



Writing

Curriculum Design

We provide a carefully balanced curriculum of fiction, non-fiction, and poetry, exposing pupils to a wide range of text types to develop their writing skills. This is complemented by purposeful, careers-related writing tasks that connect learning to real-world contexts.

Central to our writing curriculum is the use of carefully selected high-quality texts that act as models for language, structure, and ideas. These texts are chosen for their literary richness, relevance, diversity, and inclusivity, and are used regularly to inspire and support pupils' independent writing.

In the early stages of writing, children are taught to compose sentences orally before writing them down, supporting their understanding of sentence structure, sequencing, and clarity of meaning. Alongside this, we prioritise the physical foundations of writing by developing pupils' fine and gross motor skills to support pencil control, stamina, and accurate letter formation. In Key Stages One and Two, we prioritise quality over quantity, encouraging pupils to write thoughtfully with a clear awareness of audience and reader perspective.

Guided by Rosenshein's Principles of Instruction, spelling, grammar, and handwriting are taught in an inclusive way that carefully manages cognitive load. Learning is sequenced in small steps, with regular opportunities to revisit and secure prior knowledge before moving on. Grammar and punctuation are explicitly modelled and integrated into shared writing, ensuring pupils see these skills as tools for effective composition rather than isolated concepts.



Curriculum Intent

At Richardson Dees, we aspire for all pupils to enjoy writing and recognise it is our responsibility to equip them with the knowledge and skills required to write with confidence and purpose. We want children to enjoy expressing themselves through writing, creating work that is clear, cohesive, and meaningful.

Our writing curriculum aims to inspire creativity, enthusiasm, and motivation by building on pupils' interests and curiosities and by providing engaging, high-quality experiences and resources. Through exposure to inspiring texts, we seek to spark pupils' imaginations and encourage them to write confidently for themselves and for a range of purposes.

We want pupils to understand writing as a purposeful act, prioritising audience and intent—whether to inform, entertain, persuade, or express emotions—rather than simply demonstrating grammatical knowledge. Our goal is to develop independent writers who make deliberate linguistic choices to engage and impact their readers.

Inclusivity is central to our intent. By selecting diverse and representative texts, we aim to ensure all pupils see themselves reflected in what they read, while also gaining insight into perspectives different from their own.

