

# Writing

## 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.

As an English graduate, I am passionate about high-quality written outcomes and ensuring that children have a real purpose for writing that is celebrated and shared.

Beginning with the journey of Early Writing in EYFS right through to Year 6, the importance of high-quality literature to provide a stimulus for writing is a key feature of our curriculum.



English Subject Leader:  
Mrs Flanders





## 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 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.**

## Curriculum Progression:

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# Our Rainbow Promises in Writing:

## Resilience and Perseverance:

The text-driven curriculum immerses children in rich, challenging content, fostering a deeper understanding and engagement. Through next-step marking and feedback, children receive constructive guidance that encourages them to refine their work and embrace growth through effort. High expectations inspire them to aim for excellence, while the focus on developing stamina for writing helps sustain their creativity and effort during extended tasks, promoting perseverance and determination.

## Articulate Learner:

Writing is nurtured through a foundation of rich oracy opportunities, allowing children to articulate ideas, refine their thinking, and build confidence. Teaching approaches incorporate our 'Speak Its', including drama, debate, and presentations, enabling children to explore and express their understanding in creative and meaningful ways. Vital vocabulary is explicitly taught and reinforced across all lessons, ensuring learners have the linguistic tools to communicate effectively. Placing an emphasis on speaking and listening empowers children to develop their writing skills, as their ideas and expressions are shaped by purposeful discussion and collaboration.

## Influence Aspirations:

Teachers foster the children's aspirations in English through a rich array of inspiring experiences. Visits from diverse authors, poets, and illustrators spark creativity, while connections with local secondary schools, university English tutors, and a nearby bookshop broaden their horizons. Themed events, such as World Book Day, Reading by Twilight, and the Reading is STEMsational project, create engaging opportunities to celebrate literacy. Publishing children's work gives their writing purpose, encouraging pride and motivation to succeed.

## Nurture Curiosity:

We nurture the children's curiosity in English through a text-driven curriculum that introduces a variety of genres and encourages writing for diverse purposes, such as entertaining, narrating, and informing. Beloved books in Early Years and Key Stage 1 instil a lifelong love of reading, while Pot of Gold trips and themed writing weeks, often linked to STEM topics, provide the "WOW" factor. Forest School experiences inspire creativity, allowing children to use oracy in outdoor settings and draw inspiration for their writing, demonstrating how English is integrated across the curriculum.

## British and Christian Values:

Through its content, our Writing curriculum promotes qualities such as kindness, honesty and integrity, which align with Christian teachings. It also fosters an appreciation for cultural heritage and British values like fairness, tolerance and respect for others. By integrating these principles into writing activities, children not only improve their literacy skills but also develop a strong ethical foundation, learning to express themselves with compassion and consideration for others.

## Opportunities to Build on Knowledge and Skills:

- Subject planning and delivery are carefully sequenced to develop schema across all areas, with reading at its core.
- Regular retrieval activities, such as sentence accuracy practice, reading comprehension skills, book talk, grammar instruction, and language feature analysis, reinforce learning and deepen understanding.
- Learning opportunities are enriched by connections to our Rainbow Promises, ensuring a holistic approach, and by using the curriculum itself as a clear progression model to support a culture of continuous development in English.

## Wellbeing and Health:

Ready Steady Write encourages wellbeing and health by promoting emotional expression and reflection through writing. The programme offers children a safe space to explore and articulate their feelings, which can help them process emotions and build emotional resilience. Writing activities also provide a sense of achievement, boosting self-esteem and reducing stress. Furthermore, by fostering creativity and a positive mindset, Ready Steady Write supports mental wellbeing, helping children develop coping strategies and a greater sense of confidence and emotional balance.



# Inclusive Practice in Writing:

## EYFS as the Bedrock of Learning:

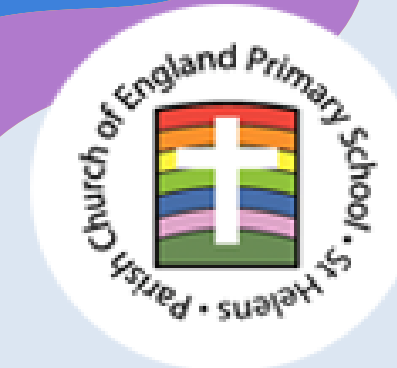
At Parish Church of England Primary School, we view EYFS as the bedrock of writing, grounded in our QUEST foundational knowledge principles which are fully aligned with the EYFS statutory framework. We prioritise vocabulary development, language comprehension, and executive function skills, recognising 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.

## 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.

## 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.





# Wider Curriculum Considerations in Writing:

## 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.

## Personal Development:

Ready Steady Write by Literacy Counts supports children's personal development by fostering key skills such as self-confidence, independence, and resilience. It encourages children to express their thoughts clearly through structured writing activities, which enhances their communication and problem-solving abilities. The programme's focus on gradual progression allows children to set achievable goals, building their self-esteem as they see tangible improvement in their writing. Through this, children also develop perseverance as they work through challenges and refine their skills, contributing to a strong sense of personal accomplishment and growth.

## 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.

## 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.

