

Writing Policy on a Page:



Curriculum Intent:

The writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful writers, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Our intent is for all pupils – irrespective of their needs, abilities or background – to learn to write fluently, developing their own writer's voice. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school. We recognise that spoken language underpins the development of Writing. The quality of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding Writing. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

We cultivate a love of Writing and communicating through vocabulary rich and high-quality literature, using Ready Steady Write by Literacy Counts. By inspiring and developing an appreciation of our rich and varied literary heritage and providing meaningful and exciting provocations to write, we develop a habit of writing widely and often. We recognise the importance of nurturing a culture where children take pride in their Writing; can write clearly and accurately and adapt their language and style for a range of contexts.



Curriculum Vision:

Our approach to teaching writing is designed to help children develop a genuine enjoyment of language and the confidence to use it effectively in a variety of contexts. We are committed to nurturing independent, enthusiastic writers who not only master the skills needed to communicate clearly but also express their own ideas and emotions with creativity and purpose. Through the Ready Steady Write scheme, we aim to build strong foundations that inspire lifelong writing habits, empowering pupils to become thoughtful, articulate communicators prepared for future academic and personal success.



Curriculum Sequencing:

Ready Steady Write by Literacy Counts is sequenced to build literacy skills progressively, ensuring children develop a solid foundation in reading and writing. The programme is structured around a series of carefully selected "vehicle texts" that drive the focus of each lesson. These texts are chosen for their diversity in genre, theme and authorship, ensuring that children encounter a wide range of literary styles and cultural perspectives. The sequencing follows a logical progression, starting with building comprehension and fluency before moving into more complex writing tasks. Each unit is designed to gradually introduce new skills, such as vocabulary expansion, sentence structure and critical thinking, while reinforcing previous learning. Lessons are scaffolded to ensure that children's skills grow in tandem, with opportunities for reflection and consolidation. This ensures that by the end of the programme, children are confident readers and writers, with a deep understanding of how to engage with texts across subjects.



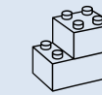
Curriculum Progression:

Built around high-quality language-rich literature (with increasingly complex themes), our writing curriculum provides a structured and sequenced approach, that develops confident, independent writers. Each writing unit is carefully mapped to the National Curriculum to ensure consistent progression from Early Years through to Year 6. Detailed progression documents provide clear progression in grammar through word, sentence, text and punctuation. The progression allows all children to practice and embed skills in writing across an academic year.



Reading as the Beating Heart

Ready Steady Write by Literacy Counts places reading at the heart of every lesson, ensuring literacy is embedded across all areas of learning. The programme features a diverse range of texts, with a wide variety of themes and genres, to captivate children and broaden their perspectives. Lessons are driven by a central "vehicle text," which guides the focus of learning, while also enhancing comprehension, fluency and vocabulary development. This approach encourages active engagement with texts, fostering critical thinking and a deeper connection to the material. In doing so, reading becomes the beating heart of the learning process, supporting academic success and instilling a love for diverse literature.

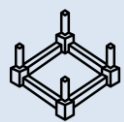


EYFS As the Bedrock:

At Parish Church of England Primary School, we view EYFS as the bedrock of writing, grounded in our QUEST foundational knowledge principles which are fully aligned with the EYFS statutory framework. We prioritise vocabulary development, language comprehension, and executive function skills, recognising these as essential for early and lifelong learning. Our staff receive ongoing professional development focused on child development and effective pedagogy, ensuring high-quality teaching. Teachers create language-rich environments filled with beloved stories and nursery rhymes, understanding that writing floats on a sea of talk—so oracy is at the heart of early literacy. Early language learning is embedded through both intentional teaching and meaningful play, laying strong foundations for reading, writing, and communication. Starting in Reception, with a core focus on communication and language alongside writing and transcription (building on the fundamental approaches from Nursery), units are consistent in their structure, immersing children in engaging texts and encouraging the development of both transcription and composition skills. The elements of the Writing Framework are carefully considered across the curriculum, with recommendations thoughtfully embedded. Our curriculum also connects learning across subjects through engaging topics in Understanding the World, while Expressive Arts and Design provide regular opportunities for children to explore and refine their creative skills, further supporting their emerging literacy.



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Strong Foundations:

The 2024 Research Review, *Strong Foundations in the First Years of School*, emphasises the importance of establishing firm foundations to support all children's learning and development. Key considerations include making knowledge explicit, designing clear activities to build foundational skills, and implementing a well-defined curriculum starting from the Early Years. Equity in teaching is essential, ensuring that all learners have access to quality education, with adult interaction playing a pivotal role, particularly in fostering language development. Effective teaching balances direct instruction and practice, while avoiding the premature introduction of complex reading and writing tasks. High-quality staff training and CPD is critical to equipping educators with the tools needed to deliver impactful, inclusive teaching.



