



## Writing at Headcorn Primary School

### **INTENT**

At Headcorn Primary School, our curriculum intent for writing is to cultivate a writing culture grounded in the exploration of high-quality texts, language and nurturing a passion for writing in every child. We aim to develop lifelong writers, equipping them with vital skills such as crafting vivid descriptions, structuring coherent narratives, constructing persuasive arguments, and expressing ideas with clarity and creativity. Our approach goes beyond the English curriculum, integrating writing across various subjects and daily classroom activities, to foster meaningful connections and deeper comprehension. By establishing a robust foundation in writing, we empower our children's potential of expression and communication within literature, enabling them to engage with the world, both past and present, with insight and imagination. All year groups at Headcorn follow the same writing cycle: Engage, Practise, Apply, Edit. Through this approach, we not only encourage children to write in a range of genres, but develop their own writing toolkits, creating a cohesive approach to punctuation, grammar, transcription and innovation.

### **Aspiration:**

Our dedication to fostering a culture of writing excellence, anchored in high-quality literature and expressive language, reflects our commitment to creating aspirational writers. By immersing children in diverse and captivating texts, we aim to fuel their imagination and ambition, inspiring them to challenge themselves within their writing. Through exposure to a range of writing styles and genres, coupled with the development of essential writing skills, we empower children, both academically and creatively.

### **Inclusion:**

In our writing curriculum at Headcorn, inclusivity is essential. We understand the importance of providing every student with opportunities to develop their writing abilities and nurture a passion for storytelling, regardless of their background or ability. Our approach ensures that each child feels valued and supported in their writing journey, with support and resources available where needed. By embracing a diverse range of voices and perspectives in literature and promoting an ethos of acceptance and empathy, we foster an inclusive learning environment where every student can flourish and contribute.

### **Resilience:**

Resilience is a fundamental element of our writing curriculum, essential for navigating the complexities of language and expression. While presenting students with challenging, yet manageable writing tasks, we offer ongoing support and encouragement. Adults provide guidance through the writing process, with opportunities to refine their work and respond to feedback both from adults and peers. Through group writing sessions and scaffolded activities, we equip our students with the resilience to confront a variety of writing challenges confidently. The 'Practise' and 'Edit' parts of our writing cycle assist greatly with pupils' resilience, showing them that mistakes are all part of the journey and we can learn from them. We aim to develop a mindset that encourages students to view setbacks as stepping stones to improvement, building their confidence and perseverance as writers.



## **Implementation**

### **EYFS**

In our EYFS we integrate the development of writing skills into every aspect of our curriculum. We recognise that writing is a fundamental building block of literacy, we create a nurturing environment where children are encouraged to explore and experiment with mark making from the outset. Through engaging activities and experiences, we foster a love for writing, encouraging a sense of aspiration to communicate their ideas effectively. We recognise that resilience is essential in the writing process, and we provide ample opportunities for children to develop their fine motor skills and overcome challenges as they progress from mark making to early writing. Our approach ensures that every child feels valued and supported in their writing journey, with tailored activities and resources to meet individual needs. We integrate phonics into the wider curriculum, empowering the children to apply their phonics knowledge as they begin to write words and simple sentences. By nurturing a culture of curiosity, perseverance, and acceptance, we lay a solid foundation for our children's writing development, setting them on a path toward future success in literacy and beyond.

### **Key Stage 1**

In Year 1 and 2 at Headcorn, we apply the KS1 National Curriculum for writing with development of fundamental writing skills and introducing a range of writing genres. Through a structured approach, we immerse students in model texts, identifying their features and applying them in their own writing. Our curriculum encompasses various writing genres, including descriptive writing, poetry, persuasive writing, and letter writing. Through the exploration of model texts, children learn to recognise the features of each genre, allowing them to experiment with language and structure in their own writing. We provide scaffolded support and opportunities for guided practice, allowing them to gradually build confidence and proficiency in expressing themselves through written language. By fostering a love for writing and nurturing creativity, we empower the children to become effective and expressive communicators, equipped with the skills and knowledge to engage with a variety of writing tasks and genres.

### **Lower Key Stage 2**

In LKS2, we focus on the continued development of children's writing skills while also enhancing their stamina. Building upon the foundation laid in KS1, we introduce more complex writing tasks and genres to challenge and stretch children's abilities. Alongside refining spelling, punctuation, and grammar skills, we emphasise the importance of planning and drafting, encouraging students to consider audience and purpose in their writing. In LKS2, we cover similar genres to KS1, such as narratives and instructions, but we also begin to introduce other genres such as diary entries, recounts, and newspaper articles. Through structured lessons and guided practice, students learn to organise their ideas effectively into coherent paragraphs, using cohesive devices to link them logically. We provide opportunities for students to develop their vocabulary and experiment with language features to create impact and imagery in their writing. By fostering a culture of creativity and self-expression, we aim to empower students to become confident and proficient writers, equipped with the skills and resilience needed to tackle a variety of writing tasks and genres.

### **Upper Key Stage 2**

We follow the Headcorn writing cycle of Engage, Practise, Apply and Edit, in response to a class text or theme. Throughout the cycle, we refer to the Knowledge Organiser for that genre. The Engage session focusses on hooking children into the genre of writing, with lots of opportunities to rehearse spoken language skills. This may be recorded through observation notes and photos, or short purple pen reflections by the children. During the Practise stage, we focus on rehearsing the specific grammar and punctuation needed for that genre, with children building a bank of sentences that



they can then apply to their final pieces. The Apply stage is where they bring these skills together, creating their own pieces in a particular genre. We take this a paragraph at a time, focussing on quality rather than quantity. Children write in a wide range of genres, usually in response to our class text for that term. Editing in purple pen is encouraged throughout the process but we also have a specific editing session where this skill is modelled to the children, and then they edit their own pieces. In addition to the above, spelling is also taught discretely 4x a week, focussing on the UKS2 statutory spellings, revising previously learnt spelling rules, short dictations, and weekly spelling tests. Punctuation and grammar that is separate to the genre being covered in writing, is also taught discretely 4 x a week. This structured approach, guided process and, finally, independent work, allows us to provide plenty of opportunities for students to develop their vocabulary, experiment with language and structure to create writing that is purposeful and impactful. We aim for pupils to leave Headcorn, empowered as confident writers, equipped with the skills and resilience needed to tackle a variety of writing tasks and genres.