



[Brompton and Sawdon Community Primary School:](#)

Curriculum Intent Statement for Writing

At Brompton & Sawdon Primary School, children are taught to write for a range of **purposes** (entertain, inform, discuss and persuade). This is instead of how they may have been taught previously by a text type (e.g. story writing, poetry or non-chronological reports). This allows children to develop a secure knowledge of how to successfully use features pertaining to these writing purposes as, for instance, some purposes cover a range of genre or text type. For example, children that 'write to entertain' may develop their knowledge of texts that include story writing, playscripts, character descriptions or poetry (rather than just one of these).

Children are taught how to be successful writers in these purposes by exploring **model texts** similar to that which they write in class. Children are guided through model texts by developing '**toolkits**' which show them how they can be '**Ready to Fly**' with the features of that writing purpose. These are built up progressively over the time children are in school, so that they revisit previously taught features, as well as learn new ones.

Toolkits also reflect the elements of grammar and punctuation children are taught at each stage of their learning. We think it is crucial that, where possible, children are taught these elements in the context of a writing purpose (rather than being taught in just discrete isolated sessions). We also believe it is crucial that children are taught toolkit features in a logical, sequential order, so that children have the opportunity to practise them before combining them in a longer, extended text of their own. These extended texts are **planned, drafted** and **edited** (according to the age of the child), so that students have further opportunities to apply these toolkit features and their learning.

Model texts reinforce and reflect the values of the school, celebrating the village's history and **Nature**. They also allow children to go beyond the context with which they are familiar by exploring texts that they may not otherwise encounter, helping them to develop their **Rural Aspirations**, their **Respect** and **Acceptance** of those with similar and differing views, meaning that they are **Ready to Fly**, regardless of which future path they take.

We have the highest expectations for our pupils with SEND. Rather than simplifying tasks, we intend that they receive the support, adaptations and resources needed to allow them to achieve learning objectives in line with their peers.

This might include:

- adult support, different groupings, adapted tasks to reflect different learning styles,
- Pre-teaching of specific vocabulary or concepts
- Over-teaching to reinforce
- Adult support in a small groups or 1:1
- 1:1 support where and when necessary.
- Word mats / visual cues that explain some of the key concepts or vocabulary
- Knowledge organisers to refer back to if they are unsure of a particular concept
- Further / additional or adapted resources around the classroom
- Adapted worksheets / books
- Carefully considered Peer buddies / pairings / groupings
- Adapted timings

If they can't learn the way we teach, we teach the way they learn.