



Ramsey Manor Lower School

Writing Curriculum Intent, Implementation and Impact 2025-2026

Our Vision

At Ramsey Manor, we believe that all of our students have the opportunity to thrive in our inclusive, nurturing and inspiring environment where they will grow into creative and confident learners without limits.

Aspire, Achieve, Excel

INTENT

What we want to achieve:

At Ramsey Manor Lower school, we foster children's love for writing through introducing children to high quality texts full of rich and varied vocabulary. Every child at Ramsey Manor Lower school is a storyteller. Through our Talk for Writing scheme of work, children develop oracy skills which are fundamental in order for children to share their views and opinions. A well-rounded approach to teaching writing, enables the children to explore different genres and write for different purposes. Talk for Writing enables children to imitate the language orally before children analyse the text and write their own. We support children in their creative writing, through teaching them how to organise their ideas, how to choose the most effective vocabulary to be topic specific, how to choose appropriate writing conventions and with high-quality adult modelling.

IMPLEMENTATION

How we will achieve this:

Talk for Writing at Ramsey Manor Lower school is fostered from the very start by introducing the children to age appropriate, high-quality texts. Writing is taught daily.

Children's understanding of model texts is introduced in 3 stages:

- Stage 1: Imitation
- Stage 2: Innovation
- Stage 3: Independent application

The imitation stage begins with teachers introducing the model text through active engagement, a hook to capture children's imaginations and discussions about new vocabulary words they may encounter. Children learn the story by heart, supported by actions and story maps. In this stage, children learn the text, look at sentence structures and discuss in depth the genre and features of the studied text. The class also creates a toolkit which supports the children to include all relevant components of the successful writing in the genre and of studied themes, e.g. description, suspense, character etc. Children also learn to read the text like a Reader and like a Writer.

The innovation stage is where the children are boxing up the modelled text and together, as a class, developing their shared text with alterations. Alterations vary from key stage to key stage, and can include: changing the scenery, characters, writing a prequel or sequel or writing the next chapter. The teacher supports children with shared writing through modelling high quality writing, grammar and vocabulary and provides ongoing feedback to all children with next steps.

In the last phase of the cycle, children apply all knowledge and skills learnt in the first two stages in order to develop their own stories or texts. Teachers monitor what children write and provide feedback where necessary.

We also provide children with time to Invent their own stories and complete three units of poetry in each year group.

Spellings

To ensure that our children are able to become confident, accomplished and independent spellers we use:

- Key Stage 1 - Our phonetic approach from Twinkl (see Phonics 'Intent, Implementation and Impact' document)
- Key Stage 2 - Spelling Shed Approach and Programme

The Spelling Shed's scheme of work gives an organised progression through the Spelling outlined in the English National Curriculum. The complete curriculum resource allows the teaching and practising of spellings in class and at home. The Spelling Shed embraces knowledge of spelling conventions – patterns and rules; but also, integral to the teaching, is the opportunity to promote the learning of spellings including statutory words and common exception words. The programme has a clear progression throughout blocks of teaching units across the year groups and comprehensively explains how to teach spelling effectively.

IMPACT

The intended outcomes of the English curriculum:

We are ambitious for all of our children to progress with their writing. We strive to ensure that we provide all children with the skills needed for them to become successful writers, no matter what their starting point, background or additional needs. By the end of KS2 we aspire for our children to:

- Enjoy writing and view themselves as effective, competent writers
- Have a good understanding of the purpose of writing and write effectively for a range of purposes and audiences
- Have a wide vocabulary that they use within their writing
- Be able to effectively apply spelling rules and patterns they have been taught

We aim to meet the expectations of the Early Learning Goals and the National Curriculum and when possible, exceed these and ensure that children make good progress in Writing during their time at Ramsey Manor. Therefore, we aim to achieve:

- Outcomes at the end of KS1 in writing that are at least in line with or above national averages for attainment at both standards.
- Outcomes at the end of Year 4 in writing that are at least in line with national or above averages for attainment at both standards and progress.
- The % of pupils working at Age Related Expectations in writing within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth in writing within each year group will be at least in line with national averages.