

Writing at The Vines

Intent

At The Vine Schools, our writing curriculum is designed to develop children as confident, capable writers who use language to communicate with purpose and empathy. Writing is not seen as an isolated subject, but as a tool for expression, connection and understanding the world around them.

We aim to develop writers who can adapt their writing for different audiences, purposes and contexts. Through carefully chosen stimuli—often linked to class topics or protected characteristics—children are encouraged to engage with meaningful themes and real-world issues.

Across all key stages, writing is rooted in high-quality texts and strong models. Children are exposed to ambitious vocabulary, rich language structures and a range of genres, enabling them to develop both technical accuracy and a strong authorial voice.

Our curriculum is carefully sequenced and genre-focused, ensuring that children build their knowledge and skills over time. Alongside this, we place a strong emphasis on empathy, supporting children to consider different perspectives and communicate thoughtfully and respectfully.

Implementation

Our writing curriculum is structured to support children from their earliest experiences in Early Years through to confident, independent writing in Upper Key Stage 2.

Each unit of writing is built around a clear purpose and outcome. Learning is carefully sequenced, moving from immersion in a model text, through explicit teaching of key skills, to independent application.

- A clear context and purpose for writing is established
- High-quality model texts (WAGOLLS) are explored
- Specific writing skills are taught in context
- Teachers model writing explicitly
- Children practise skills at sentence and paragraph level
- Children apply their learning in extended independent writing
- Time is given for editing and improving against clear success criteria

Teacher modelling is central to our approach, making the writing process visible and supporting children to develop independence over time.

Writing is closely linked to the wider curriculum and often connected to topics or protected characteristics, ensuring learning is meaningful and relevant.

Early Years (Pre-School and Reception)

In the Early Years, writing begins with the development of communication and language. Mark-making is valued as an important early step, and children are encouraged to give meaning to their marks.

Through a language-rich environment and purposeful provision, children develop early writing skills and confidence, forming the foundation for Key Stage 1.

Key Stage 1

In KS1, children build on their Early Years foundations through structured teaching and regular opportunities for oral rehearsal.

Children focus on sentence construction, basic punctuation and simple narratives, supported by modelling, shared writing and guided practice.

Lower Key Stage 2 (Years 3 and 4)

In LKS2, children write across a wider range of genres. Skills are explicitly taught and mapped to each genre, with a clear focus on progression.

Teachers model writing regularly, and children move from guided practice towards independence.

Upper Key Stage 2 (Years 5 and 6)

In UKS2, children develop independence and control, writing with increasing fluency and adapting their writing for different audiences and purposes.

They produce extended pieces of writing and refine their work, developing a clear and confident writing voice.

Impact

The impact of our writing curriculum is seen in the confidence and capability of our children as writers.

- Write for a range of purposes and audiences
- Use a wide range of vocabulary and grammatical structures
- Organise and structure writing effectively
- Edit and improve their own work
- Write with independence and stamina

Children understand the purpose of writing and are able to express ideas, communicate effectively and explore different perspectives.