



English Curriculum: Writing

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Writing Intent

In line with our English policy, the intent of writing at St. Catharine's is to ensure that all pupils become fluent, confident writers who can communicate ideas effectively for a range of purposes and audiences.

Guided by research, we recognise that successful writing depends on the secure development of transcription skills (handwriting and spelling) and composition skills (sentence construction, vocabulary, and text structure). Our curriculum prioritises sentence-level understanding so that pupils know how to construct, manipulate, and combine sentences before moving to extended pieces of writing.

We aim to:

- Provide explicit instruction in how writing works
- Reduce cognitive load by breaking writing into manageable steps
- Ensure all pupils, including disadvantaged and SEND learners, can access and succeed in writing
- Build confidence, accuracy, and independence in writing across the curriculum

Writing Implementation

Our English curriculum is firmly embedded and established across all key stages, and through this, we offer a wealth of stimulating and challenging experiences. A broad variety of rich texts from every genre are studied, allowing the children to be enthused and immersed into a literary world. This will allow children to enjoy reading for knowledge, as well as pleasure and enjoyment, and write with a sense of purpose and audience.

As outlined in our English policy, writing is taught daily through a structured, progressive approach.

Key features of implementation include:

- Teaching sequences that clearly move from:
 - Analysis of high-quality model texts
 - Explicit teaching of sentence structures, grammar, and vocabulary
 - Modelled, shared, and guided writing
 - Independent application
- A strong focus on sentence-level work ensuring pupils secure sentence construction before extended writing
- Writing tasks with a clear purpose and audience, linked to reading and curriculum content
- Regular opportunities for editing, revising, and improving writing
- Explicit teaching of transcription skills, with handwriting and spelling expectations applied consistently across writing

Teachers meet the needs of all learners through:

- Scaffolding and pre-teaching
- Overlearning and repetition where needed
- Targeted support and intervention

Our approach ensures effective writing instruction is explicit, structured, and cumulative.

Writing Impact

In line with the aims set out in our English policy, pupils demonstrate:

- Increasing confidence and accuracy in sentence construction
- Secure application of taught grammar and vocabulary in independent writing
- Writing that is well-structured, purposeful, and coherent
- Improved stamina and independence when writing at length

Assessment, book scrutiny, and pupil voice show that:

- Pupils understand how to improve their writing
- Disadvantaged pupils and those with SEND make strong progress from their starting points
- Pupils are well prepared for the demands of secondary education

The consistent, evidence-informed approach to writing across the school ensures that high expectations are maintained and outcomes continue to improve.