

Writing at Spring Lane Primary School		
Respect	Resilience	Integrity
Curriculum Intent		British Values
<p>At Spring Lane, our writing curriculum empowers children to become confident, creative, and purposeful communicators. Through rich texts, real-life experiences, and meaningful contexts, we inspire aspirational thinkers to craft writing that reflects both imagination and intent. Children learn to communicate ideas with clarity and precision, developing their voice as authors who write to inform, persuade, entertain, and reflect. As expert learners, they are taught to value the writing process – planning, drafting, editing, and improving – showing resilience and independence in shaping their work. We encourage effective communication by immersing pupils in varied genres and vocabulary-rich environments, enabling them to make informed choices about structure, language, and tone. Our curriculum nurtures caring citizens by exploring diverse voices and lived experiences, encouraging empathy and understanding through the written word. It also develops healthy individuals and leaders, giving pupils the tools to express themselves, share their perspectives, and advocate for change through writing that has purpose, power, and authenticity.</p>		<p>British Values are woven throughout our writing curriculum by encouraging pupils to express their views thoughtfully, listen to others with respect, and engage in constructive dialogue. Through writing across a range of genres and perspectives, children explore themes such as democracy, individual liberty, mutual respect, and the rule of law. They learn to value freedom of expression while considering the impact of their words, and are encouraged to use writing as a tool to challenge inequality, promote tolerance, and celebrate diversity. By exploring real and imagined scenarios, children reflect on how British Values shape both our everyday lives and the wider society we live in.</p>
At the end of EYFS	At the end of Key stage 1	At the end of Key Stage 2
<p>By the end of EYFS, children are beginning their journey as confident communicators and imaginative storytellers. They:</p> <ul style="list-style-type: none"> • Use their phonics knowledge to write words and simple sentences that can be read by themselves and others. • Begin to use capital letters, finger spaces, and full stops with growing accuracy. • Retell and innovate well-known stories using story maps, actions, and language structures modelled through Talk for Writing. • Develop a love for writing through purposeful opportunities such as lists, cards, labels, captions, and recounts based on real experiences and imaginative play. • Begin to see themselves as authors, taking pride in their mark-making and early compositions. <p>Through shared and guided writing, they are supported to become aspirational thinkers, showing independence, curiosity, and enjoyment in communicating their ideas.</p>	<p>By the end of KS1, children are confident and enthusiastic writers who draw upon their spoken language, reading experiences, and modelled texts to craft their own writing. They:</p> <ul style="list-style-type: none"> • Plan, say out loud, and write sequences of sentences to form coherent narratives and non-fiction texts. • Use familiar story structures, vocabulary, and sentence patterns modelled through Talk for Writing to innovate and invent their own pieces. • Apply spelling rules and handwriting skills to communicate clearly and with increasing fluency. • Use capital letters, full stops, question marks and exclamation marks with growing accuracy, and begin to use commas and apostrophes. • Re-read and edit their work with adult support, showing developing resilience and pride in improving their writing. <p>Children become effective communicators who are learning to adapt their writing for different purposes and audiences, always rooted in meaning and structure.</p>	<p>By the end of KS2, children are articulate, independent writers who write confidently across a wide range of genres, for a variety of audiences and purposes. They:</p> <ul style="list-style-type: none"> • Independently plan, draft, and edit coherent, well-structured texts using rich vocabulary, varied sentence structures, and literary techniques. • Draw upon a wide range of modelled texts and genre toolkits from Talk for Writing to develop their own style and voice. • Understand the power of writing to inform, persuade, entertain, and express personal and societal viewpoints. • Write with grammatical accuracy and apply ambitious punctuation to enhance meaning and impact. • Reflect critically on their work and that of others, showing stamina, resilience, and creativity throughout the writing process. <p>Children leave Spring Lane as expert learners and aspirational thinkers, ready to use writing as a tool to shape their future, amplify their voice, and positively contribute to the world around them.</p>
Curriculum Implementation – How is writing taught?		
