Colville County Primary School

Statement of Intent for Writing

Our school vision: We Love, We Laugh, We Learn

Colville School aims to create and enhance a sense of independence, self-confidence and good self-esteem in every pupil. We want the children to feel that their opinions, feelings and talents are valued. We achieve this within a climate of friendly support in which high expectations for academic achievement, good behaviour and caring relationships are made clear.

Intent - *Why do we teach this? Why do we teach it in the way we do?*

At Colville Primary School, we are committed to fostering a culture of creativity, expression, and effective communication through our writing curriculum, guided by our school motto, "We Love. We Laugh. We Learn." Our intent is to provide a supportive and inclusive environment where every child feels empowered to develop their writing skills with confidence and enthusiasm.

We recognise writing as a fundamental skill that is essential for success in school and beyond. We aim to instil in our students a love for writing and to equip them with the knowledge, strategies, and creativity to become proficient and versatile communicators across a variety of genres and purposes.

Our approach to teaching writing is rooted in the belief that writing is a powerful tool for self-expression, reflection, and communication. We strive to nurture pupils' voices, encouraging them to explore their ideas, passions, and perspectives through writing, while also fostering the development of critical thinking, communication, and problem-solving skills.

Through engaging activities, access to high-quality texts, authentic writing experiences, and personalised support, we aim to inspire a life-long appreciation for the written word and to empower our students to communicate effectively, authentically, and confidently in a variety contexts.

Implementation - *What do we teach? What does this look like?*

At Colville Primary School, we offer a comprehensive approach to teaching writing, aiming to empower our students to become confident, skilled, and reflective writers who can effectively communicate their ideas, express themselves authentically, and engage with the world through the written word.

Genre Exploration and Modelling: Through a focus on exploring different genres of writing (including narratives, persuasive essays, informational texts, and poetry), pupils will analyse example texts; identify key features of each genre; and discuss the purpose and audience for various types of writing. Teachers model the writing process, demonstrating how to generate ideas, plan, draft, revise, edit, and publish written pieces across different genres.

A Suitable Environment: Pupils are provided with dedicated time and space to engage in independent and collaborative writing activities. During writing sessions, students have the opportunity to develop as independent writers; receive feedback from peers and teachers; and engage in one-on-one writing conferences to set goals and receive personalised support.

Skill-Based Instruction: Our writing curriculum incorporates explicit instruction in foundational writing skills, including grammar, punctuation, sentence structure, and paragraph organization. Through mini-lessons, guided practice, and targeted skill-building activities, pupils develop a range of writing strategies and conventions that they can apply across different writing tasks and genres.

Writing Across the Curriculum: We believe in integrating writing across the curriculum, providing students with opportunities to apply their writing skills in meaningful and authentic contexts. Writing tasks are embedded within content-area instruction, allowing students to practice writing to learn, demonstrate understanding, and communicate ideas in subjects such as science, humanities and the arts.

Differentiation and Support: Writing tasks differentiated to meet the needs and abilities of our students. Teachers provide scaffolded support, extension activities, and accommodations to ensure that all students have access to appropriate writing standards and are challenged to reach their full potential as writers.

Assessment

Reception – Year 5 Writing Progress every term

Year 6 Writing Assessment – after each independent writing task

Formative / ongoing – feedback and marking during / after lessons

Impact - *What will this look like? By the time children leave our school they will:*

By the end of Year 6, the average child at Colville Primary School will have achieved significant milestones in their writing development, demonstrating proficiency and confidence in a variety of writing genres and tasks.

Pupils will demonstrate the ability to communicate their ideas clearly, coherently, and persuasively through writing, understanding the conventions and features of various genres and being able to adapt their writing style and voice to suit different contexts and audiences.

Pupils will also use writing as a tool for reflection, inquiry, and problem-solving across the curriculum. They will showcase their creativity and individual voice through their writing, exploring a variety of topics, perspectives, and styles, using language to convey emotion, imagination, and empathy.

We aim for our pupils to be confident writers who take pride in their work and view writing as a meaningful and empowering means of expression and communication. Equipped with strong writing skills and a clear understanding of the writing process, pupils leaving Colville Primary School will be well-prepared for success in secondary school and beyond. They will have the foundation and confidence to navigate academic writing tasks, communicate effectively in various contexts, and continue to develop as lifelong learners and contributors to society.

Through our comprehensive and inclusive approach to teaching writing, we aim to empower every child at Colville Primary School to become a confident, skilled, and reflective writer, capable of engaging with the world through the power of the written word.