Inclusive Practice - Meeting the needs of all learners:

Ready Steady Write with Literacy Counts promotes inclusivity by addressing diverse learning needs through a range of strategies aligned with the Parish Inclusion by Design Model. Teachers provide scaffolds and supports to help children develop writing ideas and acquire language, using technology to assist in generating ideas, building word banks and planning and writing. The programme emphasises explicit instruction, including modelling of sentences, paragraphs, planning, and editing, with plenty of opportunities for children to practise these techniques. It also focuses on cognitive and metacognitive strategies to help children articulate their learning. It is important to note that Ready Steady Write informs, rather than dictates, our teaching, allowing flexibility to adapt to the needs of the children. Flexible groupings ensure peer support and an appropriate level of challenge, fostering a collaborative environment where all children can engage and develop their skills at their own pace. Delivery and adaptations are also supported by our SEND toolkit, ensuring that all children, including those with additional needs, receive the tailored support they require.



Teaching Pedagogy:

- Each Ready Steady Write Unit provides:**
- Clear, sequential Episodes of Learning considering secure foundational knowledge.
 - Vocabulary learning and contextualised spelling, grammar and punctuation.
 - Wider reading to support learning across the curriculum.
 - Example Texts linked to purposefully to writing outcomes.
 - High quality structured resources to support consistent progression year on year.
 - Each unit has been carefully mapped out to match the entire statutory curriculum for writing with careful adaptation from teachers to ensure children are developmentally ready at each stage.



Developing Cultural Capital:

Ready Steady Write by Literacy Counts plays a key role in developing children's cultural capital by providing and exposing them to a diverse range of texts, from various genres, written by authors from a wide array of backgrounds. At Parish School, we promote cultural capital through reading by spending time looking at and learning about a broad spectrum of authors and poets. This exploration is further enriched by a range of reading experiences such as World Book Day, writing focus weeks and author visits, which bring literature to life and encourage a deeper appreciation for the written word. Trips to the local library connect children with their community's literary resources; while writing competitions and the publication of their work provide opportunities for children to showcase their talents, building confidence and a sense of achievement.



Rainbow Promises

Writing is integral to fostering the Rainbow Promises, with a text-driven curriculum that promotes resilience and perseverance through challenging content and constructive feedback. It supports articulate learners by integrating oracy opportunities, drama, and presentations, while emphasizing vocabulary development to enhance communication. Writing also influences aspirations by offering inspiring experiences, such as author visits and themed events, which ignite creativity and pride in published work. It nurtures curiosity by exploring diverse genres and linking writing to real-world experiences like STEM and Forest School activities. Rooted in British and Christian values, the curriculum provides opportunities to build on knowledge and skills through sequenced learning and regular practice. Writing also plays a key role in well-being by encouraging reading for pleasure, fostering empathy through diverse themes, and offering a space for emotional expression.



Staff CPD:

- All teaching staff have attended Literacy Counts training for Ready Steady Write, Comprehension and Spelling.
- As part of LDST, extensive trust wide networking takes place through School Improvement Liverpool and curriculum networking teams, ensuring the latest curriculum updates and disseminated and implemented. This includes Early Years centred upon strong foundations in the first years of school and reviews of both the Reading and Writing Framework.
- Internal to school, coaching cycles also regularly take place to show how to model an aspect of English or establishing best practice across year groups.
 - Extensive ECT support programme takes place, with all aspects of English heavily modelled and supported.
 - Regularly, Parish CE attends joint staff meetings with St James CE as part of the partnership to collaborate and create a culture of continuous improvement.
 - English Leader has completed an NPQ in Leading Literacy.
- All staff across the partnership have received up to date Read Write Inc training in 24/25.



Assessment:

Teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify those children who may need additional support. Formative assessment of Writing is completed through teachers' daily feedback to inform future planning. Teachers use the children's everyday writing and adapt models and input to meet their current needs. Daily sentence accuracy work is carefully monitored to ensure children are constructing sentences both coherently and accurately. Termly staff meetings allow for whole school moderation of writing to deepen understanding of standards for each year group and ensure judgements are fair and accurate. Subject leaders analyse termly data and address areas for curriculum development. Children's attainment, progress and barriers to learning are discussed in termly Pupil Progress Meetings with senior leaders and clear actions to work on will be planned together, to support pupils and staff in closing gaps.