<p>At Spring Lane, writing is implemented through a consistent, school-wide approach rooted in Talk for Writing, supported by Read Write Inc. Phonics, Read Write Inc. Spelling, and a carefully sequenced handwriting programme to secure strong transcription skills. From the very start in EYFS, children develop the foundations for writing through rich oral storytelling, explicit vocabulary instruction, and purposeful opportunities for mark-making and sentence construction. We place a strong emphasis on oracy as the foundation of composition—ensuring children can articulate, rehearse, and internalise sentence structures and story language before writing, which reduces cognitive overload and allows transcription to become increasingly automatic.</p> <p>To build accuracy and fluency in transcription, we teach spelling explicitly through Read Write Inc. Spelling once children are secure in their phonics knowledge and application. This ensures children develop a strong understanding of spelling rules, patterns, and morphology, enabling them to write with greater confidence and independence. Handwriting is taught through regular, focused sessions so that children build stamina, fluency, and pride in the presentation of their work.</p> <p>Each term begins with a consolidation unit, carefully designed to revisit prior learning, reactivate key toolkits, and secure sentence-level fluency. These units strengthen foundations, build confidence, and allow children to approach new learning with increased independence and clarity.</p> <p>Throughout their writing journey, children are nurtured as purposeful authors with agency—writers who understand the impact of their words and make deliberate choices to suit audience, purpose, and form. Our Talk for Writing approach supports children to move from imitation to innovation to</p>		

<p>invention, with increasing independence at each stage. Through modelled texts and shared writing, they develop a deep understanding of genre features, sentence structures, and vocabulary, and then apply this knowledge creatively and flexibly.</p> <p>Model texts are deliberately selected to ensure equity of access, particularly for disadvantaged pupils and those with SEND. This ensures all learners can engage meaningfully with high-quality writing, regardless of their starting points or experiences outside of school. Our curriculum is underpinned by rich, real-life experiences, aligned with our curriculum drivers. These experiences provide vital schema for children to draw upon—connecting knowledge, building understanding, and enabling writing with authenticity and depth.</p> <p>Writing units are carefully spiralled across year groups to revisit and deepen key knowledge and skills, enabling children to know more, remember more, and apply more. Through collaborative learning, regular opportunities for reflection, and meaningful contexts, children become articulate, thoughtful, and empowered writers—ready to communicate with clarity, creativity, and purpose, both now and in the future.</p>	
<p>Substantive Concepts</p> <p>The writing curriculum is clearly designed and sequenced to develop substantive knowledge. We want pupils to acquire a wide vocabulary; a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. A clear, fluent and taught handwriting style is essential in developing early writing fluency.</p> <p>These are the four central substantive concepts:</p> <ul style="list-style-type: none"> • Spelling • Handwriting • Composition • Grammar, vocabulary and punctuation 	<p>Disciplinary Concepts</p> <p>The writing curriculum is clearly sequenced to develop disciplinary knowledge. This knowledge teaches children to know how to use their writing skills to impact the reader, thus becoming real authors writing for purpose.</p> <ul style="list-style-type: none"> • Developing Vocabulary • Editing and Improving • Writing for purpose • Forming Letters Correctly • Spelling accurately • Punctuating • Organising Writing • Writing Sentences
<p>Impact</p>	
<p>The impact of our writing curriculum is seen in children who write with confidence, creativity, and purpose. They understand how to shape language to suit a range of audiences and intentions, and they see themselves as authors with agency—capable of using writing to inform, entertain, persuade, and reflect. Because learning is embedded in meaningful contexts, pupils are motivated to write and can draw on a wide bank of knowledge, vocabulary, and experiences to craft rich, well-structured pieces.</p> <p>Children develop increasing independence and fluency in transcription, allowing them to focus on the craft of composition as they move through the school. Talk for Writing ensures that pupils internalise genre structures and develop strong oracy, which in turn enhances their ability to plan, draft, and refine their writing. Our consistent approach supports all learners, including those with SEND or limited literacy experiences outside of school, to access, succeed and thrive as writers.</p> <p>Through collaboration and discussion, children learn to give and receive feedback, edit with purpose, and take pride in their writing. They leave Spring Lane as articulate, reflective communicators who can use the written word to express themselves, connect with others, and contribute meaningfully to the world around them.</p> <p>Pupils' writing knowledge and skills are assessed using the following:</p> <ul style="list-style-type: none"> • Retrieval practice and sentence-level skills revisited at the beginning of each unit and embedded throughout. • Assessment for learning within lessons through high-quality questioning, live feedback, and conferencing. • Pupil voice to gather insight into how children see themselves as writers and how well they retain and apply learning. • Summative writing outcomes linked to the final purpose of each unit, moderated across year groups to ensure consistency and progress. 	
<p>Equity and inclusion – removing barriers</p>	
<p>Spring Lane's writing curriculum aligns with our core curriculum principles of Relevance, Experiences, and Collaboration to remove barriers and increase equity for all learners. By grounding writing tasks in meaningful contexts—such as pupils' lives, interests, and the wider curriculum—it ensures that all children understand the purpose of writing and see themselves as authors with something to say (Relevance). Rich experiences, both within and beyond the classroom, provide vital content and language for writing, particularly for those with limited exposure to vocabulary-rich environments outside school. These experiences build the schema children need to write with confidence and creativity (Experiences). Through collaborative approaches like shared writing, partner work, and oral rehearsal, pupils support one another to shape and improve their writing—developing a strong sense of community, mutual respect, and collective success (Collaboration). These principles ensure that every child, regardless of background or ability, can access high-quality writing instruction, develop their voice, and flourish as an independent, capable communicator.</p>	