St Lawrence Church of England Primary School

Curriculum Statement for Writing

Vision

'Achieving together † Learning for life in all its fullness'

Our vision is to be a school rooted in clear Christian values, where children participate, excel and are proud of their achievements.

Intent

At St Lawrence CE Primary School, we aim to develop confident, creative and independent writers who can communicate effectively for a range of audiences and purposes. Through exposure to high-quality, vocabulary-rich texts, we nurture a love of writing and support children in developing their own writer's voice.

Our writing curriculum is designed to provide a broad and balanced education that enables all pupils to succeed. We want children to become fluent writers who understand how language works, can make purposeful choices as authors and take pride in their work. Through writing, pupils develop the knowledge, skills and confidence needed to communicate effectively across the curriculum and beyond school.

Implementation

Writing is taught through the award-winning 'Ready Steady Write' programme from Reception to Year 6. At the heart of our writing curriculum are carefully selected, high-quality vehicle texts which expose pupils to ambitious vocabulary, rich language and a diverse range of authors, themes and experiences. Through these texts, children are immersed in language, develop a love of literature and learn how effective writing is crafted.

The writing curriculum follows a clear sequence of Immerse, Analyse, Plan and Write, adapted in EYFS as Jump In, Analyse, Plan and Write. Children begin by exploring and discussing high-quality texts, building vocabulary and developing a secure understanding of language, structure and purpose. They then analyse model texts, identifying grammatical features, authorial choices and the characteristics of different text types before planning, drafting, editing and publishing their own writing for a clear audience and purpose. Throughout each unit, audience and purpose are made explicit so that children understand why they are writing and how their choices influence the reader.

Spoken language is central to our approach. Through discussion, vocabulary exploration, oral rehearsal, drama and partner talk, children learn to organise, develop and communicate their ideas before writing independently. Teachers regularly model the writing process through shared and modelled writing, making the thinking of expert writers visible and ensuring that pupils understand how effective writing is constructed before applying skills for themselves.

A key feature of our curriculum is Daily Sentence Accuracy, which provides regular and systematic practice of grammar, punctuation and sentence construction within meaningful contexts. This daily rehearsal strengthens transcription skills, develops fluency and stamina for writing, and supports children in securing year-group expectations over time. Children are also taught to proofread, edit and improve their writing regularly, developing independence and accuracy as writers.

Handwriting is taught systematically through the Nelson Handwriting Scheme, supporting pupils in developing a fluent, legible and increasingly automatic handwriting style. Presentation is valued across the curriculum and children are encouraged to take pride in their written work.

Phonics is taught daily in EYFS and Year 1 through 'Essential Letters and Sounds' (ELS), supporting early spelling and transcription development. In Year 2, spelling is taught through 'ELS Essential Spelling', a structured programme that builds on children's phonic knowledge through explicit teaching, repetition, application and assessment. From Years 3 to 6, pupils follow 'Essential Spelling and Word Knowledge', which develops a deeper understanding of spelling through morphology, etymology, word structure and spelling patterns. Across the school, spelling is taught as a progressive process with regular opportunities for rehearsal, application and review, ensuring that spelling knowledge is transferred into independent writing.

Impact

We aim for all pupils to leave St Lawrence as confident, fluent and enthusiastic writers who can write effectively for a range of audiences and purposes. Through exposure to high-quality literature, explicit teaching and regular opportunities to plan, write, edit and improve, children develop an understanding of how writing works and increasingly see themselves as successful writers.

Pupils demonstrate increasing independence in applying grammar, punctuation, spelling and vocabulary choices appropriately within their writing. They are able to draw upon the language, structures and authorial techniques encountered through high-

quality texts and use these purposefully in their own work. As they progress through the school, children develop stamina for writing, a secure understanding of audience and purpose, and the ability to evaluate and improve their own work.

Writing is assessed through independent writing outcomes, ongoing teacher assessment and age-related expectations. Assessment is used diagnostically to identify strengths, next steps and areas requiring additional support. Outcomes are reviewed regularly through Ready Steady Write assessment processes, ensuring that teaching builds systematically on prior learning and addresses identified gaps. Assessment judgements are recorded using SONAR and contribute to termly evaluations of progress and attainment.

Children who are not making expected progress are identified quickly and supported through targeted intervention, scaffolding and adaptive teaching. Support is carefully tailored to individual needs and may focus on areas such as transcription, spelling, sentence construction, vocabulary development or composition.

As a result, pupils leave St Lawrence as confident, fluent and effective writers, equipped with the knowledge, skills and ambition required for the next stage of their education.

How we support children with Special Educational Needs in this subject area:
At St Lawrence CE Primary School, we believe that all pupils should have the opportunity to achieve their full potential through a broad, balanced and inclusive curriculum. Every child, including those with Special Educational Needs and Disabilities (SEND), is entitled to high-quality teaching and meaningful access to the writing curriculum.

Our writing curriculum is designed to be inclusive from the outset. Through the Ready Steady Write approach, all children are immersed in high-quality texts, rich vocabulary and meaningful writing experiences. Structured discussion, oral rehearsal, modelled writing and shared writing provide opportunities for all pupils to develop ideas, language and confidence before writing independently.

Adaptation and scaffolding are used to ensure pupils can access learning while maintaining high expectations. Support may include:

- Pre-teaching and revisiting vocabulary
- Visual prompts, story maps and graphic organisers
- Modelled and shared writing
- Word banks, sentence stems and spelling support
- Targeted questioning and structured discussion
- Additional phonics or spelling support where required
- Adult support to develop ideas and understanding
- Adapted outcomes and resources to meet individual needs

Where additional support is required, interventions are carefully planned to address specific barriers to learning while ensuring pupils continue to access the wider writing curriculum alongside their peers.

Through high-quality teaching, carefully planned support and a strong emphasis on oral language, we aim for all pupils to develop as confident writers who take pride in their work and can communicate effectively for a range of purposes and audiences.