEND. We follow the *Talk for Writing* model, using carefully chosen, stimulating texts to inspire writing while providing scaffolds such as text maps, story mountains, and oral rehearsal to support all learners. Our implementation prioritises multi-sensory strategies, flexible grouping, and targeted interventions so that every child can access the curriculum and make progress from their starting point.

To achieve this, we:

- Deliver **Quality First Teaching**, ensuring lessons are adapted through visual scaffolds, chunked tasks, and explicit modelling.
- Use **multi-sensory learning** approaches, including role play, oral rehearsal and tactile resources, to support communication and interaction needs.
- Provide **vocabulary support** through pre-teaching key words, word banks, and assistive technology for pupils with processing or physical needs.
- Offer **targeted interventions**, such as 1:1 or small group support, guided by the class teacher, following the *Talk for Writing* model.
- Make **reasonable adjustments**, including coloured overlays, adapted writing frames, and alternative recording methods (speech-to-text, typing).
- Apply the **graduated approach** (*assess, plan, do, review*) to monitor progress and involve pupils and parents in decision-making.

- *Maintain all original strategies: SPAG teaching, independent writing opportunities, retelling texts, adapting texts, and writing across curriculum areas.*

EYFS and KS1

*The phonics curriculum follows *Letters and Sounds*, linking listening, speaking, reading, handwriting, spelling, and writing closely together. Pupils access a reading-rich environment and carefully chosen texts taught in detail using drawing club in EYFS and *Talk for Writing* in KS1. Inclusive strategies such as visual scaffolds, oral rehearsal, and multi-sensory resources are embedded throughout.*

Our pupils will:

- *Listen to and enjoy texts several times, with opportunities for oral rehearsal and role play to support communication needs.*
- *Retell texts in a variety of ways (individually, in groups, using props, story sacks, or tactile resources) to aid engagement and understanding.*
- *Create text maps collaboratively or individually, using visuals and symbols for pupils who need additional support.*
- *Write the text in their own words, adapting settings and characters, with access to word banks and pre-taught vocabulary for those with language difficulties.*
- *Apply SPaG skills and redraft work, using adapted writing frames or assistive technology where needed.*
- *Be given opportunities to write across the curriculum, with tasks chunked and scaffolded for pupils with processing difficulties.*

KS2

Pupils continue to access a reading-rich environment and stimulating texts across genres. Inclusive strategies such as chunking tasks, reducing cognitive load, and providing assistive technology are embedded to ensure equitable access.

Our pupils will:

- Listen to and retell parts of texts using story mountains and planning frames, with visual prompts for pupils who need additional scaffolding.
- Adapt texts into different genres (letters, diaries, explanations), supported by oral rehearsal and vocabulary banks for those with language needs.
- Extend vocabulary through pre-teaching, thesaurus work, and word banks, with targeted adult support for pupils requiring extra guidance.
- Redraft and edit work independently or with structured support, using speech-to-text or typing for pupils with physical or motor challenges.
- Write across a range of curriculum areas, with flexible grouping and reasonable adjustments to ensure all pupils can participate fully.

Impact

Our Writing Curriculum is high quality, well thought out, and linked to our overall curriculum, demonstrating clear progression for all learners, including those with SEND. The learning environment across the school will be consistent, with vocabulary displayed, spoken, and used by all learners, supported by visual prompts and scaffolds for pupils who need them. Writing skills will be assessed regularly, with progress measured not only against NC expectations but also from individual starting points to ensure equity.

Teachers will mark all writing, with one longer piece of writing a week marked in detail against NC expectations, considering reasonable adjustments where appropriate. Feedback will be a combination of verbal and written and pupils with SEND will receive targeted feedback that

supports independence and confidence. Children will have opportunities to read each other's writing and peer mark against success criteria, with adaptations such as sentence starters or visual success criteria for those who need them.

Each half term, children will produce four pieces of long, independent writing, assessed against NC expectations and monitored for progress from their personal baseline. Regular moderation of writing will be undertaken between staff throughout the year, including consideration of SEND provision maps to ensure inclusive practice. Results will be reviewed by the head and English Subject Leader and common errors will be identified by the class teacher. Where pupils are not making expected progress, parents will be contacted and future actions for both home and school will be discussed, following the graduated approach (*assess, plan, do, review*).

Monitoring of writing is the responsibility of the subject leader and management team and enables the progress of children to be seen within the class and whole-school contexts of development. Monitoring of teaching and learning takes place through book scrutiny, lesson observations, and pupil interviews to ensure coverage, continuity, and progression in writing, as well as excellent classroom practice. Findings are used to inform future planning to enhance teaching and learning, including adjustments for pupils with SEND.

Impact will also be measured through key questioning skills built into every lesson, child assessment such as success criteria, summative assessment pieces and reflection of standards achieved against planned outcomes. Children should be able to talk enthusiastically about their learning in writing and actively choose to write independently for learning and pleasure, with scaffolds and assistive technology available where needed. Pupils will make good progress from their own personal starting points. By the end of Year Six, all pupils, including those with SEND, will be able to write clearly and accurately and adapt their language and

style for a range of contexts, purposes, and audiences, using strategies that remove barriers to learning. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.