



## Writing Curriculum Statement

At St Catherine's Primary School our aims are to fulfil the requirements of the National Curriculum for English. Writing is a crucial part of our ambitious curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. It is our ambition that pupils are able to speak, read and write fluently so that they can communicate their ideas and emotions effectively and reach their full potential.

### **Intent:**

At St Catherine's, we develop writing through spoken language, composition, grammar and vocabulary extension, using a text-rich curriculum. In EYFS, we use Drawing Club by Greg Bottrill before moving on to The Write Stuff towards the end of Reception. We use The Write Stuff as the basis for our English teaching. Our long-term curriculum plan has been mapped out to provide opportunities for the children to revisit genres for progression across the year groups and contains linked core texts for each genre. We aim for stamina and ability in writing at the age-expected standard, using 'The Write Stuff' as the vehicle to deliver all aspects of writing.

We guide pupils, through a collaborative approach, to competently create independent written tasks, encouraging them as authors and building on their resilience to flourish as successful writers.

Our primary writing curriculum is designed with a clear intent to cultivate a love for language and literacy, fostering the development of confident, creative, and competent writers. Grounded in Jane Considine's The Write Stuff, our approach seeks to empower students from Early Years Foundation Stage (EYFS) to Year 6 with the essential skills and knowledge needed for effective written communication.

### **Implementation:**

We have adopted The Write Stuff by Jane Considine to bring clarity to the mechanics of writing. Lessons are broken up into 'Experience lessons' and 'Sentence Stacking'.

The experience lessons allow the children to completely immerse themselves in the theme of their writing and have experiences which they will then build on within their next lessons. Experience lessons could involve food, movies, trips or visitors just to give a few examples. With modelling at the heart of them, the sentence stacking lessons are broken into bite-sized chunks and taught under the structural framework of The Writing Rainbow. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing. Sentence Stacking lessons are broken into three learning chunks – each chunk has three sections:

- **Initiate section** – a stimulus to capture the children's imagination and set up a sentence.



- **Model section** – the teacher close models a sentence that outlines clear writing features and techniques.
- **Enable section** – the children write their own sentence, using the model as a guide, and build upon their learning from previous lessons.

Children are challenged to 'Deepen the Moment' which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk.

### Shining Write Process

At the end of each writing unit, we also follow the **Shining Write** process. Children work collaboratively with the teacher to co-construct a success criteria tailored to the text type and purpose. They then plan and draft their writing, peer mark against the success criteria, take part in an editing lesson, and finally produce a polished final draft as their independent Shining Write. This process ensures children understand each step of planning, drafting, revising, and publishing, helping them to take ownership of and pride in their writing.

"The Write Stuff" uses three essential components to support children in becoming great writers.

### Writing Curriculum Statement

The three zones of writing:

- **IDEAS** – The FANTASTICs is a child-friendly acronym to represent the nine idea lenses through which children can craft their ideas.
- **TOOLS** – The GRAMMARISTICS. The grammar rules of our language system and an accessible way to target weaknesses in pupils' grammatical and linguistic structures.
- **TECHNIQUES** – The BOOMTASTICs which helps children capture 10 ways of adding drama and poetic devices to writing in a vivid visual.

Our writing curriculum is a dynamic and engaging process that revolves around the principles of The Write Stuff. Key features of our implementation include:

- **Quality Teaching:** Employing skilled educators who utilise a range of teaching strategies to deliver high-quality writing lessons that cater to different learning styles.
- **Modelling Excellence:** Demonstrating exemplary writing through teacher modelling, enabling students to grasp the nuances of language, structure, and style.
- **Structured Framework:** Utilising Jane Considine's structured framework to guide lesson planning, ensuring a systematic and comprehensive approach to teaching writing.



- **Inclusive Practices:** Adapting teaching methods to accommodate diverse learning needs, fostering an inclusive environment where every student can thrive.
- **Cross-Curricular Links:** Integrating writing across the curriculum to demonstrate the real-world applications of writing skills, making learning more meaningful and interconnected.

## Writing Curriculum Statement

**Impact:** There are many ways that we can demonstrate the success of our writing curriculum at St Catherine's Catholic Primary School and the impact it is having for all groups of children.

English writing books demonstrate how well our children are using the skills taught to them, including planning their writing; choosing vocabulary; widening their choice of sentence types and editing their work. These books also provide a portfolio to showcase children's work which is varied in purpose and audience – from narrative to non-fiction to poetry.

Our children will leave St Catherine's with the skills and confidence to write in a range of styles and for a range of purposes and to adapt their writing for the audience, both within school and beyond. The writing skills learnt at St Catherine's will support our children's experiences and achievements throughout secondary school and will have a positive impact on their future opportunities in further education or employment.

Self-assessment of extended writing encourages children to talk confidently about their writing, sharing both their areas of strength and areas for development.

Displays around the school and in classrooms provide evidence of high-quality writing. The whole school writing display, which is updated termly, shows progress within year groups and across the school.

Through a well-defined intent, thoughtful implementation, and measurable impact, our primary writing curriculum aims to nurture a generation of lifelong learners who can harness the power of words to shape and enrich their futures.